

# Mathematics Instructional Materials Review Rubric

Adapted from IMET ([Instructional Materials Evaluation Tool](#)) Summary Grade K-12

Email Address: \_\_\_\_\_ ISBN: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

Publisher: \_\_\_\_\_

Reviewers: \_\_\_\_\_

## FOCUS AND COHERENCE: Non-Negotiable

Non-negotiable materials must focus coherently on the Major Work of the grade in a way that is consistent with the progressions in the standards.

\_\_\_\_\_ Student and teachers using the materials as designed devote the majority of time to the Major Work of the grade.

\_\_\_\_\_ Supporting Work enhances focus and coherence simultaneously by also engaging students in the Major Work of the grade.

\_\_\_\_\_ Materials follow the grade-by-grade progressions in the Standards. Content from previous or future grades does not unduly interfere.

\_\_\_\_\_ Lessons that only include mathematics from previous grades are clearly identified.

Materials that do not meet the non-negotiable requirements for Focus and Coherence will not be recommended as primary resources. Please continue with the review to determine if the materials may be recommended for supplemental use.

## RIGOR AND BALANCE

Alignment Criterion 1: Material must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.

The materials support the development of students' conceptual understanding of key mathematical concepts, especially where called for in specific standards or cluster headings.

\_\_\_\_\_ Meets                      \_\_\_\_\_ Partially Meets                      \_\_\_\_\_ Does not Meet

The materials are designed so that students attain the fluencies and procedural skills required by the Standards.

\_\_\_\_\_ Meets                      \_\_\_\_\_ Partially Meets                      \_\_\_\_\_ Does not Meet

The materials are designed so that teachers and students spend sufficient time working with applications, without losing focus on the Major Work of each grade. (Are there single and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and

engage students in problem solving?)

\_\_\_\_\_ Meets                      \_\_\_\_\_ Partially Meets                      \_\_\_\_\_ Does not Meet

### **STANDARDS FOR MATHEMATICAL PRACTICE**

Alignment Criterion 2: Materials must authentically connect content standards and practice standards.

Materials address the practice standards in such a way as to enrich the Major Work of the grade; practice standards strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.

\_\_\_\_\_ Meets                      \_\_\_\_\_ Partially Meets                      \_\_\_\_\_ Does not Meet

Tasks and assessments of student learning are designed to provide evidence of students' proficiency in the Standards of Mathematical Practice.

\_\_\_\_\_ Meets                      \_\_\_\_\_ Partially Meets                      \_\_\_\_\_ Does not Meet

Materials support the Standards' emphasis on mathematical reasoning.

\_\_\_\_\_ Meets                      \_\_\_\_\_ Partially Meets                      \_\_\_\_\_ Does not Meet

### **ACCESS TO THE STANDARDS FOR ALL STUDENTS**

Alignment Criterion 3: Materials must provide supports for English Language Learners and other special populations

Support for English Language learners and other special populations is thoughtful (evidence-based) and helps those students meet the same Standards (and rigor) as all other students. The language in which problems are posed is carefully considered.

\_\_\_\_\_ Meets                      \_\_\_\_\_ Partially Meets                      \_\_\_\_\_ Does not Meet

Materials provide scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrated their mathematical understanding independently.

\_\_\_\_\_ Meets                      \_\_\_\_\_ Partially Meets                      \_\_\_\_\_ Does not Meet

Design of lessons incorporates strategies such as using multiple representations, deconstructing/reconstructing the language of problems, providing suggestions for addressing common student difficulties, etc. to ensure grade-level progress for all learners.

\_\_\_\_\_ Meets                      \_\_\_\_\_ Partially Meets                      \_\_\_\_\_ Does not Meet

### **ASSESSMENT**

Multiple measurements of individual student progress occur at regular intervals ensuring success of all students.

\_\_\_\_\_ Meets                      \_\_\_\_\_ Partially Meets                      \_\_\_\_\_ Does not Meet

Assessments measure what students understand and can do through well designed mathematical tasks and applications.

\_\_\_\_\_ Meets

\_\_\_\_\_ Partially Meets

\_\_\_\_\_ Does not Meet

REVIEWER COMMENTS