

## Implementation Checklist

Yes	No

The Meeting
A. Do the children arrive and leave The Meeting in an organized manner?
B. Is the Meeting Board neat, well organized, and easy to read?
C. Did the Student of the Day prepare parts of The Meeting in advance? (Math 1 to Math 3 only)
D. Was The Meeting completed within 20 minutes?
E. Do the children understand the routine of The Meeting?
F. Are the children attentive and involved?
G. Is the teacher enthusiastic?
H. Are the shape and color patterns being used on the calendar? (Math K and Math 1 only)
I. Are a variety of modes of student responses encouraged?
J. Is the teacher following the lesson instructions for The Meeting and practicing all components?
K. Are meeting masters being used? (Math 2 to Math 4 only)
L. Does the teacher utilize The Meeting as a means of remediation?
Comments:

Yes	No

Fact Practice (Math 1 to Math 4 only)
A. Are the children on task during this program component?
B. Do children rely on their fingers for calculations?
C. Does the teacher implement (with fidelity) the review activities contained in the lesson booklet for the Fact Practice before students complete the Fact Practice worksheet? (Math 1 to Math 3 only)
D. Does the teacher use an effective procedure for grading the Fact Practice worksheet?
E. Is the Fact Practice homework consistently completed and returned?
Comments:



Yes	No

New Concepts
A. Is the teacher familiar with the lesson plan?
B. Does the teacher state the objective at the beginning of the New Concept?
C. Are children attentive and involved as the teacher interacts with them?
D. Is the New Concept instructed at an effective pace?
E. Are children able to quickly transition into groups if needed?
F. Are the manipulatives distributed and collected in an efficient manner?
G. Is the class at a lesson number that will reasonably allow the entire curriculum to be completed by the end of the year?
Comments:

Yes	No

Written Practice
A. Is the New Concept taught before children begin the Guided Class Practice?
B. Are the worksheet problems previewed before children answer them?
C. Does the teacher move around the room helping individual children?
D. Is the Guided Class Practice corrected before children take the independent practice sheet (Homework Side B) home?
E. Is the homework from the previous day graded and discussed before the children begin the Guided Class Practice?
F. Are enrichment activities made available to above-grade-level children?
Comments:

Yes	No

Assessment
A. Are tests (oral, fact, and written as applicable) administered after the proper lessons as suggested in the teacher materials?
B. Is intervention prescribed for children who score less than 80% on an assessment?
C. Does the teacher use the appropriate recording forms to record childrens' scores?
D. Is the teacher using the answer key and scoring guide provided for written assessments?
E. Are all primary teachers using the same uniform grading procedure?
Comments:



# Saxon Math Intermediate 3–5

## Implementation Checklist

Yes	No

### Power Up/Warm Up

- A. Are the Power Up activities implemented in such a way that they run smoothly with little explanation regarding procedures?
- B. Is the fact practice accomplished in five minutes or less?
- C. Are students focused and energetic in their effort to quickly complete the facts portion of their worksheet?
- D. Are all students engaged in the mental math exercises?
- E. Are mental math strategies discussed by the students?
- F. Are students following the four-step problem solving process?
- G. Is the Problem-Solving Discussion from the Teacher's Edition used for support?
- H. Is the entire Power Up completed in 15 minutes or less?

Comments:

Yes	No

### New Concept and Lesson Practice

- A. Are all lessons (and investigations) taught in sequential order?
- B. Is the new increment of instruction explained in 10 minutes or less?
- C. Are the examples demonstrated on the board or with the overhead projector?
- D. Are students monitored while they work on the Lesson Practice problems?
- E. Is the class at a lesson number that will reasonably allow the entire curriculum to be completed by the end of the year?
- F. Is the Lesson Practice completed in five minutes or less?

Comments:

Yes	No

### Written Practice

- A. Are about half of the problems completed by the students before leaving class?
- B. Are all problems in the set assigned to all of the students?
- C. Do students start with the more difficult problems in the set, leaving the less challenging problems as homework?
- D. Are students kept on task?
- E. Is student practice monitored?
- F. Are students assisted with the Written Practice problems?



