

Team/Cat _____	Publisher _____
Evaluator ID _____	Score _____
Submission # _____	

4	Exceeds the criteria
3	Adheres to the criteria
2	Sometimes adheres to the criteria
1	Occasionally adheres to the criteria
0	Rarely adheres to the criteria

Criteria for the Review and Adoption of Instructional Materials for:

Category 1, 2, 3 and 4: (CCSS) Mathematics – Grades K-2, 3-5, 6-8 and 9-12

LEGAL REQUIREMENTS SECTION

A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

The submitted materials must make up an organized system of instruction that align with adopted state standards.

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

_____ Yes

_____ No

B. 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 equity?

_____ Yes

_____ No

C. 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 NIMAS?

_____ Yes

_____ No

D. 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 MSST requirements?

_____ Yes

_____ No

Quality Review Rubric for Instructional Materials was originally developed for units/lessons by Tri-State Collaborative (MA, NY, RI – facilitated by Achieve): 7/6/2012.

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Category 1: CCSS Mathematics – Grades K-2

I. Alignment to the CCSS <u>Mathematical Content</u> **	II. Alignment to the CCSS <u>Mathematical Practices</u> **	III. <u>Instructional Supports</u>	IV. <u>Assessment</u>
<p><i>The instructional materials demonstrate evidence of key shifts that are reflected in the CCSS:</i></p> <p style="text-align: center;">FOCUS</p> <p>___ 1. Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.</p> <p style="text-align: center;">COHERENCE</p> <p>___ 2. Materials are consistent with the learning progressions in the Standards based on previous understandings.</p> <p style="text-align: center;">RIGOR</p> <p><i>Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:</i></p> <p>___ 3. Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations.</p> <p>___ 4. Conceptual Understanding: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.</p> <p>___ 5. Procedural Skill and Fluency: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.</p>	<p><i>The instructional materials identify and utilize the Standards for Mathematical Practice (MP):</i></p> <p>___ 6. The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.</p> <p>___ 7. Overarching habits of mind of a productive mathematical thinker:</p> <ul style="list-style-type: none"> Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1) Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6) <p>___ 8. Reasoning and explaining:</p> <ul style="list-style-type: none"> Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3) <p>___ 9. Modeling and using tools:</p> <ul style="list-style-type: none"> Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline. (MP.4 & MP.5) <p>___ 10. Seeing structure and generalizing:</p> <ul style="list-style-type: none"> Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8) 	<p><i>The teacher materials are responsive to varied teacher needs:</i></p> <p>___ 11. Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.</p> <p>___ 12. Provides a discussion of the mathematics addressed within each unit and the mathematical point of each lesson as it relates to the organizing concepts of the unit.</p> <p>___ 13. Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).</p> <p>___ 14. Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.</p> <p>___ 15. Teacher materials are organized and easy to use.</p> <p><i>The materials are responsive to varied student learning needs**:</i></p> <p>___ 16. Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.</p> <p>___ 17. Uses technology and media to deepen learning.</p> <p>___ 18. Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.</p> <p>___ 19. Provides appropriate extensions scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.</p>	<p><i>The instructional materials regularly assess whether students are mastering standards-based content and skills:</i></p> <p>___ 20. Demonstrates grade-level CCSS (content and Mathematical Practices) and are rigorous.</p> <p>___ 21. Available in digital/non-digital formats and are accessible to all students.</p> <p>___ 22. Includes rubrics and proficiency criteria.</p> <p>___ 23. Uses varied modes which must include selected, constructed, extended response items, self-assessments and performance tasks to provide teachers with a range of formative and summative data to inform instruction.</p>

Oregon Definition of Instructional Material: Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in [OAR 581-011-0050](http://www.oregon.gov/DEQ/energy%20and%20climate/Pages/05110050.aspx).

