

## Criteria for the Review and Adoption of Instructional Materials for:

Category 1, 2, 3, and 4: Oregon Mathematics – Grades K-5/6, 6-8, 9-10, and HS third credit (+1)

### Legal Requirements Section

#### 1. Basal Instructional Materials Criteria

The submitted materials must make up an organized system of instruction that aligns with 2021 Oregon Mathematics Standards, including the Standards for Mathematical Practice.

*Does the program meet the above requirements for basal instructional materials?*

Yes                  No

#### 2. Equity Criteria

Submitted materials must provide models, selections, activities and opportunities for responses, which promote respect for all people described in ORS 659.850, OAR 581-021-0045 and support program compliance standards described in OAR 581-021-0046.

*Does the program meet the above requirements for basal instructional materials?*

Yes                  No

#### 3. National Instructional Materials Accessibility Standard (NIMAS)

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

*Does the program meet the above requirements for basal instructional materials?*

Yes                  No

#### 4. Digital Manufacturing Standards and Specifications (MSST Form B and M):

Submitted materials must include assurance from the publishers agreeing to comply with the most current digital manufacturing standards and specifications.

*Does the program meet the above requirements for basal instructional materials?*

Yes                  No

## Part 1: Oregon Mathematics Baseline Criteria

### 1A: Category 1 & 2 - Oregon Mathematics (2021) – Grades K-5

| Criterion                                      | Description   | Metric 1  | Metric 2  | Metric 3  | Metric 4  |
|--|---|---|---|---|---|
| <b>Criterion 1.1:</b><br>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. | <b>FOCUS</b><br>Materials are closely aligned with the Oregon Math Standards and provide opportunities for students to engage with content that meets the full intent of grade-level standards.   | <b>COHERENCE</b><br>Materials include learning objectives consistent with Oregon reasoning progressions that connect content across lessons, units, and grade-levels.   | <b>MATH PRACTICES</b><br>Materials explicitly align to and support the Standards for Mathematical Practice through regular and authentic engagement opportunities for students.                       |   |
| <b>Criterion 1.2:</b><br>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.                               | <b>CONCEPTUAL UNDERSTANDING</b><br>Materials include opportunities for students to develop comprehension of mathematical concepts, operations, and relations using concrete materials and visual models to understand math as more than isolated facts and methods. | <b>PROCEDURAL FLUENCY</b><br>Materials include opportunities for students to develop skills in carrying out procedures flexibly, accurately, efficiently, and appropriately.  | <b>APPLICATION</b><br>Materials include meaningful contexts for students to apply and build important concepts and skills that have meaning to students and allow multiple pathways to a solution(s). | <b>COMMUNICATION</b><br>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.  |
| <b>Criterion 1.3:</b><br>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.                      | <b>RECALL &amp; REPRODUCTION</b><br>Materials include opportunities for students to recall facts, strategies, concepts, algorithms, and formulas when performing routine procedures.  | <b>BASIC APPLICATION &amp; SKILLS</b><br>Materials include opportunities for students to apply knowledge and skills when solving problems, explaining results, selecting procedures and/or organizing or displaying data. | <b>STRATEGIC THINKING</b><br>Materials include opportunities for students to formulate strategies when representing concepts, solving problems and/or analyzing data.                                 | <b>EXTENDED THINKING</b><br>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. |

