



Center For
Mathematics
And Teaching

MathLinks

RESPONSE TO EDREPORTS FOR MATHLINKS: CORE (2ND ED) GRADES 6, 7, 8

According to EdReports, the materials reviewed for *MathLinks: Core (2nd ed.)* Grades 6-8 meet expectations in Gateway 1 (Focus & Coherence) Gateway 2 (Rigor & the Mathematical Practices). We thank the EdReports reviewers for their thorough and thoughtful analysis of *MathLinks*. It is clear that they studied the materials carefully and did an excellent job of capturing most of the elements of the program.

For each grade, the EdReports reviewers identified two places in Category 3 (Usability) where we did not adequately explain a component. Our Program Information has been updated to correct this, and we thank the reviewers for this important feedback.

- **Indicator 3J** (follow-up for assessments) *MathLinks* includes a variety of assessment opportunities and suggestions for feedback. Program Information has been updated with elaborations for the use and follow-up of Quizzes, Tests, Tasks, and Projects.
- **Indicator 3N** (advanced learners) *MathLinks* includes many robust opportunities for advanced students that can be completed without doing more work than their peers. Program Information has been updated with elaborations for the use of the following opportunities: Real Life and Mathematical Problems, Activity Routines, Extend Your Thinking Practice pages, Math Talks, Nonroutine Problems, Tasks, Projects, Technology Activities, and Puzzles and Games.

We believe that the EdReports reviewers missed some features or examples for three indicators in Category 3 (Usability). We invite potential users to review these components.

- **Indicator 3B** (adult level explanations) “Math Backgrounds” were written by research mathematicians and have always been a strength of our programs. Some deepen and extend teacher knowledge of grade-level content while others explore advanced and related topics.
- **Indicator 2G** (MP5 – use of tools) There are many opportunities for students to select tools in *MathLinks*. Examples typically live in the front of the Teacher Edition (Applying Standards for Mathematical Practice) and within lesson notes.
- **Indicators 3M, 3Q** (strategies for special populations and English learners) Program Information devotes an entire section to “Universal Design for Learning.” This section shows the alignment of UDL strategies with *MathLinks* features. Furthermore, every unit’s Teacher Edition includes two pages of strategies to use in specific lessons for diverse populations with special attention given to English learners.

Finally, there is one indicator in Category 3 (Usability) where our approach did not match the EdReports rubric.

- **Indicator 3I** (correlations to assessments). The report noted that standards and practices were correlated to some formal assessments. This was intentional as we correlated particular assessment components based on their intended purpose.
 - ✓ Quizzes and Tests assess particular content standards. Therefore, they are correlated to CCSS-M content standards.
 - ✓ Tasks and Projects engage students in solving multi-part problems or activities around a theme or context. Therefore, they are correlated to the CCSS-M content domains (Big Ideas) and the Standards for Mathematical Practice.