Overall Rating for the Instructional material:

Rating Scale for Criteria #1-10	Rating Scale for Criteria #11-23
4: Meets all criteria (exemplary) 3: Adheres to the criteria 2: Sometimes adheres to the criteria 1: Occasionally adheres to the criteria 0: Does not meet the criteria	2: Meets criteria 1: Partially meets/some evidence 0: Does not meet criteria

	Key Criteria (#1-5) (Scores 0-4)	Key Criteria (#6-10) (Scores 0-4)	Key Criteria (#16-19) (Scores 0-2)	Supporting Criteria (#11-15, #20-23) (Scores 0-2)
Exemplifies Quality	100% 3 or 4	100% 3 or 4	100% 1 or 2	100% 1 or 2
Approaching Quality	≥80% 3 or 4	≥80% 3 or 4	≥75% 1 or 2	≥50% 1 or 2
Does not meet standards	<80% 3 or 4	<80% 3 or 4	<75% 1 or 2	<50% 1 or 2

Quality Review Rubric for Instructional Materials was originally developed for units/lessons by Tri-State Collaborative (MA, NY, RI – facilitated by Achieve): 7/6/2012.

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Category 2: CCSS Mathematics – Grades 3-5

I. Alignment to the CCSS <u>Mathematical Content</u> **	II. Alignment to the CCSS <u>Mathematical Practices</u> **	III. <u>Instructional Supports</u>	IV. <u>Assessment</u>
<p><i>The instructional materials demonstrate evidence of key shifts that are reflected in the CCSS:</i></p> <p style="text-align: center;">FOCUS</p> <p>___ 1. Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.</p> <p style="text-align: center;">COHERENCE</p> <p>___ 2. Materials are consistent with the learning progressions in the Standards based on previous understandings.</p> <p style="text-align: center;">RIGOR</p> <p><i>Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:</i></p> <p>___ 3. Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations.</p> <p>___ 4. Conceptual Understanding: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.</p> <p>___ 5. Procedural Skill and Fluency: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.</p>	<p><i>The instructional materials identify and utilize the Standards for Mathematical Practice (MP):</i></p> <p>___ 6. The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.</p> <p>___ 7. Overarching habits of mind of a productive mathematical thinker:</p> <ul style="list-style-type: none"> Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1) Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6) <p>___ 8. Reasoning and explaining:</p> <ul style="list-style-type: none"> Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3) <p>___ 9. Modeling and using tools:</p> <ul style="list-style-type: none"> Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline. (MP.4 & MP.5) <p>___ 10. Seeing structure and generalizing:</p> <ul style="list-style-type: none"> Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8) 	<p><i>The teacher materials are responsive to varied teacher needs:</i></p> <p>___ 11. Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.</p> <p>___ 12. Provides a discussion of the mathematics addressed within each unit and the mathematical point of each lesson as it relates to the organizing concepts of the unit.</p> <p>___ 13. Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).</p> <p>___ 14. Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.</p> <p>___ 15. Teacher materials are organized and easy to use.</p> <p><i>The materials are responsive to varied student learning needs**:</i></p> <p>___ 16. Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.</p> <p>___ 17. Uses technology and media to deepen learning.</p> <p>___ 18. Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.</p> <p>___ 19. Provides appropriate extensions scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.</p>	<p><i>The instructional materials regularly assess whether students are mastering standards-based content and skills:</i></p> <p>___ 20. Demonstrates grade-level CCSS (content and Mathematical Practices) and are rigorous.</p> <p>___ 21. Available in digital/non-digital formats and are accessible to all students.</p> <p>___ 22. Includes rubrics and proficiency criteria.</p> <p>___ 23. Uses varied modes which must include selected, constructed, extended response items, self-assessments and performance tasks to provide teachers with a range of formative and summative data to inform instruction.</p>

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Overall Rating for the Instructional material:

Rating Scale for Criteria #1-10	Rating Scale for Criteria #11-23
4: Meets all criteria (exemplary) 3: Adheres to the criteria 2: Sometimes adheres to the criteria 1: Occasionally adheres to the criteria 0: Does not meet the criteria	2: Meets criteria 1: Partially meets/some evidence 0: Does not meet criteria

