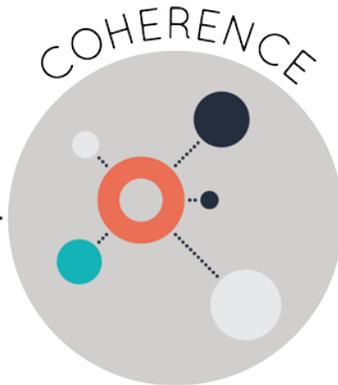


Strong mathematics instruction contains the following elements:



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]**

Grade: **[Grade]**

Publisher: **[Publisher]** Copyright: **[Copyright]**

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

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

STRONG	WEAK

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I*. If there is a “Yes” for all indicators in Column 2 for Section I, then the materials receive a “Yes” in Column 1. If there is a “No” for any indicator in Column 2 for Section I, then the materials receive a “No” in Column 1. In Section II, review each indicator individually.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 9.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Section II.

Tier 3 ratings receive a “No” in Column 1 in Section I.

* The criteria in Section I apply to fixed form or CAT assessments, whether summative assessments or a set of interim/benchmark assessments. Item banks also should reflect the full intent of the indicators.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all non-negotiable criteria in order for the review to continue.			
<p>Non-Negotiable 1. ALIGNMENT OF TEST ITEMS: Test items and/or sets of items elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted Standard(s)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>1a) 90% of items and/or sets of items exhibit alignment to the full intent of the LSSM for that grade/course.</p> <p>1b) Items and/or sets of items adhere to content limitations outlined in the LSSM and the Assessment Guides. All limitations for all grade K-HS provided in footnotes of the LSSM are also followed.</p> <p>1c) Items and/or sets of items use the number system appropriate to the grade/course. For example, in grade 3 there are some items involving fractions greater than 1; in the middle grades, arithmetic and algebra use the rational number system, not just the integers.</p>		
<p>Non-Negotiable 2. FOCUS ON MAJOR WORK: The large majority of points in each grade/course are devoted to the major work of the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>2a) Each grade/course’s assessments meet or exceed the following score-point distributions for the major work of the grade.</p> <ul style="list-style-type: none"> • 85% of the total points in grades K–2 align exclusively to the major work of the grade. • 75% of the total points in grades 3–5 align exclusively to the major work of the grade. • 65% of the total points in grades 6–12 align exclusively to the major work of the grade. 		
<p>Non-Negotiable 3. FOCUS: No item assesses topics directly or indirectly before they are introduced in the LSSM.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>3a) 100% of items on an assessment address only knowledge of topics found in the LSSM in the specified grade/course.</p>		
<p>Non-Negotiable 4. RIGOR AND BALANCE: Each grade/course’s assessments reflect the balances in the Standards and help students meet the Standards’</p>	<p>4a) For Conceptual Understanding: K–High School: At least 20% of the total score-points on the assessment(s) for each grade or course explicitly require students to demonstrate conceptual understanding especially where called for in specific content standards.</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>rigorous expectations by helping students develop conceptual understanding, procedural skill and fluency, and application.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>4b) For Procedural Skill and Fluency: K–High School: At least 20% of the total score-points on the assessment(s) for each grade or course explicitly require students to demonstrate procedural skill and fluency, especially where called for in specific content standards.</p> <p>4c) For Applications</p> <ul style="list-style-type: none"> • K–5: At least 20% of the total score-points on the assessment(s) for each grade explicitly assess solving single- or multi-step word problems. • 6–8: At least 25% of the total score points on the assessment(s) for each grade explicitly assess solving single- and multi-step word problems and simple models. • High School: At least 30% of the total score-points on the assessment(s) for each high school course explicitly assess single- and multi-step word problems, simple models, and substantial modeling/application problems. 		
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>5. Practice-Content Connections. Each grade/course’s assessments include items that meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice. However, not all items need to align to a Standard for Mathematical Practice, and there is no requirement to have an equal balance among the Standards for Mathematical Practice in any set of items or test forms.</p>			
<p>6. Assessing Supporting Content. Supporting content and major work are not always be assessed together and not always assessed separately. There exists Items and/or sets of items assessing supporting content that enhance focus and coherence simultaneously by engaging students in the major work of the grade or course.</p>			
<p>7. Calling for Variety in Item Type and Student Work. Assessments include a variety of item types (e.g., multiple choice, multiple select, numeric response, constructed response) that require a variety in what students produce. For example, items require students to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations (including items that explicitly assess expressing and/or communicating mathematical reasoning), diagrams, mathematical models, etc.</p>			
<p>8. Constructing Forms Without Cueing Solution Processes. Item sequences do not cue the student to use a certain solution process during problem solving and assessments include problems requiring</p>			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
different types of solution processes within the same section.			
9. Quality Materials. The assessment items, answer keys, and documentation are free from mathematical errors.			
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 4 and a “Yes” for all additional indicators 5 – 11. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” for additional indicators 5 – 9. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one criteria in Section I.			
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-Negotiables	1. Alignment of Test Items		
	2. Focus on Major Work		
	3. Focus		
	4. Rigor and Balance		
II: Additional Indicators of Quality	5. Practice-Content Connections		
	6. Assessing Supporting Content		
	7. Calling for Variety in Item Type and Student Work		
	8. Constructing Forms Without Cueing Solution Processes		
	9. Quality Materials		
FINAL DECISION FOR THIS MATERIAL: [Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]			