

Mathematics High-Quality Instructional Materials Rubric

Office of Teaching and Learning

The Maryland K-12 Mathematics High-Quality Instructional Materials Rubric is designed to evaluate core mathematics instructional materials for inclusive, rigorous, and high-quality instructional methods, strategies, content and resources. It supports the identification of evidence of alignment to Maryland's Mathematics High-Quality Instructional Materials (HQIM) Identification Framework.

This rubric was developed in partnership with Student Achievement Partners (SAP) and is grounded in SAP's <u>Essential x Equitable (e²) Instructional</u> <u>Practice Framework</u>. To learn more about the research and scholarship that underpins this work, please refer to MSDE's <u>Mathematics High-Quality</u> <u>Instructional Materials Identification Framework</u>.

STRUCTURE

- Criteria: These criteria, directly from Maryland's <u>Mathematics HQIM Identification Framework</u>, ground what to look for within the review process.
- Indicators of Evidence: Additional guidance for identifying key aspects of each criterion within instructional materials.
- **Evidence and Rating:** Space to capture evidence for each criterion and select a rating to reflect the overall quality of evidence.
 - Strong Evidence indicates that the material fully meets the criterion with minimal or no gaps.
 - Some Evidence indicates that the materials partially meet the criterion but have meaningful gaps.
 - Minimal Evidence indicates that the materials have minimal evidence of the criterion.
 - No Evidence indicates that the materials do not show presence of the criterion.

Additional support is provided for each criterion through the <u>Mathematics HQIM Companion Guide</u>. This complementary resource supports a more granular examination of the criteria and offers concrete examples to illustrate how Key Criteria manifest in instructional materials. The

companion guide includes key definitions, guidance on how to gather evidence, additional sample evidence, grade-level specifics (A noted in the rubric when particularly relevant), red flags, and considerations for multilingual learners and students with diverse learning needs.



ORGANIZATION

Each review tool in this suite follows the same overarching organization, connected to Maryland's <u>Mathematics HQIM Identification Framework</u>. Review materials for HQIM in Maryland are organized into four categories. Categories are divided into domains, which are further broken down into individual criteria.

Woven through all categories are 5 approaches to design that reflect the priorities Maryland has for instructional materials to truly be high quality. The priorities reflected in a criterion are communicated with these icons.



For further information on scoring and the instructional materials review process, visit the Maryland HQIM website.



Grade-Level and Standards Aligned

Instructional Materials must receive an overall rating of "Strong" in the category of Grade-Level and Standards Aligned to be rated along the remaining three categories.

DOMAIN 1: ESSENTIAL MATHEMATICS

Criteria	Indicators of Evidence	Evidence and Rating
Essential Mathematics: Instructional materials prioritize the most important and applicable concepts, knowledge, and mathematical skills.	 A focus on the core content standards of the grade. Guidance for students and teachers to use the materials as designed and spend most of their time focused on the essential mathematics of the grade/course. 	

DOMAIN 2: COHERENCE

Criteria	Indicators of Evidence	Evidence and Rating
Consistent Progressions: Instructional materials are consistent with the progressions in college and career-ready standards.	 Content progressions based on the grade-by-grade and course-by-course progressions in college and career-ready standards. Extensive work for all students in grade-level or high school course-level problems. Grade-level or high school course-level concepts are identified and explicitly relate to prior knowledge from earlier grades or courses. 	
Coherent Connections: Instructional materials foster coherence through connections within a single grade, or course, where appropriate and where required by college and career-ready standards.	 Supporting content to further engage students in the core content standards of the grade. Preservation of the focus, coherence, and rigor of college and career-ready standards even when targeting specific objectives. 	



DOMAIN 3: RIGOR AND BALANCE

Criteria	Indicators of Evidence	Evidence and Rating
Rigor and Balance: Instructional materials reflect the aspect(s) of rigor — conceptual understanding, procedural skill and fluency, and/or application — called for by the standards.	 Development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings. Attention throughout the year to procedural skill and required fluencies of each grade-level.¹ Sufficient time for teachers and students to use the materials as designed and work with applications that engage students in problem-solving. 	



