TNTP

Math Assignment Review Protocol

The assignment review protocol is 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?" If students have not yet completed the task, users only review the quality of the task. If students have completed the task, users first review the quality of the task and then analyze students' performance.

Content[i]: Does this assignment align with the expectations defined by grade-level standards?

Does the assignment focus on one or more grade-level mathematics standards?[ii]	*Yes*	*Partially*	*No*
	Standard(s):		
Do <u>all</u> questions and/or tasks reach the depth of grade-level standard(s)? • **Focus:** Do the numbers/number types and representations match those called for by the targeted standards and/or progression documents? 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, another grade-level topic or cluster or a connection between major and supporting work of the grade? • **Rigor:** Does the aspect(s) of rigor (procedural skill & fluency, conceptual understanding, and/or application) addressed by the task align with the aspect(s) of rigor in the target standard(s)?	*Yes*		*No*
	Evidence:		

Overall Content Rating

Overall, do the content demands of this assignment align with the expectations defined by content area shifts and grade-level standards?

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

Mathematical Practices: Does the assignment provide meaningful opportunities for students to engage in the mathematical practices for this grade level?

Does the assignment provide opportunity for students to engage with at least one <u>critical mathematical practice</u> <u>while</u> working on grade-level content? • Does part or all the assignment target grade-level content? • Does the target standard(s) explicitly call for use of a specific mathematical practice? If so, does the task provide opportunity for students to engage in the mathematical practice named by the standard?	*Yes*	*No*
	Evidence:	
Does the assignment require students to engage with one or more mathematical practices <u>at the appropriate level of depth</u>[iii] as defined by the grade-level content and practice standards?	*Yes*	*No*
	Evidence:	

Overall Practice Rating

Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level?

0 – No Opportunity	1 – Minimal Opportunity	2 – Sufficient Opportunity
The assignment provides no opportunity to engage with critical mathematical practices while working on grade-level content.	The assignment includes an opportunity to engage with at least one critical math practice, but not at the level of depth required by the standard.	The assignment includes an opportunity to engage with at least one mathematical practice at the appropriate level of depth.

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Relevance: Overall, does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?

Does the majority of the assignment consist of word problems or real-world application problems/tasks?	*Yes*	*No*
	Evidence:	
If the assignment connects grade-level, academic standards to real-world experiences, 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:	
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 in the same way?	*Yes*	*No*
	Evidence:	

Overall Relevance Rating

Overall, to what extent does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?

0 – No Opportunity	1 – Minimal Opportunity	2 – Sufficient Opportunity
The assignment does not connect academic content to real world experiences.	*The assignment connects academic content to real-world experiences, but the problems do not allow students to apply math to the real world in a meaningful way.*	*The assignment connects academic content to real world experiences and allows students to apply math to the real world in a meaningful way. It may also include novel problems.*

Student Performance

Which students met the expectations of the assignment, 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.*

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Evidence:					

Which students met the expectation of the target standard(s) for the assignment?

- *If the assignment meets the demands of the standards, then student performance on the standards should match that of the assignment*
- *If the assignment does not meet the demands of the standards, then student performance likely won't meet the demands of the standards*

Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Evidence:					

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[i] The content of this section was heavily influenced by the EQuIP Student Work Protocol from Achieve, Inc. www.achieve.org

[ii] Though this should not affect your rating, across the course of the year, students should spend the majority of their time on the major work of the grades (in K-8) or the Widely Applicable Prerequisites.

[iii] Use the Standards for Mathematical Practice Elaboration Documents K-5 and 6-8 to help determine whether the task meets the expected level of depth. You may find the Illustrative Mathematics sample tasks useful in determining what this looks like for High School.