

# High-Quality Instructional Materials Rubric



K-12 Mathematics

July 2024



**Department of  
Education &  
Workforce**

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# High-Quality Instructional Materials Rubric

## K-12 MATHEMATICS

**TITLE:** \_\_\_\_\_ **REVIEWER NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

### Math Rubric Overview

Instructional materials selection is an important district decision, and conducting a thorough review of instructional materials at the local level is essential in meeting the needs of students within a school or district. This evaluation rubric is designed to offer an evaluation that districts can utilize to determine how well instructional materials align with Ohio's Learning Standards for Mathematics and other local criteria. Pursuant to ORC 3301.079 (B) (3) and 3313.60, it is the responsibility of Ohio's local boards of education to vet and approve curriculum and educational materials for use in the public schools within their district. Districts and schools should use their professional expertise to determine the suitability of any particular resources for use in their districts, schools or classrooms.

The evaluation rubric includes key considerations for high-quality instructional materials and outlines two Gateways for consideration when evaluating materials. Within each Gateway, Criterion and related Indicators are provided along with Guiding Questions and Look-Fors. Each indicator is evaluated as Does Not Meet Expectations, Partially Meets Expectations, or Meets Expectations using a 0-1-2 scale score.

Ohio's rubric is composed of 6 criteria: Alignment to Learning Standards, Rigor, Standards for Mathematical Practice, Assessment, Student Supports, and Teacher Supports. These criteria feature review indicators, each with guiding questions and evidence guidance to help focus the review process.

- *Criterion:* Criterion refers to a compilation of indicators within a specific focus area in mathematics that discern markers of high-quality instructional materials. Each criterion area offers a concise description at the beginning of its section, and the scoring of each criterion is determined by the total indicators.
- *Indicators:* Indicators denote the high-quality components of instructional materials that align with the Ohio Learning Standards for Mathematics.
- *Guiding Questions:* Guiding Questions accompany each indicator and are intended to assist reviewers in understanding the evidence required for each indicator.
- *Look For Evidence of How the Materials:* The Look-Fors offer suggestions and considerations for what reviewers may observe in the instructional materials to support the evaluation of that indicator. These suggestions are not exhaustive, as demonstrations for any indicator can vary between materials.
- *Scoring:* Scores are given to most indicators within each criterion to determine how well materials meet the expectations. Each scored indicator is evaluated as Not Meeting Expectations, Partially Meeting Expectations, or Meeting Expectations using a 0-1-2 scale score. Some indicators are marked as "Narrative Evidence" and will not receive a numeric score.

**The rubric is designed to allow reviewers to determine a threshold for quality for each Gateway.** If instructional materials do not meet the thresholds for Meets Expectations or Partially Meets Expectations for a Gateway, reviewers are prompted to not move forward with reviewing the other Gateways.

- Gateway 1: Alignment (advance to Gateway 2 only if the instructional materials Meet or Partially Meet Expectations for Gateway 1)
- Gateway 2: Instructional Support

Review Summary	Criteria	Score	Rating
<b>Alignment Criteria</b>	1.1 Alignment to Learning Standards	_/4	
	1.2 Rigor	_/8	
	1.3 Standards for Mathematical Practice	_/16	
	<b>Gateway 1 Sub-Total</b>	<b>_/28</b>	
<b>Instructional Supports Criteria</b>	2.1 Assessment	_/6	
	2.2 Student Supports	_/12	
	2.3 Teacher Supports	_/12	
	<b>Gateway 2 Sub-Total</b>	<b>_/30</b>	
<b>Overall Rating</b>		<b>Total Score</b>	<b>Final Rating</b>
<b>Meets Expectations</b> Materials meet expectations for all criteria.		<b>_/58</b>	
<b>Partially Meets Expectations</b> Materials meet or partially meet expectations for all criteria.			
<b>Does Not Meet Expectations</b> Any gateway that does not meet the criteria.			

# Gateway 1: Alignment

Gateway 1 looks at alignment with the Ohio Learning Standards and additional subject-specific indicators of quality.

<b>CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS</b>			
<b>Materials address grade-level or course content and give all students extensive work with grade/course problems to meet the full intent of Ohio's Learning Standards.</b>			
<b>Indicators</b>		<b>Guiding Questions</b>	<b>Look for Evidence of How the Materials:</b>
1.1a. Materials allow all students to spend most of their time on Ohio's grade level or course content and work at levels of complexity appropriate to meet the full intent of the standards.		<ul style="list-style-type: none"> <li>• Are all grade-level or course content standards present? If not, which ones are not present?</li> <li>• Have all aspects or parts of the standards been addressed?</li> <li>• Do the materials present levels of complexity appropriate to meet the full intent of the standards?</li> </ul>	<ul style="list-style-type: none"> <li>• Engage students in grade level or course content.</li> <li>• Address all parts and aspects of the standards.</li> <li>• Provide opportunities for complex thinking and reasoning by the student.</li> </ul>
<b>Scoring</b>			
0	1		

## CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS

**Materials address grade-level or course content and give all students extensive work with grade/course problems to meet the full intent of Ohio’s Learning Standards.**

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.1b. Materials demonstrate mathematical coherence by explicitly recognizing and expanding upon prior knowledge from earlier grades or courses, fostering meaningful connections both within and across different levels of learning.			<ul style="list-style-type: none"> <li>• Are the materials mathematically coherent?</li> <li>• Do the materials make meaningful connections to prior learning within a grade or course and across the series?</li> <li>• Do the materials connect multiple standards and clusters in meaningful ways?</li> </ul>	<ul style="list-style-type: none"> <li>• Support teachers in understanding the horizontal and vertical alignment guiding the development of concepts.</li> <li>• Link and apply multiple concepts within and across grades or courses.</li> <li>• Meet the full depth of the standards in a systematic way.</li> <li>• Develop the full depth of the current grade or course concepts using concepts from the previous grade or course.</li> <li>• Provide opportunities for students to build vertical content knowledge by accessing prior knowledge and understanding of concept progression.</li> <li>• Provide opportunities for students to explore relationships and patterns within and across concepts.</li> </ul>	
Scoring					
0	1	2			

## CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS

**Materials address grade-level or course content and give all students extensive work with grade/course problems to meet the full intent of Ohio's Learning Standards.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.1c. Materials facilitate clear recognition of Ohio's Learning Standards while effectively aligning with and supporting Ohio's Learning Progressions in a coherent manner.	<ul style="list-style-type: none"> <li>Do the materials allow for easy identification of Ohio's Learning Standards and coherently support Ohio's Learning Progressions?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Ohio Learning Standards explicitly.</li> </ul>	
<b>Scoring</b>			
Narrative Evidence			
Criterion 1.1 Summary		Criterion Score	Criterion Rating
Meets Expectations (4 pts) Partially Meets Expectations (3 pts) Does Not Meet Expectations (< 3 pts)			

## CRITERION 1.2: RIGOR

**Materials reflect the balance in the Ohio Learning Standards and help students meet the standards' rigorous expectations by giving appropriate attention to: developing students' conceptual understanding; procedural skill and fluency; and engaging applications.**

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.2a. Materials are designed so that students and teachers spend a majority of time working with engaging applications of mathematics.			<ul style="list-style-type: none"> <li>Do the materials develop students' ability to utilize mathematical concepts and skills in meaningful and engaging applications throughout the grade levels or courses?</li> <li>Do the materials require greater levels of application complexity as the grade level or course content series progresses?</li> <li>Do the materials throughout the series enable students to solve non-routine problems and apply mathematics to contextual situations?</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students in small groups or independently to demonstrate multiple routine and non-routine applications throughout each grade or course.</li> <li>Integrate knowledge and skills for students to successfully problem solve and use mathematics efficiently in real-world problems, including the analysis of data.</li> <li>Provide students opportunities to apply mathematics knowledge and skills to new and varied situations by integrating contextualized problems throughout the grade or course.</li> <li>Provide opportunities for students to use multiple representations as well as written or oral explanations to support student's work in application problems.</li> </ul>	
Scoring					
0	1	2			



## CRITERION 1.2: RIGOR

**Materials reflect the balance in the Ohio Learning Standards and help students meet the standards' rigorous expectations by giving appropriate attention to: developing students' conceptual understanding; procedural skill and fluency; and engaging applications.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>1.2b. Materials develop conceptual understanding of key mathematical concepts, especially where it is called for in specific content standards or cluster headings.</p>	<ul style="list-style-type: none"> <li>• Do the materials provide opportunities for students to develop conceptual understanding throughout the grade levels or courses?</li> <li>• Do the materials specifically show evidence illustrating intentional development of conceptual understanding?</li> <li>• Do the materials provide opportunities for students to independently demonstrate conceptual understanding?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to independently develop and demonstrate conceptual understanding throughout each grade or course.</li> </ul>	
<b>Scoring</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">0</td> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> </tr> </table>			
0	1	2	
<p>1.2c. Materials provide intentional opportunities for students to develop procedural skills and fluencies, especially where it is called for in specific grade levels/courses, content standards, or clusters.</p>	<ul style="list-style-type: none"> <li>• Do the materials provide opportunities for students to develop procedural skills and fluency throughout the grade levels or courses?</li> <li>• Do the materials specifically show evidence illustrating intentional development of procedural skills and fluency?</li> <li>• Do the materials provide opportunities for students to independently demonstrate procedural skills and fluency?</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate guidance and support for teachers for conducting purposeful fluency practice at appropriate times as students progress in conceptual understanding.</li> <li>• Include problems and tasks at different levels of complexity where all students have the opportunity to fluently use algorithms.</li> <li>• Provide opportunities for students to independently demonstrate procedural skill and fluency.</li> </ul>	
<b>Scoring</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">0</td> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> </tr> </table>			
0	1	2	