¹ Student Achievement Partners. (n.d.). Mathematics focus by grade level. Achieve the Core. <u>https://achievethecore.org/category/774/mathematics-focus-by-grade-level</u>

DOMAIN 4: MATHEMATICAL PRACTICES

Practice-Content Connections: Instructional materials meaningfully integrate Standards for Mathematical Practice ² with content standards and attend to the full meaning of each practice standard in tasks and problems.• Tasks and problems that explains how specific SMPs are applied in the context of grade-level content. • Teacher-facing materials provide detailed explanations or prompts that demonstrate how to engage students in the SMPs during instruction.• Opportunities for students to reflect on their use of the SMPs within tasks, fostering metacognition about how they approach and solve problems.• Instructional materials intentionally integrate all eight SMPs across lessons and units, providing varied opportunities for students to engage in each practice with consistent and appropriate emphasis our problems.	Criteria	Indicators of Evidence	Evidence and Rating
over the course of the year.	Practice-Content Connections: Instructional materials meaningfully integrate Standards for Mathematical Practice ² with content standards and attend to the full meaning of each practice standard in tasks and problems.	 Tasks and problems that explicitly integrate the Standards for Mathematical Practice (SMPs) with the content standards. Teacher guidance that explains how specific SMPs are applied in the context of grade-level content. Teacher-facing materials provide detailed explanations or prompts that demonstrate how to engage students in the SMPs during instruction. Opportunities for students to reflect on their use of the SMPs within tasks, fostering metacognition about how they approach and solve problems. Instructional materials intentionally integrate all eight SMPs across lessons and units, providing varied opportunities for students to engage in each practice with consistent and appropriate emphasis over the course of the year. 	

² Maryland State Department of Education. (2022). *Standards for mathematical practice*. <u>https://marylandpublicschools.org/about/Documents/DCAA/Math/StandardsForMathematicalPractices.pdf</u>



Criteria	Indicators of Evidence	Evidence and Rating
Emphasis on Mathematical Reasoning and Mathematical Modeling: Instructional materials support the standards' emphasis on mathematical reasoning and mathematical modeling through indicating and providing guidance about the opportunities for discourse, communication, and problem-solving.	 Tasks and problems that require students to share their reasoning, justify their thinking, critique the reasoning of others, and solve problems in multiple ways. Meaningful modeling tasks that give students opportunities to engage in various aspects of the modeling process. Embedded opportunities for discourse and communication. Materials include step-by-step guidance for teachers to support students in representing, analyzing, and solving modeling problems. Opportunities for students to reflect on their use of the SMPs within tasks, fostering metacognition about how they approach and solve problems. Instructional materials intentionally integrate all eight SMPs across lessons and units, providing varied opportunities for students to engage in each practice with consistent and appropriate emphasis over the course of the year. 	



DECISION POINT

Instructional Materials must have **Strong** evidence overall in the Grade-Level and Standards Aligned category to be rated against the remaining categories. This category identifies the foundational prerequisites that must be met for the review process to continue.



Designed to Affirm Students

DOMAIN 1: CULTURALLY RESPONSIVE-SUSTAINING INSTRUCTION

Criteria	Indicators of Evidence	Evidence and Rating
Affirmation and Centering Students: Instructional materials are designed to encourage students to anchor learning in individual experiences, backgrounds, and cultural knowledge to expand their mathematics knowledge and skills.	 Regular opportunities for students to share who they are and what they know, bringing their unique funds of knowledge to their mathematics experiences. Reflection and conversation within tasks and the content under study that affirm students' identities and experiences. Tasks that support students to express how topics under study do or do not affect their understanding of the world. Tasks that require students to integrate what they have read and/or learned from others with their own knowledge and incorporate their mathematical knowledge into problems. Tasks are designed so that students see themselves (experiences, backgrounds, and cultures) in the context. Contextualized tasks and design elements (e.g., illustrations) represent many cultures and identities, giving all students the opportunity to see their lived experiences reflected in the content. 	



Criteria	Indicators of Evidence	Evidence and Rating
Mathematics as a Tool for Civic Engagement: Instructional materials consistently include tasks that prompt students to apply and develop their civic engagement skills and examine social contexts and current events, using mathematics to question the world and the current status quo.	 Opportunities for students to think critically about the content within lessons, tasks and resources and examine tasks for influence, bias, and diversity of perspectives. Attention to historical and social contexts in tasks and activities. Opportunities for using mathematics in application to address social issues and current events. Tasks and topics accurately represent historical and social contexts. Tasks and discussion prompts that: critically analyze the content/perspective by asking whose voice is elevated, whose is absent, and identifying social injustice; question the world and the current status quo; take action in students' communities and beyond, engaging in collaborative tasks and/or projects that involve contextualized problem-solving; and inspire reflection, motivation, or social action in response to ideas and content presented. 	