## 1B: Category 3 - Oregon Mathematics (2021) – Grades 6-8

| Criterion                                      | Description   | Metric 1   | Metric 2  | Metric 3   | Metric 4  |
|--|---|--|---|--|---|
| <b>Criterion 1.1:</b><br>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. | <b>FOCUS</b><br>Materials are closely aligned with the Oregon Math Standards and provide opportunities for students to engage in content that meets the full intent of the grade-level standards.                                      | <b>COHERENCE</b><br>Materials include learning objectives consistent with Oregon reasoning progressions that connect content across lessons, units, and grade-levels.   | <b>MATH PRACTICES</b><br>Materials explicitly align to and support the Standards for Mathematical Practice through regular and authentic engagement opportunities for students.  |   |
| <b>Criterion 1.2:</b><br>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.                               | <b>CONCEPTUAL UNDERSTANDING</b><br>Materials include opportunities for students to develop comprehension of mathematical concepts, operations, visual models and relations to understand math as more than isolated facts and methods. | <b>PROCEDURAL FLUENCY</b><br>Materials include opportunities for students to develop skills in carrying out procedures flexibly, accurately, efficiently, and appropriately.  | <b>APPLICATION</b><br>Materials include meaningful contexts for students to apply and build important conceptual understanding and procedural skills that have meaning to students and allow multiple pathways to a solution(s). | <b>COMMUNICATION</b><br>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.   |
| <b>Criterion 1.3:</b><br>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.                      | <b>RECALL &amp; REPRODUCTION</b><br>Materials include opportunities for students to recall facts, strategies, concepts, algorithms, and formulas when performing routine procedures.   | <b>BASIC APPLICATION &amp; SKILLS</b><br>Materials include opportunities for students to apply knowledge and skills when solving problems, explaining results, selecting procedures and/or organizing or displaying data. | <b>STRATEGIC THINKING</b><br>Materials include opportunities for students to formulate strategies when representing concepts, solving problems and/or analyzing data.  | <b>EXTENDED THINKING</b><br>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. |

## 1C: Category 4 - Oregon Mathematics (2021) – High School Core

| Criterion                                      | Description   | Metric 1  | Metric 2  | Metric 3   | Metric 4  |
|--|---|---|---|--|---|
| <b>Criterion 1.1:</b><br>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. | <b>FOCUS</b><br>Materials are closely aligned with the Oregon Math Standards and provide opportunities for students to engage in content that meets the full intent of the high school core standards.  | <b>COHERENCE</b><br>Materials include learning objectives consistent with Oregon reasoning progressions that connect content across domains, lessons, units, and courses.   | <b>MATH PRACTICES</b><br>Materials explicitly align to and support the Standards for Mathematical Practice through regular and authentic engagement opportunities for students.  |   |
| <b>Criterion 1.2:</b><br>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.                               | <b>CONCEPTUAL UNDERSTANDING</b><br>Materials include opportunities for students to develop comprehension of mathematical concepts, operations, and relations to understand math as an integrated whole. | <b>PROCEDURAL FLUENCY</b><br>Materials include opportunities for students to develop skills in carrying out procedures flexibly, accurately, efficiently, and with technology when appropriate.                           | <b>APPLICATION</b><br>Materials include meaningful contexts for students to apply and build important conceptual understanding and procedural skills through the mathematical modeling process and allow multiple pathways to a solution(s). | <b>COMMUNICATION</b><br>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.  |
| <b>Criterion 1.3:</b><br>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.                      | <b>RECALL &amp; REPRODUCTION</b><br>Materials include opportunities for students to recall facts, strategies, concepts, algorithms, and formulas when performing routine procedures.                    | <b>BASIC APPLICATION &amp; SKILLS</b><br>Materials include opportunities for students to apply knowledge and skills when solving problems, explaining results, selecting procedures and/or organizing or displaying data. | <b>STRATEGIC THINKING</b><br>Materials include opportunities for students to formulate strategies when representing concepts, solving problems and/or analyzing data.  | <b>EXTENDED THINKING</b><br>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. |

