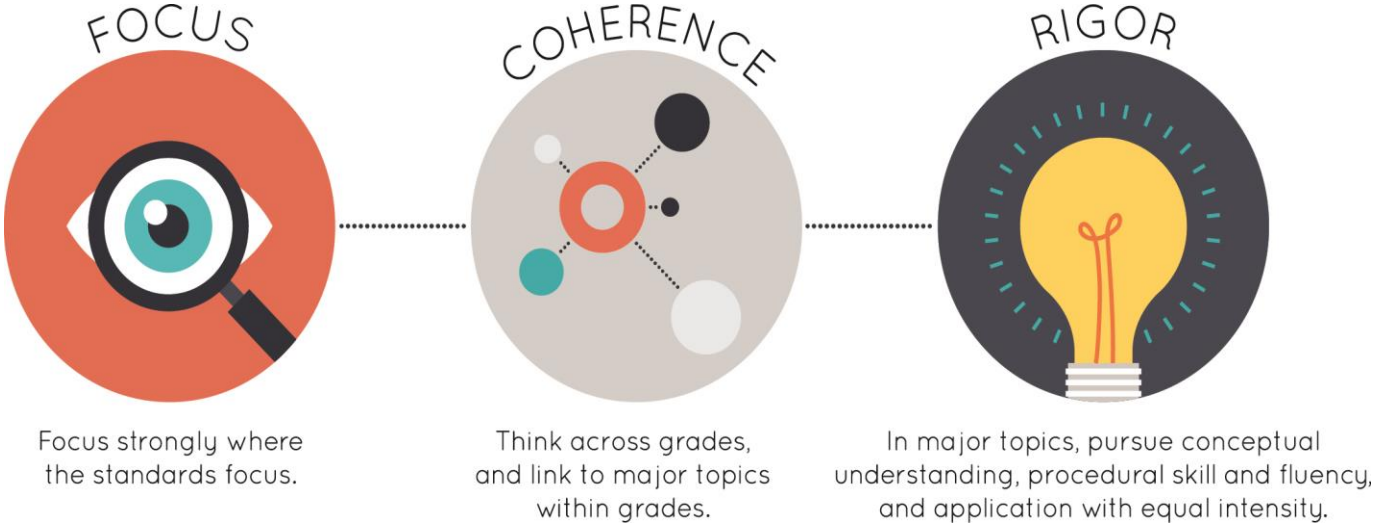
Strong mathematics instruction contains the following elements:



Title: **[Title]**

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

Publisher: **[Publisher]**

Copyright: **[Copyright]**

Overall Rating: **[Choose one: Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing quality]**

Tier 1, Tier 2, Tier 3 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. Quality of Assessments	
7. Additional 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**[1] 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** Criterion 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.

[1] **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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY **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.**			
Non-negotiable **1. FOCUS ON MAJOR WORK[2]:** Students and teachers using the materials as designed devote the large majority[3] of time to the major work of the grade/course. ☐ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.		
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math class instruction**. Content beyond grade/course-level should be clearly labeled as optional.		
Non-negotiable **2. CONSISTENT, COHERENT CONTENT:** Each course's instructional materials are coherent and consistent with the content in the Standards. ☐ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.		
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.		
	Required **2c)** Materials connect **prerequisite learning** within the context of new learning in such a way that allows teachers to build and support connections between the relevant prerequisite standards and grade/course-level work in support of students' access to content (connections are explicit from the student perspective).		
Non-negotiable **3. RIGOR AND BALANCE:**	**Required** **3a)** ***Attention to Conceptual Understanding:*** Across the majority of the materials, students have regular		

[2] For more on the major work of the grade, see Focus by Grade Level.

[3] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. ☐ Yes ☐ No	opportunities to actively and incrementally make sense of mathematical ideas and construct meaning for the various reasons and contexts in which mathematical ideas are useful in order to **develop conceptual understanding of key mathematical concepts as called for explicitly by the standards**. Conceptual understanding is attended to in this way throughout the learning sequence and within both teacher- and student-facing materials featuring high-quality conceptual problems and discussion questions.		
	Required **3b)** ***Attention to Procedural Skill and Fluency***: In line with the demand of the standards, the materials are designed so that students **attain the required fluencies and procedural skills** in service of developing their ability to solve more complex tasks. Materials attend to individual standards that set an expectation of procedural skill and fluency throughout the year. Materials provide students with opportunity to develop the procedural skills and fluencies demanded by the standards in a manner that allows for meaningful application rather than isolated practice.		
	Required **3c)** ***Attention to Applications:*** Materials are designed so that across the majority of the course, students have the opportunity to apply and experience applications of mathematics in relevant and meaningful ways. This is done through consistent and varied work with **engaging real-world applications**, including problems that build students' proficiency with selecting and applying an efficient method to find a solution and determining whether the solution makes sense. The problems attend thoroughly to those places in the content standards in which expectations for multi-step and real-world problems are explicit.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **3d)** ***Balance:*** Across the majority of the materials, the three aspects of **rigor** are not always treated together and are not always treated separately. There is a **balance** of the three aspects of rigor within the grade/course.		
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** 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. ☐ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. 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.		
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** 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.		
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.		
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.		
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems by providing consistent opportunities for students to engage with various types of problems with multiple problem structures and		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	diverse representations of student understanding and solutions.		
	Required **5b)** There is **variety** 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.		
	Required **5c)** Support for **diverse learners**, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level using an accelerating learning approach. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include **teacher guidance to help support special populations** and provide the opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the	**Required** **6a)** Multiple, frequent, and varied **assessment opportunities** are embedded into materials and measure student progress toward achieving the full expectation of standards. These assessment opportunities reflect the balance of the standards as presented in the materials. Guidance is provided so that		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	teachers can use assessments to inform the next instructional steps.		
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real-world contexts. Assessment items require students to produce solutions as well as construct arguments, explanations, and models in grade/course-appropriate ways.		
	6c) Materials provide **small-scale formative assessment** items designed for the purpose of timely identification of individual students' **unfinished learning** with the prerequisite math knowledge and skills that are most directly connected to successful engagement with the upcoming grade/course-level mathematics lessons. The frequency and quality of assessments are designed to ensure teachers have appropriate tools to plan for addressing unfinished prerequisite learning at minimum every 15-20 instructional days.		
	6d) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting a wide range of student performance and emerging conceptions and targeted support to engage in core instruction.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students'	**Required** **7a)** The total amount of content is **viable** for a 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.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
unfinished learning in order to access grade-level work. ☐ Yes ☐ No	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.		
	7c) Materials provide **targeted, aligned, and actionable prerequisite work** from the appropriate prior grade-level standards to accelerate student learning to immediately upcoming grade/course-level standards (e.g. targeted mini lessons, tutoring sessions).		
	7d) Materials provide guidance to help teachers regularly **identify and flexibly group students** who need prerequisite work to engage successfully in the current core instruction (i.e. a given module, topic or lesson set), on-grade/course-level work and when to administer these supports.		

FINAL EVALUATION

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.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[4]	1. Focus on Major Work		
	2. Consistent, Coherent Content		
	3. Rigor and Balance		
	4. Focus and Coherence via Practice Standards		
	5. Alignment Criteria for Standards for Mathematical Content		

[4] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Additional Alignment Criteria and Indicators of Superior Quality[5]	6. Quality of Assessments		
	7. Additional Indicators of Quality		
FINAL DECISION FOR THIS MATERIAL: **[Choose one: Tier 1, Exemplifies quality; Tier 2, Approaching quality; Tier 3, Not representing quality]**			

[5] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.