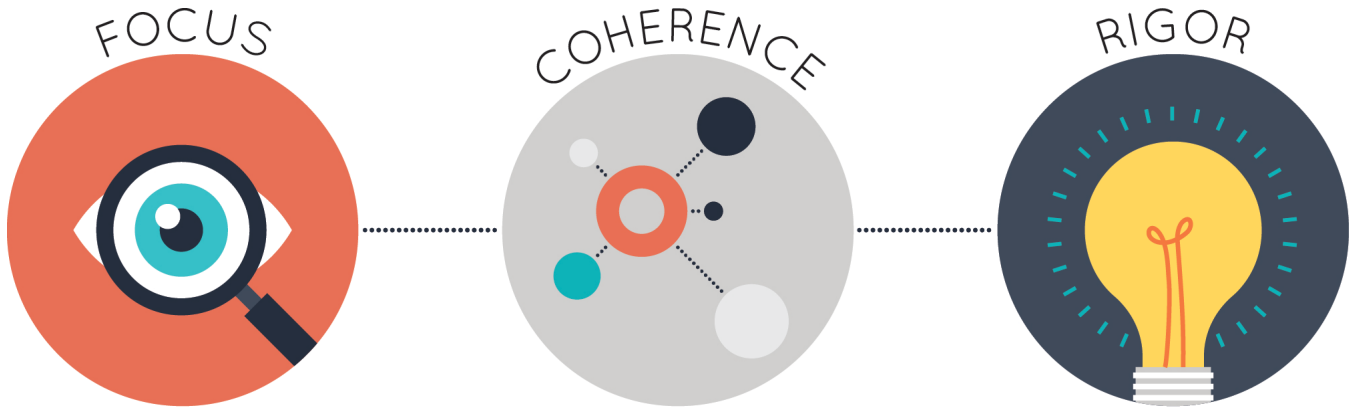


Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.

Think across grades, and link to major topics within grades.

In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **[Title]**

Publisher: **[Publisher]**

Overall Rating: **[Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]**

Grade/Course: **[Grade/Course]**

Copyright: **[Copyright]**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	



To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**<sup>1</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** criterion.
- Materials must meet **Non-negotiable** Criteria 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

**Tier 1 ratings** receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

**Tier 2 ratings** receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

**Tier 3 ratings** receive a “No” for at least one of the Non-negotiable Criteria.

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<sup>1</sup> **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

**Section I: Non-negotiable Criteria: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.**

<p>Criterion 1. FOCUS ON MAJOR WORK:</p> <p>Students and teachers using the materials as designed devote the large majority of time to the major work of the grade/course.</p>	<p><b>REQUIRED</b> Indicator 1a) Materials devote the large <b>majority</b> of class time to the major work of each grade/course.</p> <p><b>REQUIRED</b> Indicator 1b) Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course <b>during core math instruction</b>. Content beyond grade/course-level should be clearly labeled as optional. In core instruction assessment materials, there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course-level in which they are introduced in the Standards.</p>
<p>Criterion 2. CONSISTENT, COHERENT CONTENT</p> <p>Each course’s instructional materials are coherent and consistent with the content in the Standards.</p>	<p><b>REQUIRED</b> Indicator 2a) Materials connect <b>supporting content to major content</b> in meaningful ways so that focus and coherence are enhanced throughout the year.</p> <p><b>REQUIRED</b> Indicator 2b) Materials include problems and activities that serve to connect two or more <b>clusters in a domain</b>, or two or more <b>domains in a grade/course</b>, in cases where these connections are natural and important.</p>
<p>Criterion 3. RIGOR AND BALANCE:</p> <p>Each grade’s instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.</p>	<p><b>REQUIRED</b> Indicator 3a) Materials <b>develop conceptual understanding of key mathematical concepts</b>, especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.</p>
	<p><b>REQUIRED</b> Indicator 3b) The materials are designed so that students <b>attain the fluencies and procedural skills</b> required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>

	<p><b>REQUIRED</b> Indicator 3c) Materials are designed so that teachers and students spend sufficient time working with <b>engaging applications</b>, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.</p>
<p>Criterion 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</p> <p>Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them.</p>	<p><b>REQUIRED</b> Indicator 4a) Materials attend to the <b>full meaning of the practice standards</b>. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.</p> <p><b>REQUIRED</b> Indicator 4b) Materials provide sufficient opportunities for students to <b>construct viable arguments and critique the arguments of others</b> concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.</p> <p><b>REQUIRED</b> Indicator 4c) Materials explicitly attend to the <b>specialized language</b> of mathematics.</p> <p>Indicator 4d) There are teacher-directed materials that <b>explain the role of the practice standards</b> in the classroom and in students' mathematical development.</p>
<p>Section II: Additional Alignment Criteria And Indicators Of Quality</p>	
<p>Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</p> <p>Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.</p>	<p><b>REQUIRED</b> Indicator 5a) Materials provide all students <b>extensive work</b> with grade/course-level problems.</p> <p>Indicator 5b) Materials <b>relate grade/course-level concepts explicitly to prior knowledge</b> from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately <b>structured and scaffolded</b> to support student mastery.</p> <p>Indicator 5c) There is <b>variety</b> in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p> <p>Indicator 5d) Support for <b>English Language Learners and other special populations</b> is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, “vocabulary to preview”, etc.) are included.</p>

<p>Criterion 6. QUALITY OF ASSESSMENTS</p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics.</p>	<p><b>REQUIRED</b> Indicator 6a) Multiple <b>assessments opportunities</b> are embedded into content materials and measure student mastery of standards which reflect the balance of the standards as presented in materials.</p>
	<p><b>REQUIRED</b> Indicator 6b) Assessment items include a <b>combination of tasks</b> that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.</p>
	<p>Indicator 6c) <b>Scoring guidelines and rubrics</b> align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.</p>
	<p>Indicator 6d) Materials provide 2-3 more <b>comprehensive assessments</b> (interims/benchmarks) that measure student learning up to the point of administration.</p>
<p>Criterion 7. Additional Indicators of Quality</p> <p>Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work.</p>	<p><b>REQUIRED</b> Indicator 7a) The content can be <b>reasonably completed</b> within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>
	<p><b>REQUIRED</b> Indicator 7b) The materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.</p>
	<p><b>REQUIRED</b> Indicator 7c) Materials include unit and lesson <b>study tools for teachers</b>, including, but not limited to an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit, and/or discussion on student ways of thinking and anticipating a variety of student responses.</p>
	<p><b>REQUIRED</b> Indicator 7d) Materials <b>identify prerequisite skills and concepts</b> for the major work of the grade/course, connected to the current on-grade/course-level work. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.</p>
	<p><b>REQUIRED</b> Indicator 7e) Materials provide <b>targeted, aligned, prerequisite work</b> directly connected to specific lessons and units in the curriculum.</p>
	<p>Indicator 7f) Materials provide <b>clear guidance and support</b> for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.</p>