

Rubric Indicator	Guidance
<p>Materials are coherent and consistent with the high school standards which all students should study in order to be college and career ready.</p>	
<p>1</p>	<p>The materials attend to the full intent of the content contained in the high school standards for all students.</p> <p>Are all components of the standards addressed? Note what aspects of the standards are addressed through any instructional materials provided, including assessments. Determine if each standard is completely addressed through any instructional materials provided, including assessments. Note standards that are not addressed.</p>
<p>2</p>	<p>The materials provide students with opportunities to work with all high school standards and do not distract students with prerequisite or additional topics.</p> <p>Do the materials encompass only high school standards? How often are prerequisite or additional topics included in the materials in a way that distracts from work with the high school standards? Describe or note how the prerequisite or additional topics are drawing students' learning away from the standards.</p> <p>Example: In a first-year high school course, numerous activities, lessons, or chapters that merely review content standards from grades 6 through 8 could be distracting, prerequisite topics.</p>
<p>3</p>	<p>The materials, when used as designed, allow students to spend the majority of their time on the content from standards widely applicable as prerequisites for a range of college majors, postsecondary programs, and careers.</p> <p>Review the tables of contents for both the student and teacher editions, any standards alignment information in the materials, and any scope and sequence information provided by the publisher to gain a foundation of where and how often the standards widely applicable as prerequisites are addressed.</p> <p>Review chapters, lessons, activities, and assessments throughout the series to verify any standards-alignment information in the materials or given by the publishers.</p> <p>Review any information in the materials or given by the publishers that discuss the allocation of time to the standards widely applicable as prerequisites.</p> <p>Note how often the standards widely applicable as prerequisites are addressed through any instructional materials provided, including assessments.</p>
<p>4</p>	<p>The materials, when used as designed, allow students to fully learn each standard.</p> <p>Are students provided with sufficient opportunities to fully learn a standard, paying</p>

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		<p>careful attention to each component of the standard?</p> <p>Review the tables of contents for both the student and teacher editions; any standards alignment information in the materials; and any scope and sequence information provided by the publisher to gain a foundation of where and how often the standards are addressed.</p> <p>Review chapters, lessons, activities, and assessments throughout the materials to verify any standards-alignment information in the materials or given by the publishers.</p> <p>Note where the materials employ formative assessments to help students and teachers know if students are ready to move on or if students require more work on standards.</p>
5	The materials require students to engage in content at a level of sophistication appropriate to high school.	Throughout the materials, look for age appropriate mathematical contexts. Scenarios should consist of real-life and relevant situations appropriate for high school students. Consider also that student interests can change as they progress through high school. Document instances of contexts that are or are not appropriate for high school students.
6	The materials are coherent and make meaningful connections in a single course and throughout the series, where appropriate and where required by the standards.	<p>Look for evidence throughout the materials where students build knowledge by linking and applying multiple concepts within and across courses.</p> <p>Look for lesson objectives that develop in a systematic way to meet the full depth of the high school standards.</p> <p>Identify explicit connections to prior course and series learning for teachers and students.</p> <p>Do the materials allow teachers to design lessons and units that carefully connect new content and skills to those learned earlier in the course or across the series?</p>
7	The materials explicitly identify and build on knowledge from grades 6-8 to the High School Standards.	Determine if standards from grades 6-8 are addressed in an appropriate way for high school, making meaningful connections rather

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		<p>than materials “re-teaching” Grades 6-8 standards.</p> <p>Throughout the materials, look for:</p> <ul style="list-style-type: none"> ○ grades 6-8 standards that are clearly identified as such in both the teacher and student materials. ○ connections between 6-8 and high school concepts that are clearly articulated for teachers but may not be explicitly named for students. ○ the design of the materials to focus on the connections to mathematics of the previous grades as referenced in the Progression documents.
Materials are well designed and take into account effective lesson structure and pacing.		
8	The design of the assignments is not haphazard: tasks are given in intentional sequences.	<p>Is there a natural progression within student assignments leading to full understanding and mastery of new content? Note any instances of unnatural sequencing within student assignments.</p> <p>Are tasks presented in an intentional sequence?</p> <p>Are there any instances where the sequencing of assignments is haphazard in development, i.e. abstract before concrete, unnatural flow of material, etc.?</p>
9	There are a variety of ways students are asked to show their understanding.	Are students asked to show their understanding throughout the materials in a variety of ways, including, but not limited to: creating written work, producing models, practicing fluency, creating arguments, justifying their answers, and making real-world connections?
10	The visual design (whether in print or digital) is not distracting or chaotic but supports students in engaging thoughtfully with the subject.	<p>Do the materials maintain a consistent layout for each lesson?</p> <p>Are the pictures and models supportive of student learning and engagement without being visually distracting?</p>
11	The material incorporates a glossary, footnotes, recording, pictures, and/or other features that aid students and teachers in using the material effectively.	Are the incorporated features useful and provide substantial support? Do they enhance the learning experience or impede student learning?

