Math Assignment Review Protocol

This Math Assignment Review Protocol is adapted from TNTP's Math Assignment Protocol and intended to help teachers, leaders, and other stakeholders answer the question, "Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?"

A. CONTENT	B. PRACTICES	C. RELEVANCE	D. PERFORMANCE
Does this assignment align with the expectations defined by grade-level standards?	Does this assignment provide meaningful opportunities for students to engage in the mathematical practices for this grade level?	Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?	*Only if students have completed the task:* Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?

A. CONTENT: Does this assignment align with the expectations defined by grade-level standards?

A1. What grade-level standard(s) does the assignment focus on?	*Standard(s):*		
A2. Do all questions and/or tasks reach the depth of grade-level standard(s)? • **Focus:** Does the assignment allow students to focus, avoiding over-scaffolding or emphasis on too many skills? • **Coherence:** When multiple standards are addressed, is there a coherent connection to the same topic in a previous grade or another grade-level topic or cluster? • **Rigor:** Does the task allow all students to demonstrate procedural skill and fluency, conceptual understanding, and/or application to real-world situations to the depth indicated by the standard(s)?	*Yes*		*No*
	Evidence:		

A. CONTENT RATING:
Overall, to what extent does the assignment align with the expectations defined by grade-level standards?

0 - No Alignment	1 - Minimal Alignment	2 - Sufficient Alignment
Less than half of the questions on the assignment reach the depth of the targeted standard(s) (A2).	More than half (but not all) of the questions on the assignment reach the depth of the targeted standard(s) (A2).	All the questions on the assignment reach the depth of the targeted standard(s) (A2).

B. MATHEMATICAL PRACTICES: Does this assignment provide meaningful opportunities for students to engage in grade-level math practices?		
B1. Does the assignment provide opportunity for students to engage with at least one critical Nebraska Mathematical Process (pg. 2) while working on grade-level content? ● Does part or all of the assignment target grade-level content? ● Do the target standard(s) explicitly call for use of a specific mathematical process? If so, does the task provide opportunity for students to engage in the named process?	*Yes*	*No*
	Evidence:	
B2. Does the assignment require students to engage with one or more mathematical practice at the appropriate level of depth as defined by the grade-level content and Nebraska Mathematical Process (pg. 2)?	*Yes*	*No*
	Evidence:	

B. PRACTICE RATING		
Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level?		
0 - No Opportunity The assignment provides no opportunity to engage with critical math practices while working on grade-level content (B1).	**1 - Minimal Opportunity** The assignment includes an opportunity to engage with at least one critical math practice (B1) but not at the level of depth required by the standard (B2).	**2 - Sufficient Opportunity** The assignment includes an opportunity to engage with at least one mathematical practice (B1) at the appropriate level of depth (B2).

C. RELEVANCE: Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?		
C1. Does the majority of the assignment consist of word problems or real-world application problems/tasks?	*Yes*	*No*
	Evidence:	
C2. If YES, does it also allow students to apply math in a meaningful way? ● Do the provided scenarios make sense in a real-world setting? ● Do students have to think critically for each new problem rather than applying the same rote computation over and over without having to make sense of the problem?	*Yes*	*No*
	Evidence:	
C3. Does the assignment include novel problems where there may be more than one solution path? ● Is there likely to be more than one way to solve the problem rather than students all solving the problem the same way?	*Yes*	*No*
	Evidence:	

RELEVANCE RATING Overall, to what extent does the assignment give students an opportunity to connect standards to real-world issues and/or contexts?		
0 - No Opportunity The assignment does not connect academic content to real-world experiences (C1).	**1 - Minimal Opportunity** The assignment connects academic content to real-world experiences (C1), but the problems do not allow students to apply math to the real world in a meaningful way (C2).	**2 - Sufficient Opportunity** The assignment connects academic content to real-world experiences (C1) and allows students to apply math to the real world in a meaningful way (C2). It may also include novel problems (C3).

D. STUDENT PERFORMANCE: Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?		
D1. Which students met the expectations of the <u>assignment</u>, as communicated by the directions and/or scoring key? ● If no directions and/or scoring key is provided, assume 80% accuracy and completion meets the assignment expectations.	*Met:*	*Did not meet:*
D2. Which students met the expectations of the target <u>standard(s)</u> of the assignment? ● If the assignment meets the demands of the standards (A), then student performance on the standards should match their performance on the assignment (D1). ● If the assignment does <u>not</u> meet the demands of the standards (A), the student performance likely won't meet the demands of the standards.	*Met:*	*Did not meet:*