

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

**EdReports.org Evaluation of
McGraw-Hill My Math, Grades 3-5 ©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 3-5* ©2013, EdReports scored the program as 'meets' for Focus and Rigor in Grade 3 and as 'meets' overall for all categories, in Grades 4-5. We are very pleased that the reviewers successfully identified many of the program's strengths which are quoted here:

- “[*McGraw-Hill*] *My Math* materials develop conceptual understanding of key mathematical concepts, especially where called for in the specific content standards or cluster headings. “
- “The instructional materials meet the expectations for the criterion on rigor and balance with a perfect score.”
- “The materials meet expectations for identifying the practice standards, prompting students to construct viable arguments, and explicitly attending to the specialized language of mathematics.”

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 3-5 where the reviewers concluded the program lacked sufficient materials or opportunities to adequately meet the indicator's requirements. We are happy to provide 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: Supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade.

EdReports Evaluation:

Supporting content for Grade 3 [*McGraw-Hill*] *My Math* partially enhances focus and content by engaging students in the major work of the grade. Overall, the instructional materials miss some opportunities to connect non-major clusters of standards to major clusters, and as a result, the supporting content sometimes engages students in the major work of Grade 3.

- Chapters 1, 3, 12 and 14 treat the supporting work separately.

McGraw-Hill Education responds:

In all four chapters identified, the program contains carefully designed opportunities to connect non-major clusters to major clusters. See below.

- Chapter 1: To help students to understand place value through thousands and the patterns that are part of the place-value system, students are asked to connect the non-major cluster (Use place-value understanding... 3.NBT.A.1-2) to the major cluster (Solve problems involving the four operations ...3.OA.D.9).
- Chapter 3: In order to subtract and solve problems, students must connect the non-major cluster (Use place-value understanding...3.NBT.A.1-2) to the major cluster (Solve problems involving the four operations...3.OA.D.8).
- Chapter 12: Lessons 2-4: Students are asked to create scaled picture and bar graphs and solve one- and two-step problems. In order to do that, student must connect the non-major cluster (Represent and interpret data. 3.MD.B.3-4) to the major clusters (Represent and solve problems involving multiplication and division. 3.OA.A.1-4; Multiply and divide within 100. 3.OA.C.7; and Solve problems involving the four operations...3.OA.D.8).
Lessons 5-7: Students are asked to measure to fractions of an inch and to collect data from objects that measure to fractions of an inch. In order to do this, and/or to solve problems, students must connect the non-major cluster (Represent and interpret data. 3.MD.B.3-4) to the major clusters (Develop understanding of fractions as numbers. 3.NF.A.1-2; Multiply and divide within 100. 3.OA.C.7; and Solve problems involving the four operations...3.OA.D.8).
- Chapter 14: Lessons 3 and 7: Students are asked to measure sides of triangles to fractions of an inch, to partition shapes into equal areas and to write the areas as a unit fraction. In order to do this, students must connect the non-major cluster (Reason with shapes and attributes.3.G.A.1-2) to the major cluster (Develop understanding of fractions as numbers. 3.NF.A.1-3 and Understand concepts of area...3.MD.D.5).

EdReports Indicator: Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency.

EdReports Evaluation:

The math standard 3.OA.C.7 (fluently multiply and divide within 100) has 6 lessons out of 110 which address the standard and are in chapters 5, 6 and 8. With multiplication being a required fluency for Grade 3 and the beginning of multiplication, 6 lessons are not sufficient.

McGraw-Hill Education responds:

We believe the evaluators overlooked a large amount of material that meets this standard. See below.

- 28 lessons support standard 3.OA.C.7 (fluently multiply and divide within 100) as the Common Core State Standards correlations chart in the Teacher Edition pp. T17-T21 indicates. Also, the upper right-hand corner of the opening page of each lesson in the Student Edition indicates additional standards supported.
- 36 fluency worksheets that deal specifically with fluency in multiplication and division are available in the Grade 3 online resources.

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

EdReports Evaluation:

- Some practice standards do not fully address the intent/context of the MPs.

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 math 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.

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:

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

McGraw-Hill Education responds:

McGraw-Hill My Math provides numerous opportunities for students to express their interpretations and to defend them with explanation in various formats. Although not explicitly labeled with the language of Mathematical Practice 3, the *Talk Math* feature in each lesson, the *Talk About It* activities in the hands-on lessons, and formative assessments such as *Think-Pair-Share*, *Example/Non-Example*, and *Turn to Your Partner* all provide opportunities at an elementary level for students to construct and analyze arguments. *McGraw-Hill My Math* encourages students to interact, which in a collaborative classroom enables questioning and clarification through analysis of 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.