



## **CPM Educational Program Response to the EdReports Review of High School Integrated CPM *Core Connections Integrated I, Integrated II, and Integrated III***

We are pleased that the EdReports review of the High School CPM Integrated series, *Core Connections Integrated I, Integrated II, and Integrated III*, validates that our courses meet expectations for alignment to the CCSSM for high school! The EdReports reviewers recognize that our series fully attends to the intent of the focus, coherence and rigor of the mathematical content standards and the modeling process standards. Our courses provide excellent teacher resources and professional development to support their implementation. To learn more about our program visit [cpm.org/cpminfo](http://cpm.org/cpminfo). The CPM Directors wish to respond to some of the review panel's findings.

### **Gateway 1**

The CPM Directors are extremely pleased to note that for Gateway 1, *Focus and Coherence*, Indicator 1a.i the EdReports reviewers reports:

The instructional materials reviewed for the High School CPM Integrated Series meet the expectations for attending to the full intent of the mathematical content contained in the high school standards for all students. The series is designed to spiral. Overall, all of the Standards are addressed within the Integrated I, Integrated II, and Integrated III courses.

For indicator 1b.ii the EdReports reviewers made this comment:

Overall, the lessons are structured in a way that students will fully learn all aspects of most standards and do not distract students with prerequisite or additional topics. However, there are a few missed opportunities for students to make every connection and fully learn all aspects of every standard.

The review covers three courses that encompass over 350 lessons. A teacher cannot take advantage of **every** opportunity to make **every** connection lest forward progress might not ever occur. It could be that the connection was not pursued initially in the examples cited by the reviewers and the authors capitalize on the connection in future instances within the mixed, spaced practice. The Directors of CPM believe a score at the 50% mark is excessive for this criticism. In fact, the reviewers rate the materials out of two points and then the rating is doubled to create the published score of two out of four.



For indicator 1e the EdReports reviewers made this comment:

The **content** that is identified as being **from previous grades** is **appropriate** and **develops as a natural progression into high school**, but it is not always clearly connected to a specific middle school standard. [Emphasis by CPM]

The CPM Directors focused on the standards for the high school integrated series, and built this learning upon the appropriate middle school standards. We did not feel it necessary to cite the specific middle school standards given that students would have met these standards before progressing to high school.

### Gateway 2

The CPM Directors are extremely pleased to note that for Gateway 2, *Rigor and Mathematical Practices*, EdReports reviewers found CPM's materials to be truly aligned to the spirit of CCSS with a perfect score!

Overall, all three elements of rigor are thoroughly attended to and interwoven in a way that focuses on addressing specific standards as well as balancing procedural **skill and fluency**, **application**, and **conceptual understanding** within individual courses and across the series as a whole. [Emphasis by CPM.]

### Gateway 3

The Directors of CPM are also pleased with the EdReports reviewers' comments for Gateway 3, *Usability*. For the first measure in the third gateway, *Use and Design Facilitate Student Learning* EdReports reviewers stated:

The instructional materials reviewed for the High School CPM Integrated series meet the expectation that the materials are **designed well** and take into account **effective lesson structure and pacing**. The design and layout of the materials, in print and online, are quite simple, easy to use and not distracting. [Emphasis by CPM.]

The CPM Directors are also pleased with the EdReports reviewers' comment for the second measure in the third gateway, *Teacher Planning and Learning for Success with CCSS*:

The instructional materials reviewed for the High School CPM Integrated series meet the expectation that the materials support teacher learning and understanding of the standards. Overall, the materials **provide the teacher necessary supports** using **adult-level expectations**, the **student** with **guiding**



**questions for appropriate mathematical development and the parents with resources.** [Emphasis by CPM.]

For indicator 3i EdReports reviewers made this comment:

**The introduction of each chapter contains a section in the teacher materials entitled "Where is this going?" which describes how the work in the chapter connects to future chapters within the same book.**

Infrequent connections are made to "future courses," but specifics are not provided. This section does not contain reference to specific standards.

[Emphasis by CPM]

The standards are stated within each lesson as well as in a correlation document in the teacher resources.

Indicator 3m measures "strategies for gathering information" and makes no mention of "the materials providing information about what to do with the information" so a score of 50% for the criterion does not seem logical. For indicator 3m EdReports reviewers made this comment:

The pre-assessments do not list specific Standards that are being addressed, and there is no indication of what to do with the information that is collected. **The materials do provide the opportunity within lessons to see prior knowledge being addressed.** [Emphasis by CPM]

We appreciate the reviewers' acknowledgement that prior knowledge is addressed within lessons. The Lesson Guide in the Teacher Edition provides guidance on how prior knowledge informs the teacher's instructional decision, for example, by using the "Further Guidance" section or extending the lesson beyond the core problems. The Directors of CPM believe that the purpose and implications made from the assessment of prior knowledge is a local decision not to be dictated by a publisher.

For indicator 3p.ii EdReports reviewers made this comment:

**The materials in the series offer ongoing formative and summative assessments.**

The assessments include some **generic rubric**. However, the rubrics are typically very general in nature and may not provide enough guidance to teachers to interpret current student performance. Assessments include answer keys but lack any guidance to the teacher on how to score or how to interpret the results. [Emphasis by CPM.]



Students develop conceptual understanding and make meaningful mathematical connections over the course of the year. The appropriate scoring or feedback provided to a student for any individual assessment item needs to reflect the emerging mastery model. Therefore, it would be inappropriate for CPM to provide a single time-dependent rubric for a problem. Likewise it would be too cumbersome if we provided multiple rubrics for every item. Therefore, we provide generic rubrics that are applicable for all of the assessments. In the professional development workshops teachers receive mentoring and practice in creating and scoring appropriate assessments including learning how to appropriately apply the generic rubrics.

### **Conclusion**

The CPM Directors invite you to review the *Core Connections Integrated I-III* high school series for yourself. Request a free 2-week eBook preview at [cpm.org](http://cpm.org). The Directors of CPM believe that you will find that all of the courses meet the letter and the spirit of the CCSSM developers! All of our courses are fully aligned to the CCSSM. With the math practices fully embedded in the materials, the classroom teacher can choose how to balance the class time spent on the lessons and standards to meet the needs of her individual class. We invite you to contact us to continue the discussion, [cpm@cpm.org](mailto:cpm@cpm.org).