	Key Criteria (#1-5) (Scores 0-4)	Key Criteria (#6-10) (Scores 0-4)	Key Criteria (#16-19) (Scores 0-2)	Supporting Criteria (#11-15, #20-23) (Scores 0-2)
Exemplifies Quality	100% 3 or 4	100% 3 or 4	100% 1 or 2	100% 1 or 2
Approaching Quality	≥80% 3 or 4	≥80% 3 or 4	≥75% 1 or 2	≥50% 1 or 2
Does not meet standards	<80% 3 or 4	<80% 3 or 4	<75% 1 or 2	<50% 1 or 2

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Category 3: CCSS Mathematics – Grades 6-8

I. Alignment to the CCSS <u>Mathematical Content</u> **	II. Alignment to the CCSS <u>Mathematical Practices</u> **	III. <u>Instructional Supports</u>	IV. <u>Assessment</u>
<p><i>The instructional materials demonstrate evidence of key shifts that are reflected in the CCSS:</i></p> <p>FOCUS</p> <p>___ 1. Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.</p> <p>COHERENCE</p> <p>___ 2. Materials are consistent with the learning progressions in the Standards based on previous understandings.</p> <p>RIGOR</p> <p><i>Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:</i></p> <p>___ 3. Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations.</p> <p>___ 4. Conceptual Understanding: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.</p> <p>___ 5. Procedural Skill and Fluency: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.</p>	<p><i>The instructional materials identify and utilize the Standards for Mathematical Practice (MP):</i></p> <p>___ 6. The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.</p> <p>___ 7. Overarching habits of mind of a productive mathematical thinker:</p> <ul style="list-style-type: none"> Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1) Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6) <p>___ 8. Reasoning and explaining:</p> <ul style="list-style-type: none"> Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3) <p>___ 9. Modeling and using tools:</p> <ul style="list-style-type: none"> Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline. (MP.4 & MP.5) <p>___ 10. Seeing structure and generalizing:</p> <ul style="list-style-type: none"> Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8) 	<p><i>The teacher materials are responsive to varied teacher needs:</i></p> <p>___ 11. Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.</p> <p>___ 12. Provides a discussion of the mathematics addressed within each unit and the mathematical point of each lesson as it relates to the organizing concepts of the unit.</p> <p>___ 13. Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).</p> <p>___ 14. Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.</p> <p>___ 15. Teacher materials are organized and easy to use.</p> <p><i>The materials are responsive to varied student learning needs**:</i></p> <p>___ 16. Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.</p> <p>___ 17. Uses technology and media to deepen learning.</p> <p>___ 18. Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.</p> <p>___ 19. Provides appropriate extensions scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.</p>	<p><i>The instructional materials regularly assess whether students are mastering standards-based content and skills:</i></p> <p>___ 20. Demonstrates grade-level CCSS (content and Mathematical Practices) and are rigorous.</p> <p>___ 21. Available in digital/non-digital formats and are accessible to all students.</p> <p>___ 22. Includes rubrics and proficiency criteria.</p> <p>___ 23. Uses varied modes which must include selected, constructed, extended response items, self-assessments and performance tasks to provide teachers with a range of formative and summative data to inform instruction.</p>

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Overall Rating for the Instructional material:

Rating Scale for Criteria #1-10	Rating Scale for Criteria #11-23
4: Meets all criteria (exemplary) 3: Adheres to the criteria 2: Sometimes adheres to the criteria 1: Occasionally adheres to the criteria 0: Does not meet the criteria	2: Meets criteria 1: Partially meets/some evidence 0: Does not meet criteria

	Key Criteria (#1-5) (Scores 0-4)	Key Criteria (#6-10) (Scores 0-4)	Key Criteria (#16-19) (Scores 0-2)	Supporting Criteria (#11-15, #20-23) (Scores 0-2)
Exemplifies Quality	100% 3 or 4	100% 3 or 4	100% 1 or 2	100% 1 or 2
Approaching Quality	≥80% 3 or 4	≥80% 3 or 4	≥75% 1 or 2	≥50% 1 or 2
Does not meet standards	<80% 3 or 4	<80% 3 or 4	<75% 1 or 2	<50% 1 or 2

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Category 4: CCSS Mathematics – Grades 9-12