Criteria	Indicators of Evidence	Evidence and Rating
Real-World Connections and Relevant Data: Instructional materials consistently connect with students' lives, their future goals, their communities, and the world and nurture ways to engage in their own communities and beyond.	 Use of mathematical concepts and tasks to connect to current events. Collaborative tasks and/or projects that involve real-world problemsolving through meaningful interactions with peers and their local communities. Structures (e.g., tasks, classroom activities, routines, assignments) to explore mathematical concepts from current events and data that are relevant to students' lives and communities so that students see themselves in the tasks and understand how the tasks relate to their context and promote a sense of belonging. Teacher guidance to support students in developing mathematical skills and knowledge that are relevant to their academic and professional goals. 	



DOMAIN 2: LANGUAGE AFFIRMING INSTRUCTION

Criteria	Indicators of Evidence	Evidence and Rating
Multilingualism in Mathematics: Instructional materials are deliberately designed to honor and build upon students' language(s) as an asset, encouraging students to use their linguistic repertoire to communicate with one another via reading, writing, speaking, and listening while engaging in mathematical learning.	 Opportunities for providing teacher facilitation and engagement support for students to communicate as they do the math, make meaning, and collaboratively solve problems. Guidance for building mathematical language and content in English and home language(s), including use of social and academic vocabulary, through translanguaging so all students express themselves in a language they are comfortable with while working to learn mathematical content and meet language objectives in the target language. Tools and resources for making cross-linguistic connections, including identifying and comparing similarities and differences between home language(s) and English or registers and registers of instruction. 	



Criteria	Indicators of Evidence	Evidence and Rating
Language Objectives: Instructional materials provide explicit alignment between language and content objectives to ensure that the language goals embedded within the standards are being attended to in every lesson. This includes language objectives for both expressive (writing and speaking) and receptive (listening and reading) communication that are aligned to the math learning goal.	 Language objectives are specific to the math topic under study and include the target language skill (speaking, listening, reading, and writing), the communicative purpose, and the content. Language objectives develop language intentionally over the course of a unit (moving from simpler to more complex language, moving towards increasingly precise and complex use of language, culminating in an opportunity to demonstrate language). 	
Cognitively Demanding Mathematics: Instructional materials provide cognitively demanding mathematics tasks that offer multiple research-based entry points and linguistic scaffolds to meet the needs of multilingual learners and students with diverse learning needs.	 Tasks are designed to elicit a variety of approaches to solving problems. Scaffolds such as sentence frames, word banks, and visual aids to ensure multilingual learners and students with diverse needs can fully access and engage with challenging grade-level tasks. 	



Criteria	Indicators of Evidence	Evidence and Rating
Reasoning in Multiple Ways: Instructional materials include tasks that invite students to share their reasoning in multiple ways and guidance (e.g., annotations for teachers facilitating the tasks) about encouraging students to transverse between and among different representations (e.g., oral language and pictorial representations, written word and math tools).	 Tasks are designed to encourage students to use and connect ideas across multiple representations. Guidance on how to support students in connecting and transitioning between representations. 	



DOMAIN 1: STUDENT AGENCY

Criteria	Indicators of Evidence	Evidence and Rating
Metacognitive Processes: Instructional materials develop students' metacognitive skills to promote understanding of math concepts by directly teaching and supporting students to monitor understanding and progress over time.	 Materials include opportunities for setting goals, self-monitoring growth, and reflecting on the impact of students' choices and ongoing development as mathematical doers, critical thinkers, and communicators. Opportunities for providing explicit practices to develop students' metalinguistic awareness around how language works in mathematics, language use, and choices connected to mathematical ideas. Opportunities for modeling and developing strategies that support students in making their thinking visible through speaking, writing, or drawing their developing understanding. Tools and resources for supporting students with diverse learning needs in developing metacognitive strategies. 	
Choice: Instructional materials prompt teachers to provide students ample time to explore math concepts, during which students are given opportunities to make choices about how to spend time, whom to spend it with, and what materials are used.	 Materials and teacher guidance allow students to select the tools, models, manipulatives, representations, or solution paths that make the most sense to them in making meaning of a task. Opportunities for students to practice content in a way that best suits their needs. Teacher guidance that includes resources for getting to know students and adjusting contexts to engage students in personal areas of interest. 	



