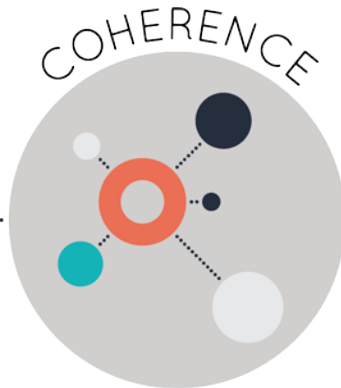


Strong mathematics instruction contains the following elements:



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 – 8.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria 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
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all non-negotiable criteria in order for the review to continue.</b>			
<p><b>Non-Negotiable</b>  <b>1. ALIGNMENT OF TEST ITEMS:</b>            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><b>1a)</b> Items exhibit alignment to the full intent of the LSSM for that grade/course.</p> <p><b>1b)</b> Items adhere to content limitations outlined in the LSSM and the Assessment Guides. All limitations for all grades K-HS provided in footnotes of the LSSM are also followed.</p> <p><b>1c)</b> 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><b>Non-Negotiable</b>  <b>2. FOCUS ON MAJOR WORK:</b> The large majority of items 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><b>2a)</b> Each grade/course’s item set <b>meets or exceeds</b> the following distributions for the major work of the grade.</p> <ul style="list-style-type: none"> <li>• 85% of the items in grades K–2 align exclusively to the major work of the grade.</li> <li>• 75% of the items in grades 3–5 align exclusively to the major work of the grade.</li> <li>• 65% of the items in grades 6–12 align exclusively to the major work of the grade.</li> </ul>		
<p><b>Non-Negotiable</b>  <b>3. FOCUS:</b> 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><b>3a)</b> 100% of items address only knowledge of topics found in the LSSM in the specified grade/course.</p>		
<p><b>Non-Negotiable</b>  <b>4. RIGOR AND BALANCE:</b> Each grade/course’s assessments reflect the balances in the Standards and help students meet the Standards’ rigorous expectations by helping</p>	<p><b>4a) For Conceptual Understanding:</b>  <b>K–High School:</b> At least 20% of the items for each grade or course explicitly require students to demonstrate conceptual understanding especially where called for in specific content standards.</p> <p><b>4b) For Procedural Skill and Fluency:</b></p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>students develop conceptual understanding, procedural skill and fluency, and application.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b><i>K–High School:</i></b> At least 20% of the items for each grade or course explicitly require students to demonstrate procedural skill and fluency, especially where called for in specific content standards.</p> <p><b><i>4c) For Applications</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>K–5:</i></b> At least 20% of the items for each grade explicitly assess solving single- or multi-step word problems.</li> <li>• <b><i>6–8:</i></b> At least 25% of the items for each grade explicitly assess solving single- and multi-step word problems and simple models.</li> <li>• <b><i>High School:</i></b> At least 30% of the items for each high school course explicitly assess single- and multi-step word problems, simple models, and substantial modeling/application problems.</li> </ul>		
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>			
<p><b>5. Practice-Content Connections.</b> 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><b>6. Calling for Variety in Item Type and Student Work.</b> 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><b>7. Constructing Forms Without Cueing Solution Processes.</b> Item sequences do not cue the student to use a certain solution process during problem solving and assessments include problems requiring different types of solution processes within the same section.</p>			
<p><b>8. Quality Materials.</b> The assessment items, answer keys, and documentation are free from mathematical errors.</p>			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 4 and a “Yes” for all additional indicators 5 – 8. <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 – 8. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one criteria in Section I.			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Alignment of Test Items		
	2. Focus on Major Work		
	3. Focus		
	4. Rigor and Balance		
<b>II: Additional Indicators of Quality</b>	5. Practice-Content Connections		
	6. Calling for Variety in Item Type and Student Work		
	7. Constructing Forms Without Cueing Solution Processes		
	8. Quality Materials		
FINAL DECISION FOR THIS MATERIAL: <b>[Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]</b>			