## 1D: Category 5 - Oregon Mathematics (2021) – High School Plus One

| Criterion                                      | Description   | Metric 1  | Metric 2  | Metric 3   | Metric 4  |
|--|---|---|---|--|---|
| <b>Criterion 1.1:</b><br>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. | <b>FOCUS</b><br>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.                    | <b>COHERENCE</b><br>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. | <b>MATH PRACTICES</b><br>Materials explicitly align to and support the Standards for Mathematical Practice through regular and authentic engagement opportunities for students.  |   |
| <b>Criterion 1.2:</b><br>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.                               | <b>CONCEPTUAL UNDERSTANDING</b><br>Materials include opportunities for students to develop comprehension of mathematical concepts, operations, and relations to understand math as an integrated whole. | <b>PROCEDURAL FLUENCY</b><br>Materials include opportunities for students to develop skill in carrying out meaningful procedures flexibly, accurately, efficiently, and with technology when appropriate.   | <b>APPLICATION</b><br>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). | <b>COMMUNICATION</b><br>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.  |
| <b>Criterion 1.3:</b><br>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.                      | <b>RECALL &amp; REPRODUCTION</b><br>Materials include opportunities for students to recall facts, strategies, concepts, algorithms, and formulas when performing routine procedures.                    | <b>BASIC APPLICATION &amp; SKILLS</b><br>Materials include opportunities for students to apply knowledge and skills when solving problems, explaining results, selecting procedures and/or organizing or displaying data.   | <b>STRATEGIC THINKING</b><br>Materials include opportunities for students to formulate strategies when representing concepts, solving problems and/or analyzing data.  | <b>EXTENDED THINKING</b><br>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. |

## Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

| Criterion  | Description   | Metric 1  | Metric 2   | Metric 3   | Metric 4   |
|--|---|---|--|--|--|
| <b>Criterion 2.1:</b><br>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. | <p><b>RELEVANCE</b></p> <p>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.</p> | <p><b>STUDENT CHOICE</b></p> <p>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.</p>    | <p><b>COLLABORATIVE LEARNING</b></p> <p>Materials include tasks that provide students opportunities to engage in the process of learning collaboratively, as well as opportunities to express their learning individually.</p>                 | <p><b>INDIVIDUAL STUDENT ADAPTABILITY</b></p> <p>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.</p> |
| <b>Criterion 2.2:</b><br>Culturally Responsive Instructional Support | Culturally responsive instruction refers to the explicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in mathematics teaching, learning and assessment.   | <p><b>ASSET-BASED PERSPECTIVE</b></p> <p>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.</p>   | <p><b>FRAMES OF REFERENCE</b></p> <p>Materials utilize multiple frames of reference for developing and demonstrating mathematics competence that correspond to a variety of cultural perspectives and experiences.</p> | <p><b>INCLUSIVE CULTURAL VIEWS</b></p> <p>Materials include pathways to math competence that leverage cultural perspectives that affirm student identities and reflect knowledge of students' background experiences and social realities.</p> |  |

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

| Criterion   | Description  | Metric 1  | Metric 2  | Metric 3  | Metric 4  |
|---|--|---|---|---|---|
| <b>Criterion 3.1:</b><br>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><br>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><br>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><br>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><br>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><br>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><br>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><br>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><br>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><br>Materials are designed to provide resources for students that are editable and allow for communication of understanding and thinking.   |
| <b>Criterion 3.3:</b><br>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><br>The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices  | <b>LEARNING RESOURCES</b><br>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><br>Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.   | <b>ADAPTABILITY OF MATERIALS</b><br>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><br>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><br>Materials are designed around clear learning goals, written in grade-appropriate, student-friendly language.  | <b>ELICITATION OF EVIDENCE</b><br>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><br>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><br>Materials guide educators and students to act on feedback and determine next steps for learning.   |
| <b>Criterion 4.2:</b><br>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><br>Materials include performance tasks that show clear alignment to both Oregon math content and practice standards.   | <b>CULTURAL AFFIRMATION</b><br>Performance assessments utilize and affirm students' interests and cultural background. Tasks are suitable for both group and individual engagement.        | <b>AUTHENTICITY</b><br>Performance assessments allow students to work with relevant mathematics and authentic audiences.   | <b>CLARITY &amp; FEEDBACK</b><br>Performance assessments use clear scoring criteria and allow for multiple iterations of student thinking based on feedback.   |
| <b>Criterion 4.3:</b><br>Integrated Assessment System<br><br>(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><br>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><br>The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.                | <b>RESPONSIVENESS</b><br>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><br>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. |