Criteria	Indicators of Evidence	Evidence and Rating
Multiple Entry Points for Complex Tasks: Instructional materials include tasks that are complex, with multiple entry points (e.g., allow for multiple solution strategies, encourage use of multiple representations) that promote collaboration and different ways of thinking and explaining.	 Tasks require mathematical reasoning, flexible use of strategies, and prompt students to make connections between different approaches and justify their own. Tasks include multiple entry points and multiple solution strategies. Opportunities for collaboration that allow students to hear and see varying ways of approaching and engaging with the content. 	
Authentic Engagement as a Mathematician: Instructional materials promote productive struggle and the mathematical modeling process through quality math tasks that are sequenced to build conceptual understanding and procedural skill and fluency, prioritize inquiry, provide opportunities to take risks, allow for rough draft thinking and multiple approaches, invite the use of math tools, and use mistakes for learning so that students engage in collaborative learning.	 Materials include math tasks that promote risk taking, productive struggle, and the math modeling process. Tasks are structured to support students in strengthening their understanding of the content, sharing their own mathematical thinking, representations, explanations, and/or solution methods with their peers. Teacher guidance and resources on building a positive classroom culture. Instructional routines that reward rough draft thinking (e.g., mathematical language routines such as Clarify, Critique, Correct). 	



Criteria	Indicators of Evidence	Evidence and Rating
Collaborative Learning: Instructional materials engage all students in collaborative learning through a variety of research-based routines, structures, and tasks that allow for whole-group, small- group, and independent thinking. Materials explicitly plan for students to demonstrate their curiosity and share their tentative thinking; ask questions; and adjust their understanding by listening to and building on one another's shared ideas.	 Daily opportunities for student collaboration that include a variety of structures and involve speaking, listening, reading, and writing (e.g., frequent partner conversations, extended group-learning activities, independent stop and jot before whole-group discussion, etc.). Opportunities for students to revisit their thinking over the course of a lesson and a unit after interacting with peers (e.g., returning to anchor charts, key questions, or student work). Guidance, tools, and/or prompts for students in supporting one another through challenging academic tasks and asking for help as needed (e.g., sample teacher prompts and modeling, sample student prompts, intentional opportunities for pausing to share challenges and potential strategies). 	



DOMAIN 2: MONITORING PROGRESS AND SUPPORTING STUDENTS

Criteria	Indicators of Evidence	Evidence and Rating
Supports and Scaffolds: Instructional materials are designed to support a variety of student strengths and diverse learning needs in ways that are supported by research and maintain attention to grade- level content alongside practice standards.	 Scaffolds and supports that are designed based on mathematical learning progressions and the coherence of math concepts across and within grades and courses. Guidance on identifying scaffolds and appropriate supports that build on students' mathematical thinking, ideas, and experiences. Content-specific guidance on identifying and addressing potential individual student needs so that supports, scaffolds, and extensions can be effectively differentiated, including adjustments to content, process, or product. 	
Simultaneous Mathematical Meaning- Making and Language Development: Instructional materials include intentional language learning opportunities alongside appropriate, research-based supports for multilingual learners and students with diverse learning needs to develop mathematical meaning-making and language simultaneously. Materials include questions for students to raise metalinguistic awareness of how language works in math and integrate language standards alongside mathematical content standards.	 Embedded high-leverage language development supports that are aligned with the content and math goals. Opportunities for strategic grouping to support the development of language. Suggestions of ways to capture student progress from everyday language to language for more formal academic and mathematical purposes. Lesson- and task-specific scaffolds for a range of multilingual learners, including support to build vocabulary (academic and social) and understanding of new concepts in English and home language(s). 	



