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| Part 1A: 2021 Oregon Mathematics Baseline Criteria [HS Third-Credit] | | |
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| **Criterion** | **Metric** | **EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)** |
| **Alignment**  Aligned materials in Mathematics strongly reflect the focus of the Oregon Standards, and connect major topics across and within grades and/or courses. When applicable, content from earlier or later grade-levels is clearly identified and differentiable from grade-level content. | **1.1.1 FOCUS**: Materials either deepen Oregon high school core content and/or include specialized content that aligns with a given pathway leading to college and career readiness. | **Examples for 1.1.1:**  Click or tap here to enter text. |
| **1.1.2 COHERENCE:**  Materials include learning objectives that connect core high school content to given student college and career pathways. Courses can be reasonably completed within a planned semester, term, or school year with little to no modification. | **Examples for 1.1.2:**  Click or tap here to enter text. |
| **1.1.3 MATH PRACTICES:**  Materials explicitly align to and support the Standards for Mathematical Practice through regular and authentic engagement opportunities for students. | **Examples for 1.1.3:**  Click or tap here to enter text. |
| **Rigor & Communication**  Materials reflect grade-level and/or course expectations by giving students opportunities to communicate reasoning as well as attend to the balance of rigor across developing conceptual understanding, procedural fluency, and engaging applications. | **1.2.1 CONCEPTUAL UNDERSTANDING:**  Materials include opportunities for students to develop comprehension of mathematical concepts, operations, and relations to understand math as an integrated whole. | **Examples for 1.2.1:**  Click or tap here to enter text. |
| **1.2.2 PROCEDURAL FLUENCY:**  Materials include opportunities for students to develop skill in carrying out meaningful procedures flexibly, accurately, efficiently, and with technology when appropriate. | **Examples for 1.2.2:**  Click or tap here to enter text. |
| **1.2.3 APPLICATION:** Materials include meaningful contexts for students to apply and build important conceptual understanding and procedural skills through the mathematical modeling process that have meaning to students and allow multiple pathways to a solution(s). | **Examples for 1.2.3:**  Click or tap here to enter text. |
| **1.2.4 COMMUNICATION:** Materials include opportunities for students to communicate thinking, reflection, explanation, comparison, and justification about and with mathematics in varied ways, including with words, data visualizations and numbers. | **Examples for 1.2.4:**  Click or tap here to enter text. |
| **Cognitive Challenge**  Materials include a variety of cognitively demanding rich tasks which are the center of instruction that address a variety of cognitive demand levels to deepen student understanding, fluency, and applications of mathematical concepts throughout the course. | **1.3.1 RECALL & REPRODUCTION:**  Materials include opportunities for students to recall facts, strategies, concepts, algorithms, and formulas when performing routine procedures. | **Examples for 1.3.1:**  Click or tap here to enter text. |
| **1.3.2 BASIC APPLICATION & SKILLS:** Materials include opportunities for students to apply knowledge and skills when solving problems, explaining results, selecting procedures and/or organizing or displaying data. | **Examples for 1.3.2:**  Click or tap here to enter text. |
| **1.3.3 STRATEGIC THINKING:**  Materials include opportunities for students to formulate strategies when representing concepts, solving problems and/or analyzing data. | **Examples for 1.3.3:**  Click or tap here to enter text. |
| **1.3.4 EXTENDED THINKING:**  Materials include opportunities for students to extend mathematical reasoning when investigating scenarios, researching topics, solving problems, processing multiple conditions, as well as utilizing non-routine manipulations across multiple disciplines, and/or reasoning with data. | **Examples for 1.3.4:**  Click or tap here to enter text. |

| Part 2: 2021 Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS] |
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| **Criterion** | **Metric** | **EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)** |
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| **Engagement & Motivation**  Materials give students opportunities for choice in their tasks, and rigor is maintained across all options. Materials should focus on relevant topics, authentic contexts, experiences, and give students the opportunity to make connections with their goals, interests, and values. | **2.1.1 RELEVANCE:** Materials include relevant topics of student interest and strategic access to authentic contexts and tools that give students the freedom to make connections to their experiences, goals, and interests; as well as supporting the value of math as a sensible, useful, and worthwhile subject. | **Examples for 2.1.1:**  Click or tap here to enter text. |
| **2.1.2 STUDENT CHOICE:** Materials provide students with appropriate choices within each grade-level, or course, in one or more of the following areas: content, product, process, or mathematical tool. | **Examples for 2.1.2:**  Click or tap here to enter text. |
| **2.1.3 COLLABORATIVE LEARNING:** Materials include tasks that provide students opportunities to engage in the process of learning collaboratively, as well as opportunities to express their learning individually. | **Examples for 2.1.3:**  Click or tap here to enter text. |
| **2.1.4 INDIVIDUAL STUDENT ADAPTABILITY:** Materials include instructional strategies for supporting unfinished learning from prior grade levels and extensions for students who are ready to deepen their understanding of grade-level content. | **Examples for 2.1.4:**  Click or tap here to enter text. |
| **Culturally Responsive Instructional Support** | **2.2.1 ASSET-BASED PERSPECTIVE:** Materials identify, value, and maintain a high commitment to student experiences from their home and communities that can be leveraged as resources for mathematics teaching and learning. | **Examples for 2.2.1:**  Click or tap here to enter text. |
| **2.2.2 FRAMES OF REFERENCE:** Materials utilize multiple frames of reference for developing and demonstrating mathematics competence that corresponds to a variety of cultural perspectives and experiences. | **Examples for 2.2.2:**  Click or tap here to enter text. |
| **2.2.3 INCLUSIVE CULTURAL VIEWS:** Materials include pathways to math competence that leverage cultural perspectives that affirm student identities and reflect knowledge of students' background experiences and social realities. | **Examples for 2.2.3:**  Click or tap here to enter text. |

