













### Part 3: Technical Usability Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<b>Criterion 3.1:</b> Supports for Teachers	The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.	<b>SUPPORTING GUIDANCE</b> 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.	<b>MATH KNOWLEDGE FOR TEACHING</b> 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.	<b>HOME CONNECTION</b> 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.	<b>CONTENT EDITABILITY</b> 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.
<b>Criterion 3.2:</b> Supports for Students	Materials have explicit teacher support with suggestions (routines, strategies, etc) for how they can meet the needs of individual learners. Support materials include live updates (data sources, current events, etc).	<b>STRATEGIES FOR SPECIAL POPULATIONS</b> Materials provide strategies and support for students from special populations such as students who are multilingual, students experiencing disabilities, and/or students identified as TAG, to support their regular and active participation in learning grade-level/series mathematics.	<b>STUDENT DIFFERENTIATION</b> 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.	<b>EMERGENT BILINGUAL STUDENT SUPPORT</b> 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.	<b>STUDENT EDITABILITY</b> Materials are designed to provide resources for students that are editable and allow for communication of understanding and thinking.
<b>Criterion 3.3:</b> Digital Learning Design Elements	The materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.	<b>MATERIALS USABILITY</b> The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices	<b>LEARNING RESOURCES</b> The digital materials provide support for users in a variety of settings, including: <ul style="list-style-type: none"> <li>Professional learning resources to support educator’s use of the materials,</li> <li>Robust supports to help families understand and utilize the materials while supporting their students at home</li> <li>Support for students working independently.</li> </ul>	<b>MEDIA INTEGRATION</b> Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.	<b>ADAPTABILITY OF MATERIALS</b> Digital materials are designed to allow teachers the ability to adjust and adapt documents and other included resources to meet student needs.

## Part 4: Assessment Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<b>Criterion 4.1:</b> Formative Assessment Process	Instructional materials incorporate the formative assessment process. <ul style="list-style-type: none"> <li>Materials employ clear learning goals and performance criteria to elicit evidence of student thinking.</li> <li>Feedback drives the learning process.</li> <li>Students have agency to monitor and adjust their own learning.</li> </ul>	<b>CLARITY OF LEARNING GOALS</b> Materials are designed around clear learning goals, written in grade-appropriate, student-friendly language.	<b>ELICITATION OF EVIDENCE</b> Instructional tasks and activities elicit a variety of evidence of student thinking, including opportunities for student self-assessment and reflection.	<b>INTERPRETATION OF FEEDBACK</b> Materials facilitate meaningful and strengths-based feedback to move learning forward. <ul style="list-style-type: none"> <li>Student-to-student</li> <li>Educator-to-student</li> <li>Student-to-educator</li> </ul>	<b>ACTION &amp; ADJUSTMENT</b> Materials guide educators and students to act on feedback and determine next steps for learning.
<b>Criterion 4.2:</b> Performance Assessments	Rich tasks that align to the depth, breadth, and cognitive demand of the standards. High-quality performance assessments affirm students' funds of knowledge and interests, integrate mathematical content and practice, allow for multiple representations of thinking, and can be iterated over time.	<b>ALIGNMENT</b> Materials include performance tasks that show clear alignment to both Oregon math content and practice standards.	<b>CULTURAL AFFIRMATION</b> Performance assessments utilize and affirm students' interests and cultural background. Tasks are suitable for both group and individual engagement.	<b>AUTHENTICITY</b> Performance assessments allow students to work with relevant mathematics and authentic audiences.	<b>CLARITY &amp; FEEDBACK</b> Performance assessments use clear scoring criteria and allow for multiple iterations of student thinking based on feedback.
<b>Criterion 4.3:</b> Integrated Assessment System  (This criterion is not required. Quality indicators are provided for evaluation if an integrated assessment system is present.)	Diagnostic, benchmark, and/or interim assessments are integrated into instructional materials in ways that support the learning process. Student results are interpreted relative to the performance expectations of the standards (i.e., criterion-referenced), support evidence gathered in the learning environment, and recommend instructional next steps.	<b>ASSESSMENT DESIGN</b> 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.).	<b>DATA QUALITY</b> The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.	<b>RESPONSIVENESS</b> 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?")	<b>FAMILY ENGAGEMENT &amp; COMMUNICATION</b> 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.