Criteria	Indicators of Evidence	Evidence and Rating
Relevant Contexts: Instructional materials provide contextualized tasks and problems — and opportunities to contextualize tasks and problems — that incorporate students' everyday lives, families, and communities' ways of knowing, including their language and culture.	 Tasks are designed for personalization, allowing students to contextualize mathematics based on their own experiences, interests, and community knowledge. Materials provide developmentally appropriate, high-interest contexts that engage students in mathematical thinking through real-world scenarios that are relevant to their lives. Tasks and examples accurately represent historical and social contexts in ways that align with students' lived experiences and identities. Discussion prompts and instructional supports help teachers guide students in making sense of mathematical concepts within meaningful, real-world contexts that reflect students' everyday lives, families, and communities. 	
Mathematical Discourse: Instructional materials are designed to allow for students to shape the mathematical discourse by specifying opportunities for students to listen to, share with, and build on peer mathematical thinking.	 Materials foster facilitation of mathematical discourse shaped by students, through specifying opportunities for students to listen to, share with, and build on peer mathematical thinking. Extended and supportive opportunities for discourse about grade-level tasks that include clear discussion structures, prompts, student roles, and supports for engaging (e.g., slides, protocols, anchor charts, student-facing materials). Discourse opportunities utilize varied groupings to promote practice of expressing thoughts and understanding and responding to different viewpoints. Inclusion of specific discourse structures to foster mathematical communication among students and guidance on what to look for, listen for, questions to ask, and/or feedback to give when supporting learners. 	



Criteria	Indicators of Evidence	Evidence and Rating
Practice Opportunities and Resources: Instructional materials include well- designed, grade-level practice opportunities that focus on essential mathematics and align within the progression.	 A variety of modes and meaningful contexts (e.g., games, puzzles, whiteboards, card sorts, interactive problem-solving). Tasks with low floor, high ceiling — a flexible range of access and challenge that allows students to engage and practice across a spectrum of problems. Practice that prioritizes purpose over quantity — intentional and clear connections to the current learning progression and involvement of students in reflection and self-assessment through the provision of solutions (calculations, representations, and/or writing) with reflection prompts to mark progress toward goals. Practice that intentionally builds fluency — design that supports the deep connections between conceptual understanding and fluency. 	
Progress Monitoring: Instructional materials embed frequent opportunities for students to demonstrate understanding of grade- level mathematical concepts using their existing language resources. They also embed resources and frequent opportunities	 Embedded and consistent formative assessment practices for mathematical content, mathematical literacy, and language learning. Varied ways and multiple means of using formative data (including opportunities, beyond calculation alone, to explain, write, represent, self-reflect, and connect ideas) to demonstrate students' 	



Spring 2025

to monitor and respond to students'

understanding of grade-level mathematics.

Materials demonstrate how to diagnose critical student needs and draw clear

connections to integrating supports and

prioritizing instruction.



٠

on students' mathematical thinking.

See Companion Guide for Grade-Level Specifics

mathematical thinking and to make instructional decisions based

Regular monitoring of grade-level mathematics development.

Criteria	Indicators of Evidence	Evidence and Rating
Meaningful Feedback: Instructional materials provide frequent opportunities and facilitation notes on how to provide meaningful feedback to advance mathematical understanding and language.	 Opportunities for peer and teacher cycles of feedback, including communicating progress with affirming evidence of mathematical progress. Normalization of mistake-making and affirmation of effort and growth. Guidance for explicit, timely, informative, and accessible formative feedback to address partial solutions and alternative thinking in ways that allow learners to monitor their own progress effectively and to use that information to guide their own effort and practice without sacrificing their math confidence; Focus among students on sense-making and/or metacognitive processes. Guidance on how and when to collect data, as well as how to respond to specific student strengths and needs. 	



Educator Support

DOMAIN 1: EDUCATOR KNOWLEDGE

Criteria	Indicators of Evidence	Evidence and Rating
Examination of Self: Instructional materials support teachers in examining their identities, biases, and belief systems related to math instruction to better understand how these factors might influence instructional choices and the lens through which they interpret student thinking. These materials may include reflection prompts or embedded professional learning.	 Guidance at the beginning of each grade/unit that invites teachers to identify and reflect on the way their identities, experiences, and knowledge impact how they view students and their thinking/work. Prompts to address, identify, and interrupt biases. 	
Students' Linguistic and Cultural Assets: Instructional materials support educators to leverage students' linguistic and cultural assets, approaching these assets with a disposition of curiosity and appreciation. These materials include prompts for educators to learn about and integrate the knowledge, strengths, and resources of students, families, and the community. This includes connecting to and bringing in math topics and ideas from the backgrounds of students, drawing from students' home and everyday language to learn mathematics, and building and strengthening relationships that elicit and center these assets to propel learning.	 Guidance, materials, reflection prompts, and/or resources for teachers to use related to their own understanding of student assets. Guidance, materials, reflection prompts, and/or resources for teachers to use related to their own understanding of the assets of their learning community. Guidance on how educators can attend to the assets of students, families, and communities who have been historically marginalized. 	



