

Orange County School District Elementary Intervention Materials Review

Company: Teacher to Teacher Publications
Program Title: Making Sense of Problem Solving

Overall rating: A
Grade Level (s): K-5

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|--|---|--|--|
| 0 | 1 | 2 | 3 |
| Product Does Not Meet OCPS Standards At ALL | Product Minimally Meets OCPS Standards | Product Adequately Meets OCPS Standards | Product Highly Meets OCPS Standards |

| Review Criteria | Comments | | | | | | | | | | |
|--|---|-------------------------|--------------------------------|--|---|--------------------------------------|--------------------------|--|----------------------------------|--|--|
| <p><u>Alignment to District Curriculum</u></p> <ul style="list-style-type: none"> Does the program align to SSS? Is there a correlation/alignment guide to the adopted text? (Grades 6-Algebra: Glencoe / Geometry – McDougal & Prentice Hall) Are new skills introduced in a way which builds upon prior knowledge in a logical way? Is there a comprehensive inclusion of all five strands of mathematics? | <p>Points earned/ points possible 45/45</p> | | | | | | | | | | |
| <p><u>Instructional Activities</u></p> <ul style="list-style-type: none"> Does the program include a series of instructional activities that are carefully linked with the diagnostic assessments? Do the program’s instructional activities support and enhance, but not supplant or duplicate, regular classroom instruction? Is the mathematics in the instructional activities correct? Do the instructional activities contain challenging tasks that are appropriate for students/ interests and backgrounds? Are the instructional activities targeted to specific concepts or skills? Does the program include instructional strategies that develop conceptual understanding through the use of concrete, semi-concrete (pictorial) and abstract (symbolic) activities? Does the program include different delivery models for students? (individual, small group, whole group) | <p>Points earned/ points possible 75/75</p> | | | | | | | | | | |
| <p><u>Content (Student Book, TE or Ancillaries)</u></p> <ul style="list-style-type: none"> Are a variety of problems and examples shown using problems of varying difficulty? Are a variety of problems (<u>at varying levels –up or down 2 grade levels from target</u>) provided to allow appropriate student practice? Are multiple problem-solving strategies encouraged and modeled? Are there real-life applications of mathematics? Is the program multi-culturally and gender sensitive? | <p>Earned/ Possible: 54/60</p> | | | | | | | | | | |
| <p><u>Readability</u></p> <ul style="list-style-type: none"> Are explanations/examples understandable? Is the layout of student pages/screen shots clean (Not Cluttered, readable font size, color, pictures are clear) Does program encourage vocabulary acquisition and practice? <i>Is it “age-honoring?” (I.e. age appropriate with text and pictures. If it is 3rd grade material presented to a middle school student, it does not look like 3rd grade text and illustrations.)</i> | <p>Earned/ Possible: 15/15</p> | | | | | | | | | | |
| <p><u>Teacher’s Support Materials</u></p> <ul style="list-style-type: none"> Are benchmark numbers given with each lesson? Are there strategies included to support ESE and ESOL students? Are answers provided for the teacher? Are they located with the problem in readable print? Have classroom management (grouping/pairing, etc), assorted assessment strategies, and materials management ideas for the teacher been included? Does the program address multiple learning modalities? Does the program provide hints/examples and non-examples? | <p>Earned/ Possible: 65/75</p> | | | | | | | | | | |
| <p><u>Marzano’s Essential 9-</u></p> <table border="0"> <tr> <td>1. Identifying similarities and differences</td> <td>6. Cooperative learning</td> </tr> <tr> <td>2. Summarizing and note taking</td> <td>7. Setting objectives and providing feedback</td> </tr> <tr> <td>3. Reinforcing effort and providing recognition</td> <td>8. Generating and testing hypotheses</td> </tr> <tr> <td>4. Homework and practice</td> <td>9. Cues, questions, and advance organizers</td> </tr> <tr> <td>5. Nonlinguistic representations</td> <td></td> </tr> </table> | 1. Identifying similarities and differences | 6. Cooperative learning | 2. Summarizing and note taking | 7. Setting objectives and providing feedback | 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses | 4. Homework and practice | 9. Cues, questions, and advance organizers | 5. Nonlinguistic representations | | <p>Earned/ Possible: 13/15</p> |
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| <p><u>Other Comments:</u> Unique Features that can add additional points. Team members really liked:</p> <ul style="list-style-type: none"> The Professional Development program – the 1 hour sessions The CDs with virtual manipulatives Match to the 2007 Florida Mathematics Standards | | | | | | | | | | | |

Teacher to Teacher cumulative score: 93/100 Rating: “A”