## CRITERION 1.2: RIGOR

**Materials reflect the balance in the Ohio Learning Standards and help students meet the standards' rigorous expectations by giving appropriate attention to: developing students' conceptual understanding; procedural skill and fluency; and engaging applications.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>1.2d. The three aspects of rigor (conceptual understanding, procedural skill fluency, and engaging applications) are not always treated together and are not always treated separately. There is a balance of the three aspects of rigor within the grade or course.</p>	<ul style="list-style-type: none"> <li>Do the materials maintain the balance of the three aspects of rigor throughout grade levels or courses?</li> </ul>	<ul style="list-style-type: none"> <li>Use conceptual understanding to develop procedural skill and fluency.</li> <li>Work to maintain the balance of the three aspects or rigor.</li> <li>Provide teachers with guidance on anticipating student responses and strategies.</li> </ul>	
<b>Scoring</b>			
0	1	2	
<b>Criterion 1.2 Summary</b>		<b>Criterion Score</b>	<b>Criterion Rating</b>
Meets Expectations (7-8 pts) Partially Meets Expectations (5-6 pts) Does Not Meet Expectations (< 5 pts)			

### CRITERION 1.3: STANDARDS FOR MATHEMATICAL PRACTICE

**Materials meaningfully connect *Ohio's Learning Standards for Mathematical Content* and *Standards for Mathematical Practice (MPs)*, while ensuring the MPs are clearly identified and intentionally being developed throughout the grade or course level.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>1.3a. Materials support the intentional development of <i>MP1: Make sense of problems and persevere in solving them.</i></p>	<ul style="list-style-type: none"> <li>• Across the grade level or course, are the majority of tasks/activities designed such that they provide an opportunity for students to make sense of problems and persevere in solving them?</li> <li>• Do the materials provide guidance to teachers to develop students' skills identified in MP1?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to analyze and make sense of problems while actively engaging in solving them.</li> <li>• Provide opportunities for students to determine a strategy, monitor their progress, reflect, and revise.</li> </ul>	
<b>Scoring</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">0</td> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> </tr> </table>			
0	1	2	
<p>1.3b. Materials support the intentional development of <i>MP2: Reason abstractly and quantitatively.</i></p>	<ul style="list-style-type: none"> <li>• Across the grade level or course, are the majority of tasks designed such that they provide an opportunity for students to reason abstractly and quantitatively?</li> <li>• Do the materials provide guidance to teachers to develop students' skills identified in MP2?</li> </ul>	<ul style="list-style-type: none"> <li>• Attend to the meaning of quantities, such as considering units involved in a problem.</li> <li>• Ask students to explain or discuss what the number(s) or symbols represent.</li> <li>• Allow for connections between problem scenarios and mathematical representations.</li> </ul>	
<b>Scoring</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">0</td> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> </tr> </table>			
0	1	2	

### CRITERION 1.3: STANDARDS FOR MATHEMATICAL PRACTICE

Materials meaningfully connect *Ohio's Learning Standards for Mathematical Content* and *Standards for Mathematical Practice (MPs)*, while ensuring the MPs are clearly identified and intentionally being developed throughout the grade level or course.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.3c. Materials support the intentional development of <i>MP3: Construct viable arguments and critique the reasoning of others.</i>			<ul style="list-style-type: none"> <li>Across the grade level or course, are there opportunities for students to routinely construct viable arguments and critique the reasoning of others?</li> <li>Do the materials provide guidance to teachers to develop students' skills identified in MP3?</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to make mathematical conjectures and arguments.</li> <li>Provide opportunities for students to articulate and validate their strategies through oral or written explanations, using concrete models, drawings, actions, or quantities.</li> <li>Provide opportunities for listening to or reading the arguments of others, deciding whether they make sense, and asking useful questions to clarify or improve the arguments.</li> <li>Provide opportunities for error analysis of student work, solutions, or arguments.</li> </ul>	
Scoring					
0	1	2			