Criteria	Indicators of Evidence	Evidence and Rating
Supporting Language Development for All Learners: Instructional materials build educators' understanding of research-based practices to support language development for all learners, especially for multilingual learners and students with diverse learning needs.	 Developing explicit language objectives for communication about mathematics. Building knowledge of students' language development and language development standards, as connected to the mathematics of the lesson or unit. Enacting math language routines to foster mathematical discourse and communication amongst students. Providing examples of sample student responses, in the context of actual mathematics tasks, with a range of language proficiency. Suggestions of ways to capture student progress from everyday language to language for more formal academic and mathematical purposes. Guidance on what to look for, listen for, questions to ask, and/or feedback to give when supporting multilingual learners. 	
Supporting Mathematical Development: Instructional materials deepen educators' mathematical knowledge for teaching through building educators' understanding of research-based practices to support routines for reasoning, inquiry-based approaches, and structures that develop and affirm positive math mindsets during the process of supporting all students in understanding grade-level mathematics.	 Guidance on multiple math strategies and the ways in which those approaches represent different, but equally valid, conceptions of the same mathematical idea(s). Guidance on what to look for, what to listen for, questions to ask, and/or feedback to give so that mathematical inquiry and reasoning is student led. 	



Criteria	Indicators of Evidence	Evidence and Rating
 Guidance for Mathematical Discourse: Instructional materials are designed to foster educator facilitation of mathematical discourse shaped by students through specifying opportunities for students to listen to, share with, and build on peer mathematical thinking. These materials include guidance on structuring student activities that have all of the following elements: a. sharing their own mathematical thinking with their peers; b. engaging with their peers' mathematical thinking; c. reflecting on and articulating their own understanding of their peers' mathematical perspectives; d. building on and extending their peers' mathematical ideas; and e. providing feedback to their peers on their mathematical reasoning. 	 Guidance for structuring activities that enable students to share their mathematical thinking with their peers. Sample teacher prompts and questioning strategies to guide students in engaging with their peers' mathematical thinking, including building on and extending their peers' mathematical ideas. Supports that build teachers capacity to help students articulate their own reasoning, reflect on and articulate their own understanding of their peers' mathematical perspectives, and provide feedback to their peers on their mathematical reasoning. 	
Collectivist Approach: Instructional materials provide teacher guidance that counters traditional math structures of individualism and competition by structuring the doing of mathematics through collaboration.	 Guidance for implementing collaborative mathematical activities that emphasize shared responsibility for learning and equitable participation. Resources and strategies for establishing and reinforcing classroom norms that value collaborative effort. Prompts to explore, reflect, and refine educator beliefs about mathematics teaching and learning. 	



DOMAIN 2: USABILITY

Criteria	Indicators of Evidence	Evidence and Rating
Design and Functionality: Instructional materials are designed to support ease of student and teacher use.	• Materials support scalability and accessibility and the ability to disseminate the curriculum in a way that ensures equitable student, teacher, and community access.	
	 Materials have a visually appealing design with an organized and logical format. Guidance on appropriate pacing. Clear and concise educator-facing guidance that enables educators to prepare lessons in a timely manner. A variety of ways to engage with the content, including leveraging current technology and tools (e.g., online graphing calculators, digital manipulatives). 	
Adaptability for Context: Instructional materials contain materials and/or meaningful suggestions for how to adapt for district, school, and/or classroom context. These materials may include varied selections for topics under study; flexibility to modify tasks to connect to local resources, organizations, or issues; or varied pacing suggestions based on number of school days or minutes of instruction.	 Guidance or adapted lesson materials for varied contexts, such as class time. Materials offer a selection of units or arcs of learning that schools and/or teachers could select from. Invitations within each grade level to attend to local context through task or topic. 	



Criteria	Indicators of Evidence	Evidence and Rating
Program Coherence: Core instructional materials guide the use of additional supplemental mathematics materials (e.g., interventional materials) in content and approach. Use of supplemental materials supports students in accessing the grade- level mathematics content that is concurrently happening in core instruction.	 Explicit connections between core content and supplemental resources, including clear alignment of skills, concepts, and strategies. Supplemental resources are designed to introduce or reinforce concepts in ways that directly support grade-level instruction, ensuring students who require additional support can participate meaningfully in core lessons. Materials align key mathematical practices, language expectations, and learning goals across core and supplemental resources to provide a cohesive instructional experience. 	

