

**McGraw-Hill Education
Publisher's Response**

**EdReports.org Evaluation of
*McGraw-Hill My Math, Grades K-2 ©2013***

McGraw-Hill Education wishes to thank EdReports for taking on the challenging task of reviewing the current K-5 mathematics programs that are available in the market today. We commend EdReports for its efforts to develop a methodology for assessing and comparing these programs in a consistent manner and for making their reviews available to consumers. We also appreciate the opportunity to respond to this inaugural report.

In the evaluation of *McGraw-Hill My Math, Grades K-2 ©2013*, EdReports scored the program as 'meets' for Coherence in Grade K and as 'meets' for Focus, Coherence, and Rigor, in Grades 1-2. We are very pleased that the reviewers successfully identified many of the program's strengths which are quoted here:

- "The Kindergarten instructional materials are coherent and consistent with the standards. "
- "The special language of mathematics is a strength of the series."
- "The instructional materials meet the expectations for the criterion on rigor and balance with a perfect score."

As we all know, the K-5 education market is very diverse and instructional materials must meet many competing demands and requirements driven by school curriculum, state and national standards, and the needs of the contemporary classroom. *McGraw-Hill My Math* meets district, teacher, and student needs that extend beyond Common Core State Standard requirements and allows educators to make choices that work in their classrooms. *McGraw-Hill My Math* strengths such as ease-of-use, customization, and engaging digital experiences, can be key decision-making factors for many districts, but are not rated in this report.

EdReports also identified some indicators in grades K-2 where the reviewers concluded the program lacked sufficient materials or opportunities to adequately meet the indicator's requirements. We are happy to provide the additional information about these indicators and how they manifest in our *McGraw-Hill My Math* program.

McGraw-Hill Education's programs contain a wealth of material in a variety of formats and locations. It is not surprising that reviewers may not have fully identified all of the opportunities that exist in a particular program or grade level. We provide districts that implement our products with the extensive support needed to locate and utilize these important activities and opportunities through virtual and on-site professional development training. Additionally, we have enhancement updates forthcoming that did not make the review window and continually invest in our programs to meet market need.

As we detail below, McGraw-Hill Education's team of Academic Designers has listed specific evaluation responses that provide additional insight, rationale, and examples over and above

the details provided by the evaluation ratings from EdReports. We believe that *McGraw-Hill My Math* adequately meets the following indicators and, where possible, we have identified the location of those activities and opportunities that the reviewers may have missed.

EdReports Indicator: Instructional material spends the majority of class time on the major cluster of each grade.

EdReports Evaluation:

The instructional materials do not spend the majority of the time on the major work of the grade.

- In Kindergarten, the major work should happen closer to the 85% of the time benchmark.
- The major work of the grade, specifically counting and cardinality, are not given daily practice.

McGraw-Hill Education responds:

In Kindergarten, McGraw-Hill Education believes it is important to recognize that the major work of the grade will be found throughout the program, and is not confined to those lessons that directly address domains K.CC, K.OA, and K.NBT. Number sense, although explicitly presented in Volume 1, is not limited to those lessons. It is also addressed in other domains, including Geometry and Measurement and Data (which is presented in Volume 2). If we take into account these additional lessons, the coverage of the major work of the grade is significantly greater than the 67% cited. See the examples of additional locations below.

- Geometry: Chapter 11, Lessons 1–4 address counting sides and vertices of plane shapes, as well as writing numbers of sides and vertices. Number of sides and vertices will be a key attribute for students to discriminate shapes.
- Measurement: Chapter 8, Lessons 1, 2, 3, and 6 utilize counting and cardinality to determine the length, height, and capacity, of objects to compare attributes.
- Data: Chapter 9 also uses counting and cardinality. Students are presented with the task of sorting objects by count. Number sense is a prerequisite skill here in order to successfully sort groups by the amount of items in each group.

EdReports Indicator: Materials carefully attend to the full meaning of each practice standard.

EdReports Evaluation:

The instructional materials reviewed partially meet the expectations for carefully attending to the full meaning of each practice standard. Overall, the instructional materials carefully attend to the full meaning of some of the practice standards but not for all of them. The full meaning of each practice standard is not consistently addressed.

McGraw-Hill Education responds:

An important role of a teacher is to facilitate learning that inspires students to think mathematically and be problem solvers. The Standards for Mathematical Practice help drive this instruction. Therefore, the Teacher Edition ©2014 includes multiple approaches to the Mathematical Practices. Teacher Edition pages T22-T24 provide many other opportunities to

engage in these practices and describes how often they are used to connect the content to application. Opportunities for teachers to seamlessly incorporate the kind of instruction and learning required in the Mathematical Practices is not limited to specifically-labeled items in the Teacher Edition. Professional Development videos also provide training for teachers on how to incorporate the Mathematical Practices in the classroom.

We would also like to note that one of the requirements in the Publishers' Criteria is that "Materials do not treat the practice standards as static across grades or grade bands, but instead tailor the connections to the content of the grade and the grade-level appropriate student thinking." *McGraw-Hill My Math's* Teacher Editions offer suggestions for questioning that introduces students to the Mathematical Practices and their intent. The materials offer scaffolded support for both teachers and students that introduce the Mathematical Practices and intent appropriate to each grade level.

EdReports Indicator: Materials assist teachers in engaging students in constructing viable arguments and analyzing the arguments of others concerning key grade-level mathematics detailed in the content standards.

EdReports Evaluation:

Overall, the materials do not consistently assist teachers in having students construct viable arguments or analyze other students' arguments.

- Teacher materials do not consistently provide true opportunities for students to construct arguments or analyze the arguments of others.

McGraw-Hill Education responds:

Guiding students in the development of skills to help them articulate and analyze mathematical reasoning and attend to precise mathematical language is an important part of mathematical instruction. As noted in this report, *McGraw-Hill My Math's* vocabulary instruction is a strength of the program. Building this vocabulary helps support mathematical conversations in the classroom and is supportive of the skills necessary to construct and analyze arguments. To help facilitate these classroom discussions, the Teacher Edition provides numerous opportunities in the Formative Assessment to foster student analysis of the arguments of others. Although not explicitly labeled with the language of Mathematical Practice 3 (within the Student Edition to account for appropriate and comprehensible grade level terminology), the activities labeled *Interview a Partner* give students the opportunity to question one another's thoughts. Similarly, the *Example/Non-Example* activities ask students to work in pairs to find examples and non-examples and to defend their choices. And in the *Think-Pair-Share* activities, students are encouraged to have a dialog, which teachers can coach into an analysis phase. *McGraw-Hill My Math* encourages students to interact, which in a collaborative classroom enables questioning and clarification gradually building the students' ability to analyze others' arguments, strategies, and explanations.

In Closing

McGraw-Hill My Math's strength lies not only in its Common Core alignment, but also in its relevant content that engages all learners. Its cohesive and thoughtful teaching materials

provide flexibility for educators to meet the specific needs of their districts and classrooms. We appreciate the opportunity to highlight these strengths in our response and once again thank EdReports for their efforts in this review. McGraw-Hill Education is pleased to provide this information and aims to empower educators to make the best decisions when choosing programs and materials. We will continue to partner with our customers to create impactful solutions for elementary mathematics instruction.