### CRITERION 1.3: STANDARDS FOR MATHEMATICAL PRACTICE

Materials meaningfully connect *Ohio's Learning Standards for Mathematical Content* and *Standards for Mathematical Practice (MPs)*, while ensuring the MPs are clearly identified and intentionally being developed throughout the grade level or course.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.3d. Materials support the intentional development of <i>MP4: Model with mathematics</i> .			<ul style="list-style-type: none"> <li>• Across the grade level or course, are the tasks/activities designed such that they provide an opportunity for students to learn how to model with mathematics in several different ways?</li> <li>• Do the materials provide guidance to teachers to develop students' skills identified in MP4?</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to put the tasks/activities in their own language and identify important information.</li> <li>• Allow students to make connections to everyday situations using the math that they know.</li> <li>• Provide opportunities for students to model situations with appropriate representations, use appropriate strategies, (part-part-whole, bar model, place value chart, area model, graph, or chart, etc.) and describe how it relates to the problem situation.</li> <li>• Encourages students to check whether an answer makes sense and to change the model when necessary.</li> </ul>	
Scoring					
0	1	2			

### CRITERION 1.3: STANDARDS FOR MATHEMATICAL PRACTICE

Materials meaningfully connect *Ohio's Learning Standards for Mathematical Content* and *Standards for Mathematical Practice (MPs)*, while ensuring the MPs are clearly identified and intentionally being developed throughout the grade level or course.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.3e. Materials support the intentional development of <i>MP5: Use appropriate tools strategically.</i>			<ul style="list-style-type: none"> <li>Across the grade level or course, are the tasks designed to provide an opportunity for students to learn how to use and when to choose appropriate tools strategically?</li> <li>Do the materials provide guidance to teachers to develop students' skills identified in MP5?</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to choose appropriate tools (including technology) or strategies to explore and deepen their mathematical understanding and knowledge.</li> <li>Provide opportunities for students to recognize both the insight to be gained from different tools or strategies and their limitations.</li> </ul>	
<b>Scoring</b>					
0	1	2			
1.3f Materials support the intentional development of <i>MP6: Attend to precision.</i>			<ul style="list-style-type: none"> <li>Across the grade level or course, are the tasks/activities designed to require students to attend to precision?</li> <li>Do the materials provide guidance to teachers to develop students' skills identified in MP6?</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to use correct symbols, appropriate labels, and units.</li> <li>Develop students' ability to calculate efficiently and accurately, while also evaluating the reasonableness of their answers and thinking.</li> <li>Ensure that grade-level or course-level appropriate mathematical definitions and vocabulary are precise and accurate.</li> </ul>	
<b>Scoring</b>					
0	1	2			

## CRITERION 1.3: STANDARDS FOR MATHEMATICAL PRACTICE

**Materials meaningfully connect *Ohio's Learning Standards for Mathematical Content* and *Standards for Mathematical Practice (MPs)*, while ensuring the MPs are clearly identified and intentionally being developed throughout the grade or course level.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence						
<p>1.3g. Materials support the intentional development of <i>MP7: Look for and make use of structure.</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="3">Scoring</th> </tr> <tr> <td style="width: 33%;">0</td> <td style="width: 33%;">1</td> <td style="width: 33%;">2</td> </tr> </table>	Scoring			0	1	2	<ul style="list-style-type: none"> <li>Across the grade level or course, are the tasks/activities designed to provide students the opportunity to look for and make use of structure?</li> <li>Do the materials provide guidance to teachers to develop students' skills identified in MP7?</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students to look for patterns or structures to make generalizations and solve problems.</li> <li>Allow students to analyze the problem and explain the mathematical structure.</li> <li>Provide opportunities to decompose complex structures into simpler things.</li> <li>Provide opportunities to look for more than one approach to solve problems.</li> </ul>	
Scoring									
0	1	2							
<p>1.3h. Materials support the intentional development of <i>MP8: Look for and express regularity in repeated reasoning.</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="3">Scoring</th> </tr> <tr> <td style="width: 33%;">0</td> <td style="width: 33%;">1</td> <td style="width: 33%;">2</td> </tr> </table>	Scoring			0	1	2			
Scoring									
0	1	2							
<b>Criterion 1.3 Summary</b>		<b>Criterion Score</b>	<b>Criterion Rating</b>						
Meets Expectations (13-16 pts) Partially Meets Expectations (10-12 pts) Does Not Meet Expectations (< 10 pts)									

Gateway 1 Summary	Points Scored
Criterion 1.1: Alignment to Learning Standards	_/4
Criterion 1.2: Rigor	_/8
Criterion 1.3: Standards for Mathematical Practice	_/16
Gateway 1 Rating Levels	Gateway 1 Total Points
Meets Expectations (23-28 pts) Partially Meets Expectations (17-22 pts) Does Not Meet Expectations (< 17 pts)	_/28
Gateway 1 Comments:	



## Gateway 2: Instructional Support

Gateway 2 examines additional indicators of quality that demonstrate the usability of the materials to support implementation. This includes assessment, student supports and teacher supports. **Materials must Meet or Partially Meet Expectations for Gateway 1 to be reviewed for Gateway 2.**