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Materials support teacher planning, learning, and understanding of the standards.		
12	Materials support teachers in planning and implementing effective learning experiences by providing instructional strategies (such as quality questioning, grouping strategies, and discourse between teacher and students) to help guide students' academic development.	<p>Are there any overview sections and/or annotations that contain questions to help teachers' guide students' academic development?</p> <p>Are the instructional strategies provided for teachers clearly identified in the materials?</p> <p>Are the instructional strategies provided to teachers designed to elicit students' understanding of the material presented?</p> <p>Do the instructional strategies provided support teachers in planning learning experiences that focus on understanding the material presented?</p>
13	Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary material. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	<p>Is the guidance provided by the teachers' materials useful for presenting the content in the student edition and ancillary materials?</p> <p>Are there overview sections and/or annotations about the content and/or ancillary documents that will assist the teacher in presenting the content in the student material?</p> <p>If technology is embedded, is there guidance for the teacher on the use of the technology to support and enhance student learning?</p>
14	Materials contain a teacher's edition that explains the role of the specific standards in the context of the overall series.	<p>Do the instructional materials provide information that explains the progression of the content within the course, and connections to prior and future courses?</p> <p>Is it clear to the teacher how the specific standards connect to other standards within the series?</p>
15	Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessibile as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide).	<p>Is there clear documentation that aligns standards to lessons/chapters/units?</p> <p>Is there clear documentation that provides estimated instructional time for lessons/chapters/units?</p>

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16	The materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.	<p>Do the materials include research based strategies? How are these strategies identified?</p> <p>Do the materials contain explanations of the instructional approaches for the program? What types of instructional approaches are presented in the materials?</p>
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.		
17	Materials provide strategies for gathering information on students' prior knowledge within and across grade levels and courses.	<p>What strategies do the materials provide for gathering information about students' prior knowledge within courses?</p> <p>Do the materials provide strategies for gathering information about students' prior knowledge across courses?</p> <p>What are the ways in which the materials assess prior knowledge?</p>
18	Materials provide strategies for teachers to identify and address common student errors and misconceptions.	<p>How do the materials highlight common student errors and/or misconceptions?</p> <p>Do materials provide strategies for addressing student errors and/or misconceptions? How?</p> <p>Are the strategies for addressing students' errors and misconceptions sound (e.g. do not rely on "tricks")?</p> <p>Do materials provide opportunities for teachers to have conversations to address student errors and misconceptions?</p>
19	Materials provide opportunities for ongoing review and practice, with feedback, for students in learning both concepts and skills.	<p>How do the materials provide ongoing review and practice, with feedback?</p> <p>Do the materials provide feedback that addresses both skills and concepts? How?</p> <p>Do the materials provide multiple strategies for teachers to provide feedback?</p>
20	Assessments clearly denote which standards are being emphasized.	How do assessments clearly denote which standards are being assessed? Are standards denoted on the unit level, test level, and/or question level?
21	Assessments include aligned rubrics that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.	Do assessment rubrics provide sufficient guidance for the teacher to interpret student performance? Do assessment rubrics provide follow-up steps/suggestions for the teacher?

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22	Multiple types of formative and summative assessments (performance-based tasks, questions, research, investigations, and projects) are embedded into the content materials and assess the learning targets.	<p>Are there multiple types of formative and summative assessments?</p> <p>How do the assessments address the identified learning targets?</p>
23	Materials encourage students to monitor their own progress.	How do the materials encourage students to monitor their own progress?
Materials give all students extensive opportunities and support to explore key concepts.		
24	Materials provide strategies to help teachers sequence or scaffold lessons so that the content is accessible to all learners.	<p>What strategies or materials are provided for sequencing instruction? How are strategies presented in the materials?</p> <p>What strategies or materials are provided for scaffolding instruction? How are scaffolds presented in the materials?</p>
25	Materials provide teachers with strategies for meeting the needs of a range of learners.	<p>What strategies are provided for the teacher to meet the needs of a range of learners? How are the strategies presented?</p> <p>For which type of learner are specific strategies provided? For example, are there strategies for ELL students? Dyslexia? Special needs? Gifted?</p>
26	Materials provide support, accommodations, and modifications for English Language Learners and other special populations that will support their regular and active participation in learning content (e.g., modifying vocabulary).	<p>What specific strategies for support, accommodations, and/or modifications within the lesson are provided for the teacher?</p> <p>How frequent is teacher guidance provided such that ELL and other special populations can regularly and actively participate in learning the content?</p> <p>For which type of learner are specific strategies provided (ELL, other special populations)? Are there scaffolds in place to assist EL learners, such as extra linguistic supports (visual tools, illustrations, videos) or supplementary text for EL students?</p>
27	Materials provide opportunities for students to investigate content beyond what is expected in the unit or lesson.	<p>What specific guidance is provided for teachers to support students' investigation of the content at greater depth?</p> <p>Are there examples of students working at a greater depth with a standard—not just more problems/work or problems/work from higher-level courses?</p> <p>What types of extending activities/lessons do the materials provide?</p>

