



Core Content Review Criteria v2.0

Mathematics

Grades K-8

Gateway 1	<h3>Focus and Coherence</h3> <p>Do materials assess grade-level content and give all students extensive work with grade-level problems to meet the full intent of grade-level standards?</p> <p>Are each grade's materials coherent and consistent with the Standards?</p>
<p>Meets or Partially Meets: Move to Gateway 2</p>	
Gateway 2	<h3>Rigor and Mathematical Practices</h3> <p>Do materials reflect the balances in the 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?</p> <p>Do materials meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice (MPs)?</p>
<p>Meets for Gateways 1 AND 2: Move to Gateway 3</p>	
Gateway 3	<h3>Teacher & Student Supports</h3> <p>Do materials include opportunities for teachers to effectively plan and utilize with integrity to further develop their own understanding of the content?</p> <p>Are materials designed for each child's regular and active participation in grade-level/grade-band/series content?</p> <p>Do materials include a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers?</p>

Gateway 1

Focus and Coherence

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

REMINDER:

- Materials must “Meet Expectations” or “Partially Meet Expectations” in Gateway 1 to be reviewed in Gateway 2.
- Materials must “Meet Expectations” in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Students and teachers using the material as designed focus on grade-level content and spend the majority of instructional time on the major work of the grade. Each grade’s materials are coherent and consistent with the college and career-ready standards.

**NOTE: Materials being reviewed must score above zero points in each indicator, otherwise the materials automatically do not proceed to Gateway 3.*

Gateway 1 Overview		Available Points
Criterion 1.1: Focus Indicators 1a-1d Materials assess grade-level content and give all students extensive work with grade-level problems to meet the full intent of grade-level standards.		12
Criterion 1.2: Coherence Indicators 1e-1h Each grade’s materials are coherent and consistent with the Standards.		8
Total Available Points in Gateway 1	20	Meets: 17-20 (with no 0s) Partially Meets: 11-16 Does Not Meet: < 11

<p>Criterion 1.1</p> <p>Focus</p>	<p>Materials assess grade-level content and give all students extensive work with grade-level problems to meet the full intent of grade-level standards.</p>
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Indicators + Scoring Criteria	Scoring
1a. Materials assess the grade-level content and, if applicable, content from earlier grades.	0 2
1b. Assessment information is included in the materials to indicate which standards are assessed.	0 1 2
1c. Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and practices across the series.	0 2 4
1d. Materials give all students extensive work with grade-level problems to meet the full intent of grade-level standards.	0 2 4

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

**NOTE: Materials being reviewed must score above zero points in each indicator, otherwise the materials automatically do not proceed to Gateway 3.*

Total Available Points	12	Meets: 11-12 Partially Meets: 8-10 Does Not Meet: < 8
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Criterion 1.2 Coherence

Each grade's materials are coherent and consistent with the Standards.

Indicators + Scoring Criteria	Scoring
1e. When implemented as designed, the majority of the materials focus on the major clusters of each grade.	0 2
1f. Supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade.	0 1 2
1g. Materials include problems and activities that serve to connect two or more clusters in a domain or two or more domains in a grade.	0 1 2
1h. Content from future grades is identified and related to grade-level work, and materials relate grade-level concepts explicitly to prior knowledge from earlier grades.	0 1 2

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

**NOTE: Materials being reviewed must score above zero points in each indicator, otherwise the materials automatically do not proceed to Gateway 3.*

Total Available Points

8

Meets: 7-8
Partially Meets: 5-6
Does Not Meet: < 5

Total Available Points in Gateway 1

20

Meets: 17-20 (with no 0s)
Partially Meets: 11-16
Does Not Meet: < 11

Gateway 2

Rigor and Mathematical Practices

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

REMINDER:

- Materials must “Meet Expectations” or “Partially Meet Expectations” in Gateway 1 to be reviewed in Gateway 2.
- Materials must “Meet Expectations” in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Materials align with CCSS expectations for rigor and mathematical practices.

Gateway 2 Overview		Available Points
Criterion 2.1: Rigor and Balance Indicators 2a-2d Materials reflect the balances in the 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.	8	
Criterion 2.2: Standards for Mathematical Practices Indicators 2e-2l Materials meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice (MPs).	8	
Total Available Points in Gateway 2	16	Meets: 14-16 Partially Meets: 10-13 Does Not Meet: < 10

Criterion 2.1
Rigor and Balance

Materials are coherent in design, scientifically accurate, and support grade-band endpoints made for all three dimensions.

Indicators + Scoring Criteria	Scoring
2a. Materials support the intentional development of students’ conceptual understanding of key mathematical concepts, especially where called for in specific content standards or clusters.	0 1 2
2b. Materials provide intentional opportunities for students to develop procedural skills and fluencies, especially where called for in specific content standards or clusters.	0 1 2
2c. Materials support the intentional development of students’ ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters.	0 1 2
2d. The three aspects of rigor are not always treated together and are not always treated separately. There is a balance of the three aspects of rigor within the grade as reflected by the standards.	0 2

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points	8	Meets: 7-8 Partially Meets: 5-6 Does Not Meet: < 5
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Criterion 2.2 Standards for Mathematical Practices

Materials meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice (MPs).