<b>CRITERION 2.1: ASSESSMENT</b> <b>The program includes a system of assessments identifying how materials provide tools, guidance, and support for Ohio teachers to collect, interpret, and act on data about student progress toward the standards.</b>					
Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.1a. Materials offer a diverse system of assessment with multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.			<ul style="list-style-type: none"> <li>Does the assessment system provide multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up?</li> <li>Is guidance consistently provided to teachers on how to interpret student understandings?</li> </ul>	<ul style="list-style-type: none"> <li>Provide resources (e.g., sample student responses, rubrics, scoring guidelines, and open-ended feedback) for scoring purposes.</li> <li>Provide guidance to teachers to interpret student understanding.</li> <li>Provide teachers guidance to respond to student needs elicited by the assessment.</li> <li>Provide opportunities for students to show learning through annotated drawings, classroom observations, oral responses, presentations, use of glossaries and home language, performance assessments, and portfolios.</li> </ul>	
Scoring					
0	1	2			

## CRITERION 2.1: ASSESSMENT

**The program includes a system of assessments identifying how materials provide tools, guidance, and support for Ohio teachers to collect, interpret, and act on data about student progress toward the standards.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>2.1b. Assessments include opportunities for students to demonstrate the full intent of grade-level or course-level standards and standards for mathematical practices across the series.</p>	<ul style="list-style-type: none"> <li>Do the assessments include opportunities for students to demonstrate the full intent of grade-level or course-level standards and practices across the series?</li> <li>Do the assessments include a variety of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) and suggestions for how they can be used?</li> <li>Is there a good balance of complexity in assessment tasks?</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for different types of modalities.</li> <li>Provide opportunities for different types of items used for student assessments and how they are used to measure student performance.</li> </ul>	
<b>Scoring</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">0</td> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> </tr> </table>			
0	1	2	
<p>2.1c. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<ul style="list-style-type: none"> <li>Do materials incorporate accommodations in assessments that maintain the assessment's content while enabling students to demonstrate their knowledge and skills effectively?</li> <li>Is guidance provided for teachers to use the accommodations?</li> </ul>	<ul style="list-style-type: none"> <li>Describe where and how accommodations are offered that ensure all students can access the assessment without changing the content of the assessment.</li> <li>Provide guidance for teachers to accommodate students, including those in special populations, without altering grade-level or course expectations or the content of the assessment.</li> </ul>	
<b>Scoring</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">0</td> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> </tr> </table>			
0	1	2	
<b>Criterion 2.1 Summary</b>		<b>Criterion Score</b>	<b>Criterion Rating</b>
<p>Meets Expectations (5-6 pts) Partially Meets Expectations (4 pts) Does Not Meet Expectations (&lt; 4 pts)</p>			

## CRITERION 2.2: STUDENT SUPPORTS

**The program includes materials designed for each student’s regular and active participation in Ohio’s grade level, grade band, and course content.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>2.2a. Materials provide strategies and support to help students consistently and actively engage in learning at course level or grade level.</p>	<ul style="list-style-type: none"> <li>Do materials provide differentiation supports to sufficiently engage students in grade-level/course-level mathematics?</li> <li>Do the materials provide comprehensive guidance on strategies and accommodations for diverse student needs?</li> </ul>	<ul style="list-style-type: none"> <li>Provide specific strategies and supports for differentiating instruction.</li> <li>Provide a comprehensive strategic support system for students to maintain consistent and active involvement in their learning.</li> </ul>	
<b>Scoring</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">0</td> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> </tr> </table>			
0	1	2	
<p>2.2b. Materials provide both extensions and opportunities for students to engage with grade-level or course-level content at higher levels of complexity.</p>	<ul style="list-style-type: none"> <li>Do materials provide intentional extensions and structured opportunities enabling students to interact with course or grade-level content at higher levels of complexity?</li> </ul>	<ul style="list-style-type: none"> <li>Suggest strategies and supports for students’ exploration of grade-level or course-level content at a higher level of complexity, not students completing additional tasks, but as an extension of their learning.</li> <li>Provide opportunities for students to develop and apply higher-level thinking.</li> </ul>	
<b>Scoring</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">0</td> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> </tr> </table>			
0	1	2	

## CRITERION 2.2: STUDENT SUPPORTS

**The program includes materials designed for each student’s regular and active participation in Ohio’s grade level, grade band, and course content.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>2.2c. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning.</p>	<ul style="list-style-type: none"> <li>Do the materials provide multi-modal opportunities for students to question, investigate, sense-make, and problem-solve using a variety of formats and methods while providing a variety of approaches for students to demonstrate and monitor their learning?</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students to share their thinking, demonstrate changes in their thinking over time, and apply their understanding in new contexts.</li> <li>Leverage the use of a variety of formats and methods over time to deepen student understanding and ability to explain and apply mathematical concepts.</li> <li>Provide opportunities for students to monitor and deepen their own learning, using ongoing review, either oral or written feedback, practice, and self-reflection.</li> </ul>	
<b>Scoring</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">0</td> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> </tr> </table>			
0	1	2	
<p>2.2d. Materials provide opportunities for teachers to use a variety of grouping strategies.</p>	<ul style="list-style-type: none"> <li>Do the materials provide varied and adaptable grouping structures that address different learning needs and objectives?</li> <li>Do the materials provide guidance for the teacher on how and when to use specific grouping strategies?</li> </ul>	<ul style="list-style-type: none"> <li>Describe for the teacher how and where to group students in a variety of grouping formats</li> <li>Provide for meaningful interaction among students, such as in large or small groups, pairs, etc.</li> </ul>	
<b>Scoring</b>			
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## CRITERION 2.2: STUDENT SUPPORTS

**The program includes materials designed for each student’s regular and active participation in Ohio’s grade level, grade band, and course content.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>2.2e. Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in grade-level learning.</p>	<ul style="list-style-type: none"> <li>• Do materials provide appropriate support and accommodations for English Learner (EL) students to actively participate in learning grade-level or course-level mathematics?</li> <li>• Do the materials for teachers provide guidance for instructional practices that foster and empower English Learners (ELs) to develop and exercise agency and autonomy in their learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide strategies and opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter, including scaffolding up to and within grade-level or course-level work.</li> <li>• Provide teacher guidance to support EL students.</li> <li>• Provide guidance that helps teachers identify and follow-up on whether the student has challenges in content vs. language acquisition, as well as identify when students may have misconceptions with content vs. language demand, to ensure the two are not conflated.</li> </ul>	
<p><b>Scoring</b></p>			
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<p>2.2f. Materials provide a balance of images or information about people, representing various demographic and physical characteristics to positively portray individuals from diverse communities and enable students to see themselves in materials.</p>	<ul style="list-style-type: none"> <li>• Do the materials provide a balance of images or information about people, representing various genders, races, ethnicities, demographic and physical characteristics?</li> <li>• Do the materials avoid stereotypes?</li> <li>• Do the materials provide representations that show students they can succeed in the subject?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide positive, diverse, and balanced depictions of individuals of different genders, races, ethnicities, and other physical characteristics engaging in and able to do the work.</li> </ul>	
<p><b>Scoring</b></p>			
<p>Narrative Evidence</p>			

## CRITERION 2.2: STUDENT SUPPORTS

**The program includes materials designed for each student’s regular and active participation in Ohio’s grade level, grade band, and course content.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2g. Materials provide teachers with guidance and strategies that embrace and integrate students' home languages, as well as their cultural and social backgrounds, to facilitate meaningful learning.	<ul style="list-style-type: none"> <li>• Do the materials provide strategies for utilizing students’ home language in context with the materials?</li> <li>• Do the materials provide guidance for teachers to effectively incorporate and utilize students’ cultural and social backgrounds in the classroom and learning process?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suggestions and strategies for how to allow the use of the home language to support students in learning mathematics.</li> <li>• Present multilingualism as an asset in reading and learning mathematics.</li> <li>• Make connections to students’ linguistic and cultural backgrounds to facilitate learning.</li> <li>• Provide opportunities for students to feel acknowledged, e.g., asked to create personal problems based on customs of their own home culture.</li> </ul>	
<b>Scoring</b>			
Narrative Evidence			
2.2h. Materials provide supports for different reading levels to ensure accessibility for students.	<ul style="list-style-type: none"> <li>• Do the materials incorporate specific strategies to assist students reading at or below grade level in engaging with grade or course-level mathematics?</li> <li>• Do the materials scaffold vocabulary or concepts to support readers at or below grade or course level?</li> <li>• Do the materials use a variety of representations to engage students with grade or course-level content?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide tasks with multiple entry points.</li> <li>• Use a variety of representations to engage students with grade-level or course-level content.</li> <li>• Include pre-reading activities that utilize visuals to establish necessary background knowledge on new or unfamiliar themes or topics in an appropriate manner.</li> </ul>	
<b>Scoring</b>			
Narrative Evidence			

## CRITERION 2.2: STUDENT SUPPORTS

**The program includes materials designed for each student’s regular and active participation in Ohio’s grade level, grade band, and course content.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>2.2i. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject and is neither distracting nor chaotic.</p>	<ul style="list-style-type: none"> <li>Do the materials present visual design elements, whether in print or digital format, that facilitate thoughtful student engagement with the subject matter by avoiding distractions or chaotic layouts?</li> </ul>	<ul style="list-style-type: none"> <li>Provide images, graphics, and models that support student learning and engagement.</li> <li>Provide images, graphics, and models that clearly communicate information or support student understanding of topics, texts, or concepts.</li> <li>Provide organizational features (e.g., Table of Contents, glossary, index, internal references, table headers, captions, etc.) clearly and accurately.</li> </ul>	
<b>Scoring</b>			
Narrative Evidence			