I. Alignment to the CCSS <u>Mathematical Content</u> **	II. Alignment to the CCSS <u>Mathematical Practices</u> **	III. <u>Instructional Supports</u>	IV. <u>Assessment</u>
<p><i>The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</i></p> <p style="text-align: center;">FOCUS</p> <p>___1. Lessons and units targeting the widely applicable prerequisites (at the standard and cluster level) provide an especially in-depth treatment, with especially high expectations.</p> <p>Lessons and units targeting supporting work of the grade (at the standard and cluster level) have visible connection to the widely applicable prerequisites and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.</p> <p style="text-align: center;">COHERENCE</p> <p>___2. The content develops through reasoning about the new concepts on the basis of previous understandings.</p> <p style="text-align: center;">RIGOR</p> <p><i>Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:</i></p> <p>___3. Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations.</p> <p>___4. Conceptual Understanding: Develops students’ understanding through brief conceptual problems and questions, multiple representations and opportunities for students to write and speak about their understanding.</p> <p>___5. Procedural Skill and Fluency: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.</p>	<p><i>The instructional materials identify and utilize the Standards for Mathematical Practice (MP):</i></p> <p>___6. The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.</p> <p>___7. Overarching habits of mind of a productive mathematical thinker</p> <ul style="list-style-type: none"> Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1) Uses and encourages precise and accurate mathematics, academic language, and terminology. (MP.6) <p>___8. Reasoning and explaining</p> <ul style="list-style-type: none"> Materials provide sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3) <p>___9. Modeling and using tools</p> <ul style="list-style-type: none"> Encourages the strategic use of concrete or abstract representations (<i>e.g., pictures, symbols, expressions, equations, graphics, models</i>). (MP.4 & MP.5) <p>___10. Seeing structure and generalizing</p> <ul style="list-style-type: none"> Requires students to look for and make use of structure; and look for and express regularity in repeated reasoning. (MP.7 & MP.8) 	<p><i>Each lesson is responsive to varied teacher needs:</i></p> <p>___11. Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.</p> <p>___12. Provides a discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit.</p> <p>___13. Recommend and facilitate a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (<i>e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share</i>).</p> <p>___14. Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.</p> <p>___15. Teacher materials are organized and easy to use.</p> <p><i>The materials are responsive to varied student learning needs:**</i></p> <p>___16. Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.</p> <p>___17. Allow teacher/student access through digital media to deepen understanding.</p> <p>___18. Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.</p> <p>___19. Provides appropriate extensions scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.</p> <p><i>A course or longer units should:</i></p> <p>___20. Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.</p>	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <p>___21. Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standard.</p> <p>___22. Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.</p> <p>___23. Uses varied modes of curriculum embedded assessments (selected, constructed, extended response items, and performances tasks) that may include pre-, formative, summative and self-assessment measures.</p> <p>___24. Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.</p> <p>___25. Provides extensions for students with high interest or working above grade level.</p> <p><i>Digital Assessment materials:</i></p> <p>___26. Are easy to manipulate and customize</p> <p>___27. Are clearly linked to the adopted standards</p> <p>___28. Have sufficiently large enough problem banks</p>

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Overall Rating for the Instructional material:

Rating Scale for Criteria #1-10	Rating Scale for Criteria #11-23
4: Meets all criteria (exemplary) 3: Adheres to the criteria 2: Sometimes adheres to the criteria 1: Occasionally adheres to the criteria 0: Does not meet the criteria	2: Meets criteria 1: Partially meets/some evidence 0: Does not meet criteria

	**Key Criteria (#1-5) (Scores 0-4)	**Key Criteria (#6-10) (Scores 0-4)	**Key Criteria (#16-19) (Scores 0-2)	Supporting Criteria (#11-15, #20-28) (Scores 0-2)
Exemplifies Quality	100% 3 or 4	100% 3 or 4	75% 1 or 2	100% 1 or 2
Approaching Quality	≥80% 3 or 4	≥80% 3 or 4	≥75% 1 or 2	≥50% 1 or 2
Does not meet standards	<80% 3 or 4	<80% 3 or 4	<75% 1 or 2	<50% 1 or 2

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