Committee for Mathematics Achievement Review of *I CAN Learn*					Comments
Theoretical/ Research Basis	Program based on solid theories of learning **and** teaching mathematics conceptually.	Program based on solid theories of learning **or** teaching that focus on mathematics conceptual development.	Program based on theories of learning and teaching that focus primarily on skill mastery.	Program is not based on any theory of learning or teaching.	Program based on Madeline Hunter's direct instruction model that uses guided practice and regular feedback. No discernable theory of learning is identified in the materials. The preponderance of tasks is skill-based.
Effects on Student Achievement	Randomized trial experimental research indicates program's effect on student achievement.	Quasi-experimental design research indicates program's effect on student achievement	Non-experimental or anecdotal evidence indicates program's effect on student achievement.	No evidence of program's effect on student achievement is available.	Curriculum was named a "Promising Mathematics Program" by USDOE. Two randomized trial studies and one quasi-experimental study indicating effectiveness. Listed in the *What Works Clearinghouse*.
Mathematics Content	Program's mathematics content aligns highly with Core Content 4.1 (90%)	Program's mathematics content aligns moderately with Core Content 4.1 (75%)	Program's mathematics content aligns minimally with Core Content 4.1 (50%)	Program's mathematics content alignment with Core Content 4.1 not provided.	Company analysis revealed that the program's lessons aligned highly with mathematics goals in Core Content 4.1.
Depth of Knowledge	Program focuses on Webb's Depth of Knowledge Levels 1, 2, and 3.	Program focuses on Webb's Depth of Knowledge Levels 1 and 2 only.	Program focuses on Webb's Depth of Knowledge Level 1 only.	Program's focus on Depth of Knowledge is not evident.	Based on the presentation and a review of the assessment, tasks and assessments have a heavy emphasis on DOK Level 1 with few examples of DOK Levels 2 and 3.
Instructional Strategies	Program employs multiple and appropriate instructional strategies to develop all DOK levels.	Program employs limited but appropriate instructional strategies to develop most DOK levels.	Program employs limited instructional strategies to develop some DOK levels.	Instructional strategies employed by the program are not clear.	Instructional strategies focus primarily on computer delivery of information and reteaching content through repetition. Occasionally students are asked to explain and make conjectures.
Assessment Strategies	Program utilizes formative and summative assessments focused on all DOK levels.	Program utilizes formative and summative assessments focused on DOK levels 1 and 2.	Program utilizes summative assessments focused on all DOK levels.	Program utilizes summative assessments focused on DOK level 1and 2.	Assessments are formative and ongoing throughout the lessons (largely at DOK 1).
Remediation Strategies	Program provides specific remediation strategies for common misconceptions.	Program provides general remediation strategies for common misconceptions.	Program's remediation strategies focus on specific factual/computation errors.	Program's remediation strategies do not have a focus.	Program identifies and provides hints for incorrect answers. Program, however, does not address underlying student misconceptions.
Reporting System	Reporting system includes individual and composite data for teachers, parents and students.	Reporting system includes individual or composite data for teachers, parents and students.	Reporting system includes individual or composite data for teachers.	Program does not include a reporting system.	The reporting system is very comprehensive and provides both individual and class data available to students, teachers and parents.
Professional Development	Program offers PD that assists teachers in diagnosis and remediation.	Program offers PD that assists teachers in limited diagnosis or remediation.	Program offers PD that assists teachers in technical aspects of program.	Program does not offer PD for teachers.	Materials indicate that professional development focuses on "refining teaching skills" and "meeting standards." Evidence of a focus on diagnosis or remediation was not provided.

Committee for Mathematics Achievement Review of *I CAN Learn* (Continued)					Comments
Teacher Materials/ Technology	Teacher materials/technology provide substantial assistance to teachers in diagnosis and remediation.	Teacher materials/technology provide some assistance to teachers in diagnosis and remediation.	Teacher materials/technology provides minimal support to teachers.	No materials or technology are available to teachers.	The elaborate reporting system gives feedback about student performance. There is no evidence of providing assistance to teachers in addressing student misconceptions, which is necessary for effective remediation.
Student Materials/ Technology	Student materials/technology are user friendly and developmentally appropriate.	Student materials/technology are user friendly or developmentally appropriate.	Student materials/technology provide minimal support for students.	No materials or technology are available for students.	Materials are user friendly. Activity contexts are motivational to students. Students have access to a reference guide, textbook, and workbook.
Diverse Learners	Program allows students to progress individually at an appropriate pace AND addresses the needs of diverse learners.	Program allows for student to progress individually at an appropriate pace OR addresses the needs of diverse learners.	Program has some individualized components and/or addresses the needs of some diverse learners.	Program is essentially the same for all students.	Materials are individualized by pace and correct answers, but do not accommodate diverse needs of students through mode, presentation style, reading level, multiple representations, or complexity.
Program Purpose and Use	This program was designed as a complete curriculum. It "delivers standards based math courses" in a complete learning environment. The software provides the flexibility to be used as an intervention program that supports existing mathematics programs.				
Costs	$200,000 for full package, including 3 years support, $15,000/year support after year 3. Costs include furniture, hardware, software, teacher materials, technical support, and teacher training on technology.				
Time	The time needed to complete lessons in the program varies according to student performance on assessments.				