Indicators + Scoring Criteria		Scoring	
2e.	Materials support the intentional development of MP1: Make sense of problems and persevere in solving them, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards.	0	1
2f.	Materials support the intentional development of MP2: Reason abstractly and quantitatively, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards.	0	1
2g.	Materials support the intentional development of MP3: Construct viable arguments and critique the reasoning of others, in connection to the grade-level content standards, as expected by the mathematical practice standards.	0	1
2h.	Materials support the intentional development of MP4: Model with mathematics, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards.	0	1
2i.	Materials support the intentional development of MP5: Choose tools strategically, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards.	0	1
2j.	Materials support the intentional development of MP6: Attend to precision, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards.	0	1
2k.	Materials support the intentional development of MP7: Look for and make use of structure, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards.	0	1
2l.	Materials support the intentional development of MP8: Look for and express regularity in repeated reasoning, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards.	0	1

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points

8

Meets: 7-8
Partially Meets: 4-6
Does Not Meet: < 4

Total Available Points in Gateway 2

16

Meets: 14-16
Partially Meets: 10-13
Does Not Meet: < 10

Gateway 3

Teacher & Student Supports

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

REMINDER:

- Materials must “Meet Expectations” or “Partially Meet Expectations” in Gateway 1 to be reviewed in Gateway 2.
- Materials must “Meet Expectations” in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners.

Gateway 3 Overview		Available Points
Criterion 3.1: Teacher Supports Indicators 3a-3i Materials include opportunities for teachers to effectively plan and utilize with integrity to further develop their own understanding of the content.		10
Criterion 3.2: Student Supports Indicators 3j-3q Materials are designed for each child’s regular and active participation in grade-level/grade-band/series content.		6
Criterion 3.3: Intentional Design Indicators 3r-3u Materials include a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.		Narrative Evidence Only
Total Available Points in Gateway 3	16	Meets: 14-16 Partially Meets: 11-13 Does Not Meet: < 11

Criterion 3.1 Teacher Supports

Materials include opportunities for teachers to effectively plan and utilize with integrity to further develop their own understanding of the content.

Indicators + Scoring Criteria	Scoring
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 to guide their mathematical development.	0 1 2
3b. Materials contain explanations and examples of grade-level/course-level concepts and/or standards and how the concepts and/or standards align to other grade/course levels so that teachers can improve their own knowledge of the subject.	0 1 2
3c. Materials include a year-long scope and sequence with standards correlation information.	0 1
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.	Narrative Evidence Only
3e. Materials explain the program's instructional approaches, identify research-based strategies, and explain the role of the standards.	0 1 2
3f. Materials provide a comprehensive list of supplies needed to support instructional activities.	0 1
3g. The assessment system provides consistent opportunities to determine student learning throughout the school year. The assessment system provides sufficient teacher guidance for evaluating student performance and determining instructional next steps.	0 1 2
3h. <i>This is not an assessed indicator in Mathematics.</i>	
3i. <i>This is not an assessed indicator in Mathematics.</i>	

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points	10	Meets: 9-10 Partially Meets: 7-8 Does Not Meet: < 7
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Criterion 3.2 Student Supports

Materials are designed for each child's regular and active participation in grade-level/grade-band/series content.

Indicators + Scoring Criteria	Scoring
3j. Materials provide strategies and support for students in special populations to work with grade-level content and meet or exceed grade-level standards, which support their regular and active participation in learning.	0 1 2
3k. Materials regularly provide extensions and/or opportunities for advanced students to engage with grade-level/course-level mathematics at greater depth.	0 1 2
3l. 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.	Narrative Evidence Only
3m. Materials provide opportunities for teachers to use a variety of grouping strategies.	Narrative Evidence Only
3n. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Narrative Evidence Only
3o. Materials provide a range of representation of people and include detailed instructions and support for educators to effectively incorporate and draw upon students' different cultural, social, and community backgrounds to enrich learning experiences.	Narrative Evidence Only
3p. Materials provide supports for different reading levels to ensure accessibility for students.	Narrative Evidence Only
3q. Manipulatives, both virtual and physical, are accurate representations of the mathematical objects they represent and, when appropriate, are connected to written methods.	0 1 2

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points	6	Meets: 5-6 Partially Meets: 4 Does Not Meet: < 4
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Criterion 3.3 Intentional Design

Materials include a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.

Indicators + Scoring Criteria

Scoring

3r. Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/or dynamic software in ways that engage students in the grade-level/series standards, when applicable.	Narrative Evidence Only
3s. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.	Narrative Evidence Only
3t. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.	Narrative Evidence Only
3u. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.	Narrative Evidence Only

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points

Narrative Evidence Only

Total Available Points in Gateway 3

16

Meets: 14-16
Partially Meets: 11-13
Does Not Meet: < 11