Yes	No

Written Practice (continued)
G. Are the results of the previous assessment used as a guide for providing intervention while students work on the Written Practice?
H. Do students use boxed homework sheets or Lesson Recording Forms?
I. Is half of the class time devoted to the Written Practice?
J. Are struggling students using the adapted worksheets?
Comments:

Yes	No

Homework Correction (previous day's Written Practice)
A. Are all assignment answers provided to the students on the day following the assignment?
B. Do students correct errors and receive assistance for problems that represent areas of concern?
C. Is homework reviewed quickly for evidence of student work, completeness, and correction of errors?
Comments:

Yes	No

Assessment
A. Are tests administered after the proper lessons as suggested in the teacher materials?
B. Are students instructed to analyze and correct their errors after each test instead of reviewing the test in a whole-group format?
C. Is intervention prescribed for students who score less than 80% on an assessment?
D. Is a Performance Task or Test Day Activity assigned on test days?
E. Are Power Up tests administered?
Comments:



# Saxon Math Courses 1–3

## Implementation Checklist

Yes	No

Power Up
A. Are the Power Up activities implemented in such a way that they run smoothly with little explanation regarding procedures?
B. Is the fact practice accomplished in four minutes or less?
C. Are students focused and energetic in their effort to quickly complete the facts portion of their worksheet?
D. Are all students engaged in the Mental Math exercises?
E. Are mental math strategies discussed by the students?
F. Are students following the four-step problem solving process?
G. Is the Problem-Solving Discussion from the Teacher's Edition used for support?
H. Is the entire Power Up completed in 15 minutes or less?
Comments:

Yes	No

New Concepts and Practice Sets
A. Are all lessons (and investigations) taught in sequential order?
B. Is the new increment of instruction explained in 10 minutes or less?
C. Are the examples demonstrated in class?
D. Are students monitored while they work on the practice set problems?
E. Is the practice set completed in five minutes or less?
F. Is the class at a lesson number that will reasonably allow the entire curriculum to be completed by the end of the year?
Comments:

Yes	No

Written Practice
A. Are about half of the problems completed by the students before leaving class?
B. Are all problems in the set assigned to all of the students?
C. Do students start with the more difficult problems in the set, leaving the less challenging problems as homework?
D. Are students kept on task?
E. Is student practice monitored?
F. Are students assisted with the Written Practice problems?



Yes	No

Written Practice (continued)
G. Are the results of the previous assessment used as a guide for providing intervention while students work on the Written Practice?
H. Is half of the class time devoted to the Written Practice?
I. Are struggling students using the adapted worksheets?
Comments:

Yes	No

Homework Correction (previous day's Written Practice)
A. Are all assignment answers provided to the students on the day following the assignment?
B. Do students correct errors and receive assistance for problems that represent areas of concern?
C. Is homework reviewed quickly for evidence of student work, completeness, and correction of errors?
Comments:

Yes	No

Assessment
A. Are tests administered after the proper lessons as suggested in the teacher materials?
B. Are students instructed to analyze and correct their errors after each test instead of reviewing the test in a whole-group format?
C. Is intervention prescribed for students who score less than 80% on an assessment?
D. Is a Performance Task or Performance Activity assigned on test days?
E. Are Power Up tests administered?
Comments:



### Implementation Checklist

Yes	No

Warm Up
A. Is the Warm Up section implemented in such a way that it runs smoothly with little explanation regarding procedures?
B. Are the Warm Up questions completed and reviewed within five minutes from the start of class?
C. Are all the students engaged in the Warm Up?
Comments:

Yes	No

New Concepts and Lesson Practice
A. Are all lessons, labs, and investigations taught in sequential order?
B. Is the new increment of instruction explained in 15 minutes or less?
C. Are the examples demonstrated in class?
D. Are math conversations utilized during the instruction?
E. Are students attentive and engaged?
F. Are technological tools implemented when appropriate as new concepts are taught?
G. Is the class at a lesson number that will reasonably allow the entire curriculum to be completed by the end of the year?
H. Are Check for Understanding Questions utilized?
Comments:

Yes	No

Practice
A. Are about half of the problems completed by the students before leaving class?
B. Are all problems in the set assigned to all of the students?
C. Do students start with the more difficult problems in the set, leaving the less challenging problems as homework?
D. Are students kept on task?
E. Is student practice monitored?
F. Are students assisted with the Practice problems?
G. Are the results of the previous assessment used as a guide for providing intervention while students work on the Practice?
H. Is half of the class time devoted to the Practice?
I. Are struggling students using the adapted worksheets?
Comments:



Yes	No

**Homework Correction (previous day's Practice)**

- A. Are all assignment answers provided to the students on the day following the assignment?
- B. Do students correct errors and receive assistance for problems that represent areas of concern?
- C. Is homework reviewed quickly for evidence of student work, completeness, and correction of errors?

Comments:

Yes	No

**Assessment**

- A. Are tests administered after the proper lessons as suggested in the teacher materials?
- B. Are students instructed to analyze and correct their errors after each test instead of reviewing the test in a whole-group format?
- C. Is intervention prescribed for students who score less than 80% on an assessment?
- D. Is a Performance Task or Test Day Activity assigned on test days?

Comments: