



CPM Educational Program Response to the EdReports Review of High School Traditional CPM *Core Connections Algebra, Core Connections Geometry, and Core Connections Algebra 2*

We are pleased that the EdReports review of the High School CPM Traditional series, *Core Connections Algebra, Core Connections Geometry* and *Core Connections Algebra 2*, validates that our courses meet all 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.

Background

CPM Educational Corporation (CPM) celebrated the arrival of CCSSM in June 2010, because these standards finally brought together a balance of content and process standards as envisioned by CPM in 1989.

CPM courses are grounded in three research-based principles:

- (1) problem based lessons;
- (2) student discourse in a cooperative team setting; and,
- (3) mixed, spaced practice with concepts and procedures. (See cpm.org/research-base.)

Each teacher using CPM materials attends eight days of professional development. (See <http://cpm.org/professional-development/>.) This professional development support was not included in the review. Within these workshops, mentors "walk the teachers through" the mathematics of the course. The teachers trace the mathematical threads through the courses to see how the mathematics stems from past courses or develops in future courses, and with the facilitators work to ensure they understand the mathematics in the course they will be teaching.

The Teacher Edition with the answers in the student lessons are used in tandem with the teacher notes discussion of each problem in the "Suggested Lesson Activity" to further support the teacher. When the mathematics is more advanced or if the authors know of areas that might confuse teachers, they provide an additional section in the Teacher Notes of the Teacher Edition titled "Mathematical Background." When the Suggested Lesson Activity and the lesson MathCast are enough to explain the mathematics, editors do not provide this additional section.



In addition, the Parent Guide provides a “direct instruction” format of the mathematical ideas in each chapter, including solved examples.

Publisher Response

The Directors of CPM believe that the EdReports review team was faithful to its evaluation device and performed their work in a professional manner. EdReports score for the third Gateway is a combination of three measurements.

For indicator 3i EdReports reviewers made this comment:

There is an **accelerated pacing guide** for Grades 7 and 8 but no other progression information of the overall mathematics curriculum for Kindergarten through Grade 12. [Emphasis by CPM.]

The Directors of CPM respectfully note that “the progression information of the overall mathematics curriculum for Kindergarten through Grade 12” is contained in the CCSS documents themselves, found at this link, <http://www.corestandards.org/Math>

For the third measure, *Assessment*, the Directors of CPM are pleased with the comment for the overall section:

The materials **provide assessments** that not only **offer evidence** of students **knowledge of the CCSSM** but **also elicit evidence** of the students **knowledge of the MP**(mathematical practices). [Emphasis by CPM.]

The CPM assessment resources are undergoing continual improvement.

For indicator 3m EdReports reviewers made this comment:

There was no indication of what to do with the information that is assessing prior knowledge from previous courses or information pinpointing standards that are being assessed. The materials **do provide** the opportunity **within lessons** to see **prior knowledge** being addressed. [Emphasis by CPM.]

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. Additionally, the indicator measures “strategies for gathering information” and makes no mention of “the materials providing information about what to do with the information” so deducting a point for the latter does not seem logical. 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, using the “Further Guidance” section or extending the lesson beyond the core problems.

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

The instructional materials reviewed for the High School CPM Traditional series do not meet the expectation that assessments clearly denote which standards are being assessed. No standards are denoted on either the printed or sample digital assessments that were provided.

CPM’s bank of assessment materials includes over 14,000 items and we are tagging each item with its standard. Currently, the standards print in the answer section of the assessment and the teacher has the option to print the standards with the items on the test.

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

The instructional materials reviewed for the High School CPM Traditional series partially meet the expectation that assessments include aligned rubrics and scoring guidelines that provides sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. **The materials in the series offer ongoing formative and summative assessments.** 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 specific time dependent rubric for a problem. 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.

The Directors of CPM are pleased with the EdReports reviewers’ comments for the first measure in the third gateway, *Use and Design Facilitate Student Learning*:

The instructional materials reviewed for the High School CPM Traditional 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. In addition the **consistent structure** of each lesson, homework set including the Review & Preview sections and chapter closure section help to make **students comfortable and confident with the lessons**. [Emphasis by CPM.]

The Directors of CPM 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 Traditional series meet the expectation that the materials **provide the teacher necessary supports** using **adult-level expectations** and the **student** with **guiding questions** for **appropriate** mathematical development and the **parents** with **resources**. [Emphasis by CPM.]

Lastly, the Directors of CPM are 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 score 16 of 16 points!

Overall, all three elements of **rigor** are **thoroughly attended to** and interwoven in a way that focuses on the needs of a specific standard as well as **balancing** procedural skill and **fluency, application** and conceptual **understanding**. [Emphasis by CPM.]

Conclusion

The Directors of CPM invite you to review the *Core Connections* traditional high school series for yourself. Request a free 2-week eBook preview at 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.