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28	Materials provide a balanced portrayal of various demographic and personal characteristics.	How do the materials balance demographics and personal characteristics? Look for examples of various demographic and personal characteristics throughout the materials.
29	Materials encourage teachers to draw upon home language and culture to facilitate learning.	<p>How do materials provide guidance for teachers to engage parents and communities of culturally and linguistically diverse students?</p> <p>Look for examples of home language connections and connections to culture of students to facilitate learning.</p>
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.		
30	Digital materials (either included as part of the core materials or as part of a digital curriculum) are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.). In addition, materials are “platform neutral” (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform) and allow the use of tablets and mobile devices.	<p>Are any instructional technology resources web-based and, if so, are they compatible with multiple internet browsers?</p> <p>Are materials platform neutral (accessible on any platform, for example Windows and Apple)? Try looking in the TE preface pages, table of contents pages, in the digital material, etc.</p> <p>Do student resources (including assistive technology for students with disabilities) work on mobile devices as well as PCs?</p>
31	Materials include opportunities to assess student understandings and knowledge of procedural skills using technology.	<p>Are online assessments, both formative and summative, available? If so, what kind of assessments are used? (For example, computer adaptive testing, fixed form, etc.)?</p> <p>Do the materials allow teachers to create their own assessments online? Can those assessments be administered to students online?</p>
32	Materials integrate opportunities for digital learning into the text.	Are videos, virtual manipulatives, interactive tools, games, etc., available to students? How do the materials use technology to engage students in content standards?
Materials can be easily customized for individual learners.		
33	Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.	<p>Are teachers able to manipulate or construct learning experiences for students using digital materials?</p> <p>Do digital materials include adaptive or other technological innovations for teachers to personalize learning for students?</p>

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34	Materials can be easily customized for local use. For example, materials may provide a range of lessons to draw from on a topic.	<p>Can digital materials be differentiated based on individual students' needs?</p> <p>Are teachers able to customize materials for local use (student and/or community interests)?</p> <p>Do the materials offer multiple lessons with different approaches or content for one concept/idea/content area that will allow teachers to choose the best lesson for their students to better learn the standard?</p>
35	Materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other (e.g. websites, discussion groups, webinars, etc.).	<p>Do the digital materials provide opportunities for online collaboration?</p> <p>Are there opportunities for collaboration between teacher and student? Or student to student? (i.e., discussion groups, webinars, e-mail, messaging)</p>
Materials take into account cultural perspectives.		
36	Materials inform culturally and linguistically responsive pedagogy.	<p>How do materials integrate culturally relevant pedagogy (ex: using world problems that are culturally familiar, including illustrations to promote gender and racial equity)?</p> <p>How do the materials:</p> <ul style="list-style-type: none"> · affirm students' backgrounds? · promote each students' knowledge construction? · build on what they already know while stretching them beyond the familiar? · set high expectations for students who are culturally and linguistically diverse? · integrate multicultural literature, stories, and context to capture students' interest and help them to understand the content of the course? · ensure the best instructional practices for inclusive and student-centered instructional approaches?
37	Materials reflect the cultural diversity represented within the community, state, and nation.	<p>How do teacher materials provide resources, tools and examples that represent different cultures and traditions? What teacher resources, tools and examples that represent different cultures and traditions are provided in the materials?</p> <p>Do the materials offer examples, beyond pictures, of multicultural representations</p>

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38	Materials reflect the cultures, languages, and lived experiences of a multicultural society.	<p>relevant to the standards and the students? Look for photos, illustrations, language, data, charts, activities, etc., that reflect the multicultural diversity of the community, state, and nation.</p> <p>How do materials use illustrations and examples to create cultural bias-free, stereotype-free, and barrier-free instruction?</p>
39	Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.	<p>Do the materials offer examples of different cultures, languages, and lived experiences of students in New Mexico?</p> <p>Look for photos, illustrations, language, data, charts, activities, etc., that reflect the cultures, languages, and experiences of New Mexico.</p> <p>Do the materials sufficiently include diverse cultural perspectives? Do the materials value and recognize cultural sensitivity regarding race, religion, socio-economic status, orientations, and views? Look for positive representations in photos, illustrations, language, data, charts, activities, etc.</p> <p>How do materials integrate/promote democratic values in the curriculum?</p>
40	Materials encourage critical pedagogy.	<p>How do materials cultivate students' critical thinking skills?</p> <p>How do materials provide guidance to examine and understand social justice and equity in the larger society?</p> <p>How do the materials allow opportunities for students to take ownership of their learning and critically evaluate the opinions they have been taught to have?</p> <p>How do the materials provide strategies for teachers to support students to find their own voices and their own capacity for action?</p>

Resources:

HS Math Evidence Guides Combined, edreports.org