## CRITERION 2.2: STUDENT SUPPORTS

**The program includes materials designed for each student’s regular and active participation in Ohio’s grade level, grade band, and course content.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>2.2j. Materials integrate digital technology such as interactive tools, virtual manipulatives, objects, and/or dynamic software in ways that engage students in the grade or course-level, when applicable.</p>	<ul style="list-style-type: none"> <li>• Do the materials integrate interactive tools along with dynamic software in ways that support student engagement in mathematics?</li> <li>• Do included digital tools support student engagement in mathematics?</li> <li>• Are digital materials compatible with the Learning Management System (LMS) currently in use?</li> </ul>	<ul style="list-style-type: none"> <li>• Include digital technology and interactive resources, such as data collection tools, simulations, and modeling tools, made available to students.</li> <li>• Include digital technology and interactive tools that support student engagement in mathematics and how these digital materials can be customized for local use (i.e., either student or community interests).</li> <li>• Provide accessibility that is compatible with district digital systems for lesson delivery, assessment, and communication from within the district LMS and meet all district privacy-data security requirements.</li> <li>• Include videos, virtual manipulatives, glossaries, English captioning, illustrations, graphic tools, speech recognition, interactive tools, materials in the home language, games, and accessible format.</li> </ul>	
<b>Scoring</b>			
Narrative Evidence			



## CRITERION 2.2: STUDENT SUPPORTS

**The program includes materials designed for each student’s regular and active participation in Ohio’s grade level, grade band, and course content.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2k. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.	<ul style="list-style-type: none"> <li>Do the materials provide and leverage digital tools in ways that actively promote and facilitate collaborative interactions among teachers and/or students, where appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>Support collaboration between teacher to teacher, teacher to student, or student to student.</li> </ul>	
<b>Scoring</b>			
Narrative Evidence			

## CRITERION 2.2: STUDENT SUPPORTS

**The program includes materials designed for each student’s regular and active participation in Ohio’s grade level, grade band, and course content.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>2.2l. Manipulatives, a variety of both virtual and physical, are accurate representations of the mathematics in the tasks they represent and, when appropriate, are connected to written methods.</p>	<ul style="list-style-type: none"> <li>Are manipulatives, both virtual and physical, accurate representations of the mathematics in the tasks and appropriately connected to written methods?</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the routine use of manipulatives so that students understand their purpose and can independently choose to utilize any resources that are helpful to them, both for learning and for explaining their understanding.</li> <li>Provide proper alignment with content where manipulatives help develop conceptual understanding.</li> <li>Encourage students to transition gradually from using manipulatives as aids, then progressing to incorporating drawings, and ultimately mastering the use of mathematical symbolic language.</li> </ul>	
<b>Scoring</b>			
0	1	2	
<b>Criterion 2.2 Summary</b>		<b>Criterion Score</b>	<b>Criterion Rating</b>
Meets Expectations (10-12 pts) Partially Meets Expectations (8-9 pts) Does Not Meet Expectations (< 8 pts)			

## CRITERION 2.3: TEACHER SUPPORTS

**The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>2.3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students in order to guide their development.</p>	<ul style="list-style-type: none"> <li>Do the materials offer comprehensive guidance, including detailed annotations and actionable suggestions, to assist teachers in implementing both student and ancillary materials, specifically focusing on engaging students to facilitate their developmental progress?</li> </ul>	<ul style="list-style-type: none"> <li>Provide overview sections, annotations, narrative information, or other documents that will assist the teacher in planning instruction, including strategies and guidance for presenting the content.</li> <li>Include guidance on identifying and addressing student errors and misconceptions in the planning phase.</li> </ul>	
<b>Scoring</b>			
0	1	2	
<p>2.3b. Materials contain adult-level explanations and examples of the more complex grade-level or course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject.</p>	<ul style="list-style-type: none"> <li>Do the materials provide comprehensive resources that support teachers in deepening their understanding of complex grade-level or course-level concepts, extending beyond the current curriculum, through adult-level explanations and examples?</li> </ul>	<ul style="list-style-type: none"> <li>Provide complete adult-level explanations and examples that support the teacher in developing their own understanding of the content and expected student practices.</li> <li>Provide supports for teachers to develop their own understanding of more advanced applications of grade-level or course-level concepts.</li> <li>Provide supports for teachers to develop their own understanding of concepts beyond the current course.</li> </ul>	
<b>Scoring</b>			
0	1	2	

