

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

Publisher: **[Publisher]**

Copyright: **[Copyright]**

Overall Rating: Choose an item.

**[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:**

<b>STRONG</b>	<b>WEAK</b>
Choose an item.	Choose an item.
Choose an item.	Choose an item.
Choose an item.	Choose an item.
Choose an item.	Choose an item.
Choose an item.	Choose an item.
Choose an item.	Choose an item.
Choose an item.	Choose an item.



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** 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.

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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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>SECTION I: K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b> <b>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.</b>			
<b>Non-negotiable</b> <b>1. FOCUS ON MAJOR WORK<sup>2</sup>:</b> Students and teachers using the materials as designed devote the large majority <sup>3</sup> of time to the major work of the grade/course.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>1a)</b> Materials devote the <b>majority</b> of class time to the major work of each grade/course.	Choose an item.	Click or tap here to enter text.
	<b>Required</b> <b>1b)</b> 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.	Choose an item.	Click or tap here to enter text.
<b>Non-negotiable</b> <b>2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Required</b> <b>2a)</b> Materials connect <b>supporting content to major content</b> in meaningful ways so that focus and coherence are enhanced throughout the year.	Choose an item.	Click or tap here to enter text.
	<b>Required</b> <b>2b)</b> 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.	Choose an item.	Click or tap here to enter text.
<b>Non-negotiable</b> <b>3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous	<b>Required</b> <b>3a) <i>Attention to Conceptual Understanding:</i></b> 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.	Choose an item.	Click or tap here to enter text.

<sup>2</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>3</sup> 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
<p>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><b>Required</b>  <b>3b) Attention to Procedural Skill and Fluency:</b> 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>	Choose an item.	Click or tap here to enter text.
	<p><b>Required</b>  <b>3c) Attention to Applications:</b> 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>	Choose an item.	Click or tap here to enter text.
	<p><b>Required</b>  <b>3d) Balance:</b> The three aspects of <b>rigor</b> are not always treated together and are not always treated separately.</p>	Choose an item.	Click or tap here to enter text.
<p><b>Non-negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>            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</p>	<p><b>Required</b>  <b>4a)</b> 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>	Choose an item.	Click or tap here to enter text.
	<p><b>Required</b>  <b>4b)</b> Materials provide sufficient opportunities for students to <b>construct viable arguments and critique the</b></p>	Choose an item.	Click or tap here to enter text.

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<p>practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>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 4c)</b> Materials explicitly attend to the <b>specialized language</b> of mathematics.</p>	Choose an item.	Click or tap here to enter text.
	<p><b>4d)</b> There are teacher-directed materials that <b>explain the role of the practice standards</b> in the classroom and in students' mathematical development.</p>	Choose an item.	Click or tap here to enter text.
<b>Section II: Additional Alignment Criteria and Indicators of Superior Quality</b>			
<p><b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> 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><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required 5a)</b> Materials provide all students <b>extensive work</b> with grade/course-level problems.</p>	Choose an item.	Click or tap here to enter text.
	<p><b>Required 5b)</b> 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>	Choose an item.	Click or tap here to enter text.
	<p><b>Required 5c)</b> 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>	Choose an item.	Click or tap here to enter text.
	<p><b>Required 5d)</b> Support for <b>English Learners and diverse learners</b> is provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the</p>	Choose an item.	Click or tap here to enter text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	unit and lesson level. 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, etc.).		
<p><b>6. QUALITY OF ASSESSMENTS:</b> 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><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>6a)</b> Multiple <b>assessment opportunities</b> are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.</p>	Choose an item.	Click or tap here to enter text.
	<p><b>Required</b> <b>6b)</b> 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>	Choose an item.	Click or tap here to enter text.
	<p><b>6c) 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>	Choose an item.	Click or tap here to enter text.
	<p><b>6d)</b> Materials provide 2-3 <b>comprehensive assessments</b> (interims/benchmarks) that measure student learning up to the point of administration.</p>	Choose an item.	Click or tap here to enter text.
<p><b>7. ADDITIONAL INDICATORS OF QUALITY:</b></p>	<p><b>Required</b> <b>7a)</b> The total amount of content is <b>viable</b> for a school year and the pacing of content allows for maximum</p>	Choose an item.	Click or tap here to enter text.

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<p>Materials are well organized and provide teacher guidance for units and lessons.</p> <p>Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>		
	<p><b>Required</b>  <b>7b)</b> 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>	Choose an item.	Click or tap here to enter text.
	<p><b>7c)</b> Materials connect unfinished learning in the context of new learning by <b>identifying prerequisite standards</b> needed to access grade/course-level work and providing <b>targeted, aligned, and actionable prerequisite work</b> connected to grade/course-level standards and specific lessons and units in the materials (targeted mini lessons, tutoring sessions, etc.)</p>	Choose an item.	Click or tap here to enter text.
	<p><b>7d)</b> Materials provide guidance to help teachers regularly <b>identify and flexibly group students</b> 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.</p>	Choose an item.	Click or tap here to enter text.
<p><b>FINAL EVALUATION</b>  <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.  <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.  <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.</p>			
<p><b>Compile the results for Sections I and II to make a final decision for the material under review.</b></p>			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality <sup>4</sup>	1. Focus on Major Work	Choose an item.	Click or tap here to enter text.

<sup>4</sup> Must score a “Yes” for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2. Consistent, Coherent Content	Choose an item.	Click or tap here to enter text.
	3. Rigor and Balance	Choose an item.	Click or tap here to enter text.
	4. Focus and Coherence via Practice Standards	Choose an item.	Click or tap here to enter text.
<b>II: Additional Alignment Criteria and Indicators of Superior Quality</b> <sup>5</sup>	5. Alignment Criteria for Standards for Mathematical Content	Choose an item.	Click or tap here to enter text.
	6. Quality of Assessments	Choose an item.	Click or tap here to enter text.
	7. Additional Indicators of Quality	Choose an item.	Click or tap here to enter text.
FINAL DECISION FOR THIS MATERIAL: Choose an item.			

<sup>5</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier I rating.