| Part 3: Technical Usability Criteria [K-HS] |
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|  | **EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)** |
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| **Criterion 3.1: Supports for Teachers** | |
| 3.1.1 SUPPORTING GUIDANCE  Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials,  concrete materials and visual models, and ancillary materials, with specific attention to engaging students to guide  their mathematical development. | Click or tap here to enter text. |
| 3.1.2 MATH KNOWLEDGE FOR TEACHING  Materials contain adult-level explanations and examples of the more complex grade or course-level concepts from  previous courses, and beyond the current course, so that teachers can improve their own knowledge of the subject. | Click or tap here to enter text. |
| 3.1.3 HOME CONNECTION  Materials provide strategies for informing all partners, including students, parents, or caregivers about the program  and suggestions for how they can help support student progress and achievement. | Click or tap here to enter text. |
| 3.1.4 CONTENT EDITABILITY  Materials are designed to allow a teacher the ability to differentiate content within lessons, tasks, or other activities  for students. Materials also include opportunities to communicate with writing and/or technology. | Click or tap here to enter text. |
| **Criterion 3.2: Supports for Students** | |
| 3.2.1 STRATEGIES FOR SPECIAL POPULATIONS  Materials provide strategies and support for students from special populations such as multilingual students,  students experiencing disabilities, and/or students identified as TAG, to support their regular and active participation  in learning grade-level/series mathematics. | Click or tap here to enter text. |
| 3.2.2 STUDENT DIFFERENTIATION  Materials provide extensions and/or opportunities for students to engage with grade-level mathematics at higher  levels of complexity, and include updates to keep materials relevant over time. | Click or tap here to enter text. |
| 3.2.3 EMERGENT BILINGUAL STUDENT SUPPORT  Materials provide strategies and support for students who read, write, and/or speak in a language other than English to regularly participate in learning grade-level mathematics. | Click or tap here to enter text. |
| 3.2.4 STUDENT EDITABILITY  Materials are designed to provide resources for editable students and allow for communication of  understanding and thinking. | Click or tap here to enter text. |
| **Criterion 3.3: Digital Learning Design Elements** | |
| 3.3.1 MATERIALS USABILITY  The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a  variety of devices | Click or tap here to enter text. |
| 3.3.2 LEARNING RESOURCES  The digital materials provide support for users in a variety of settings, including:   * Professional learning resources to support educator’s use of the materials, * Robust support to help families understand and utilize the materials while supporting their students at home * Support for students working independently. |  |
| 3.3.3 MEDIA INTEGRATION  Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content. | Click or tap here to enter text. |
| 3.3.4 ADAPTABILITY OF MATERIALS  Digital materials are designed to allow teachers the ability to adjust and adapt documents and other included  resources to meet student needs. | Click or tap here to enter text. |

| Part 4: Assessment Criteria [K-HS] |
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| **Criterion 4.1 Formative Assessment Process** | |
| 4.1.1 CLARITY OF LEARNING GOALS  Materials are designed around clear learning goals, written in grade-appropriate, student-friendly language. | Click or tap here to enter text. |
| 4.1.2 ELICITATION OF EVIDENCE  Instructional tasks and activities elicit a variety of evidence of student thinking, including opportunities for student  self-assessment and reflection. | Click or tap here to enter text. |
| 4.1.3 INTERPRETATION OF FEEDBACK  Materials facilitate meaningful and strengths-based feedback to move learning forward.   * Student-to-student * Educator-to-student * student-to-educator | Click or tap here to enter text. |
| 4.1.4 ACTION & ADJUSTMENT  Materials guide educators and students to act on feedback and determine the next steps for learning. | Click or tap here to enter text. |
| **Criterion 4.2: Performance Assessments** | |
| 4.2.1 ALIGNMENT  Materials include performance tasks that show clear alignment to both Oregon math content and practice standards. | Click or tap here to enter text. |
| 4.2.2 CULTURAL AFFIRMATION  Performance assessments utilize and affirm students’ interests and cultural backgrounds. Tasks are suitable for both  group and individual engagement. | Click or tap here to enter text. |
| 4.2.3 AUTHENTICITY  Performance assessments allow students to work with relevant mathematics and authentic audiences. | Click or tap here to enter text. |
| 4.2.4 CLARITY & FEEDBACK  Performance assessments use clear scoring criteria and allow for multiple iterations of student thinking based on  feedback. | Click or tap here to enter text. |
| **Criterion 4.3 Integrated Assessment System**  (This criterion is not required. Quality indicators are provided for evaluation if an integrated assessment system is present.) | |
| 4.3.1 ASSESSMENT DESIGN  Diagnostic assessments are designed to focus students on grade-level math content and practices. They are well  designed, rigorous, connected to standards, and offer multiple means of interaction (e.g., short answer, matching,  drag-and-drop, etc.). | Click or tap here to enter text. |
| 4.3.2 DATA QUALITY  The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth. | Click or tap here to enter text. |
| 4.3.3 RESPONSIVENESS  The assessment system is connected to resources designed to meet students’ specific opportunities for growth. Intervention and extension materials effectively accelerate student learning. (These resources serve to answer the question, “Now what?”) | Click or tap here to enter text. |
| 4.3.4 FAMILY ENGAGEMENT & COMMUNICATION  If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in  families’ primary languages that allow them to effectively partner with their child(ren) in the learning process. | Click or tap here to enter text. |