## CRITERION 2.3: TEACHER SUPPORTS

**The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.**

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3c. Materials provide recommendations for curriculum-based professional learning that is immersive and allows teachers to experience the materials as a student.			<ul style="list-style-type: none"> <li>Do the materials recommend curriculum-based professional learning to enhance both teacher content knowledge and pedagogy?</li> <li>Do the materials provide best practices to support teachers' planning for instruction?</li> <li>Do the materials recommend professional learning strategies that promote teachers reflecting on and considering the student experience with the instructional materials?</li> <li>Do the materials provide recommendations for both initial professional learning and sustained teacher support for student success with the program?</li> </ul>	<ul style="list-style-type: none"> <li>Provide guidance on curriculum-based professional learning to support classroom facilitation, including understanding the program's instructional design, philosophy, and approaches in units and lessons.</li> <li>Provide guidance and strategies for professional learning that provide teachers opportunities and time to plan instruction and collaborate with colleagues (i.e., professional learning communities, study groups, coaching, feedback, and reflective practices.)</li> <li>Includes initial and ongoing curriculum-based professional learning to support the program's sustainability.</li> </ul>	
Scoring					
0	1	2			

## CRITERION 2.3: TEACHER SUPPORTS

**The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.**

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>2.3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.</p>	<ul style="list-style-type: none"> <li>Do the materials provide comprehensive strategies that enable students, parents, and caregivers with an understanding of the program, accompanied by actionable guidance to actively support and enhance student progress and achievement?</li> </ul>	<ul style="list-style-type: none"> <li>Contain strategies for informing students, parents, and/or caregivers about the mathematics their student is learning.</li> <li>Provide forms of communication with parents and caregivers, including for families that may speak and read in a language other than English.</li> <li>Contain suggestions for how parents or caregivers can support student progress and achievement.</li> </ul>	
<b>Scoring</b>			
Narrative Evidence			
<p>2.3e. Materials provide explanations of the instructional approaches of the program and identification of the research-based and evidence-based strategies.</p>	<ul style="list-style-type: none"> <li>Do the materials present the program's teaching methodologies and research-based and evidence-based strategies that aid educators' understanding and implementation?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the instructional approaches of the program.</li> <li>Identify and reference research-based and evidence-based strategies that are used in the design.</li> </ul>	
<b>Scoring</b>			
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<p>2.3f. Materials provide a comprehensive list of all supplies needed to support instructional activities.</p>	<ul style="list-style-type: none"> <li>Do the materials offer a detailed and comprehensive inventory of all necessary supplies required to facilitate instructional activities effectively?</li> </ul>	<ul style="list-style-type: none"> <li>Provide a comprehensive list of required materials.</li> </ul>	
<b>Scoring</b>			
Narrative Evidence			

## CRITERION 2.3: TEACHER SUPPORTS

**The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.**

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3g. Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations.			<ul style="list-style-type: none"> <li>• Do the materials explore multiple implementation pathways and their resource implications?</li> <li>• Do materials address trade-offs between implementations, incorporating considerations of time and effectiveness?</li> <li>• Do materials prioritize adaptability, promoting flexibility in response to available resources or evolving circumstances?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a detailed breakdown of the resources needed for each implementation pathway, including time, personnel, materials, and any other required resources.</li> <li>• Provide a clear and structured comparison that highlights the trade-offs with different implementation methods, and discusses how each option affects time and effectiveness.</li> <li>• Provide guidance or suggestions on how to adapt or modify the implementation strategy based on the availability of resources or changing circumstances, demonstrating a proactive approach to flexibility.</li> </ul>	
Scoring					
0	1	2			

## CRITERION 2.3: TEACHER SUPPORTS

**The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.**

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3h. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.			<ul style="list-style-type: none"> <li>Do the materials provide specific guidance, examples, or instructions for teachers to effectively utilize embedded technology, where suitable, to enhance and strengthen student learning experiences?</li> </ul>	<ul style="list-style-type: none"> <li>Provide teacher guidance on how to use embedded technology in supporting and enhancing student learning.</li> <li>Provide step-by-step explanations on integrating digital tools, recommendations for suitable technological resources, or scenarios showcasing technology-enhanced learning activities aligned with the curriculum.</li> <li>Provide troubleshooting tips or strategies for adapting the use of technology to different learning environments or student needs.</li> </ul>	
Scoring					
0	1	2			
Criterion 2.3 Summary				Criterion Score	Criterion Rating
Meets Expectations (10-12 pts) Partially Meets Expectations (8-9 pts) Does Not Meet Expectations (< 8 pts)					

Gateway 2 Summary	Points Scored
Criterion 2.1: Assessment	_/6
Criterion 2.2: Student Supports	_/12
Criterion 2.3: Teacher Supports	_/12
Gateway 2 Rating Levels	Gateway 2 Total Points
Meets Expectations (25-30 pts) Partially Meets Expectations (19-24 pts) Does Not Meet Expectations (< 19 pts)	_/30
Gateway 2 Comments:	