

ELPS K-5 Guide for Continued Use of Mathematics Curricular Materials

	Must Do	May Do	Don't Do
General & Other	☐ Adhere to the ELPS Vision of Mathematics Instruction (e.g., build community of active thinkers and flexible problem solvers) ☐ Provide all students with manipulatives every day, including assessment days (including i-Ready!) ☐ Allow students to choose manipulatives they want to use ☐ Provide MCAS reference sheets to all students with this accommodation at beginning of school year and teach them to use them	☐ Utilize the 14 Thinking Classroom Practices ☐ Remind families of Family Resources	☐ Directly teach students step-by-step how to utilize manipulatives
Preparation	☐ Participate in collaborative planning times (e.g., CPT, release days, PD days that focus on planning) ☐ Use the IM Manuals to plan ☐ Internalize the learning goals of each lesson ☐ Make note of time stamps for micro-pacing	Plan Units by: ☐ Reading Full Unit Narrative ☐ Watching videos on the ILC platform: ☐ Learning Narrative ☐ Progressions ☐ Supports ☐ Taking the Assessment Plan Sections by: ☐ Reading Narrative ☐ Taking the Checkpoints	☐ Plan only from slides

		☐ Reviewing/Prepping/ Playing Center Game	
	Must Do	May Do	Don't Do
Pacing	☐ 2-6: Use only one day for assessments (if students don't finish, that's ok) ☐ K-1: use two days if interview-style assessments necessitate it ☐ Follow District-Provided Pacing Guide for 2025-2026 school year		☐ Skip whole units ☐ Spend a whole lesson for a checkpoint ☐ Spend class periods doing review work
Lessons	☐ Follow the time stamps for micro-pacing ☐ Provide access to grade level math to all students ☐ Use IM lessons for math instruction	☐ Omit cool down when you have formative data from the lesson that is driving your decision making	☐ Skip the warm-up (they allow all learners an entry point into the task) ☐ Go beyond the goal/concepts etc. presented in each lesson. ☐ Skip Centers ☐ Skip synthesis ☐ Skip revisiting the Norms for Math Community Building regularly
Assessment & Analysis	☐ Accommodations provided for all assessments, not just standardized tests ☐ Give IM End of Unit Assessments ☐ Enter End of Unit Assessment data into	☐ Give IM assessments on ILC platform - train students to do work on paper and collect	☐ Change assessments (unless collaboratively decided upon with

	District-provided trackers	☐ Give Checkpoints and use data to make instructional decisions ☐ Use IM provided Checklists to collect ongoing formative data	CPT team and coach) ☐ Modify assessments for individual students (unless it is explicitly stated in a students' IEP)
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