

K-8: All Content Review Guidance Document

Rubric Indicator

Guidance

Materials are consistent with the progressions in the standards.		
<p>1</p>	<p>The instructional material assesses* the grade-level content and, if applicable, content from earlier grades.</p> <p>*Content from future grades may be introduced but students should not be held accountable on assessments for future expectations.</p>	<p>Do instructional materials provide multiple opportunities to assess student understanding of grade level standards as well as material taught in previous grades?</p> <p>Do materials allow for assessment at appropriate intervals allowing students to show progress and understanding?</p> <p>Do the materials assess student understanding of content standards at an appropriate pace?</p> <p>Do materials include many above-grade items on assessments that would require major modifications to fix?</p> <p>Do materials include above-grade items on assessments that do not require major modifications to fix or are mathematically reasonable?</p>
<p>2</p>	<p>Instructional material spends the majority of class time on the content of each grade.</p>	<p>When considering units/chapters, what percent addresses the major work of the grade? When considering lessons/activities, what percent addresses the major work of the grade?</p> <p>When considering amount of instructional time (including assessments), what percent is spent on major work of the grade?</p> <p>When considering supporting work (including assessments), what percent connects and addresses major work of the grade?</p>
<p>3</p>	<p>Supporting content enhances focus and coherence simultaneously by engaging students in the content of the grade.</p>	<p>Is supporting content connected to the standards of the grade?</p> <p>Is supporting content addressed independently? When supporting content is not connected to the major standards of the grade, is the separation reasonable?</p> <p>When supporting content is connected to the major standards of the grade, how is it connected?</p> <p>Are there natural connections between supporting and major content of the grade that are entirely absent from the materials?</p>
<p>4</p>	<p>The amount of content designated for one grade level is viable for one school year in order to foster coherence between grades.</p>	<p>Can the instructional materials be completed in a school year (approximately 140-190 days of instruction)?</p> <p>Review the table of contents, any pacing guides, and scope and sequence provided by the publisher.</p>

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		<ul style="list-style-type: none"> · Consider the days spent on lessons/activities and assessments. · Continually consider the grade level of the material being reviewed. · Examine the number of days recommended for re-teaching or extensions. · Note lessons marked as optional or supplementary but do not include these days in total days. · Examine the lessons to see if the timing suggested by the publisher is viable. · Note if the requirements of the lessons seem reasonable for teachers and students to complete in the suggested amount of time.
5	Materials develop according to the grade-by-grade progressions in the standards. If there is content from prior or future grades, that content is clearly identified and related to grade-level work.	<p>How do the materials show the grade-by-grade progressions in the standards? Does the progression flow naturally?</p> <p>Is off-grade level content clearly identified as such in the materials? Is it a plausible extension or reinforcement of grade-level standards? Does it unduly interfere with the work of the grade? Does it take time away from the work of the grade?</p>
6	A variety of materials give all students extensive work with grade-level content.	<p>Does the design of the materials concentrate on the content of the grade or course? Are all grade-level standards present? Do the materials address the full intent of the standards? Include evidence of missing standards and/or standards where the full intent is not met.</p> <p>Is there a variety of materials? Are all grade-level standards addressed in the materials? How do the materials give students extensive work with grade-level content?</p>
7	Materials relate grade level concepts explicitly to prior knowledge from earlier grades.	<p>Are connections to prior learning explicit, and do the materials include an explanation for teachers?</p> <p>Evaluating this indicator can include looking at the way the materials extend basic ideas from previous grade. Headings in the standards can signal key moments where reorganizing and extending previous knowledge is important in order to accommodate new knowledge (e.g., “apply and extend previous understanding”).</p>
Materials foster coherence through connections at a single grade, where appropriate and required by the standards.		
8	Materials include learning objectives that are visibly shaped by the content standards.	Does the mathematics in the materials make connections to cluster headings?

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9	Materials include problems and/or activities that serve to connect two or more standards in cases where these connections are natural and important.	Are there obvious or stated connections between two or more standards? If connections are identified, are they natural? Do connections truly support each other, or are the connections superficial?
Materials are well designed and take into account effective lesson structure and pacing.		
10	The design of the assignments is not haphazard; content is 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>
11	There are a variety of ways students are asked to show their understanding.	Are students asked to produce many types of answers throughout the materials, including, but not limited to: produce models, practice fluency, create arguments, justify their answers, and make real-world connections?
12	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>
13	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?
Materials support teacher planning, learning, and understanding of the standards.		
14	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 instructional strategies (such as questioning, grouping, and intentional discourse) 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>

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15	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 materials. 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>
16	Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessible 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>
17	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? Are these strategies clearly identified?</p> <p>Do the materials contain explanations of the instructional approaches for the program?</p>
18	Materials provide strategies for gathering information on students' prior knowledge and across grade levels.	<p>What strategies are in the materials to help teachers gather information on students' prior knowledge?</p> <p>Do these strategies allow teachers to gather information about students' prior knowledge within and across grades and courses?</p>
19	Materials provide strategies for teachers to identify and address common student errors and misconceptions.	<p>How do materials highlight common student errors and/or misconceptions?</p> <p>How do materials provide strategies for addressing student errors and/or misconceptions?</p> <p>Do materials provide opportunities for teachers to have conversations to address student errors and misconceptions?</p>
20	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>How do the materials provide feedback that addresses both skills and concepts?</p> <p>Do the materials provide multiple strategies for teachers to provide feedback?</p>

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Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.		
21	Assessments clearly denote which standards are being emphasized.	Do assessments clearly denote which standards are being assessed? Are standards denoted on the unit level, test level, and question level?
22	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?
23	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.	Are there multiple types of formative and summative assessments? How do the assessments address the identified learning targets?
24	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.		
25	Materials provide strategies to help teachers sequence or scaffold lessons so that the content is accessible to all learners.	What strategies or materials are provided for sequencing instruction? How are strategies presented? What strategies or materials are provided for scaffolding instruction? How are scaffolds presented?
26	Materials provide teachers with strategies for meeting the needs of a range of learners.	What strategies are provided for the teacher to meet the needs of a range of learners (such as those who are below or above grade level, special needs, ELs, multicultural)? How are the strategies presented? For which type of learner are specific strategies provided? For example, are there strategies for ELL students? Dyslexia? Special needs? Gifted?
27	Materials suggest 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).	What specific strategies for support, accommodations, and/or modifications within the lesson are provided for the teacher? How frequent is teacher guidance provided such that ELL and other special populations can regularly and actively participate in learning the content? 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?

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28	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? (Look for evidence that the material is not just providing more problems/work or problems/work from higher-level courses.)</p>
29	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.
30	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.		
31	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). 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 compatible with multiple internet browsers?</p> <p>Are materials platform neutral (accessible on any platform, for example Windows and Apple)?</p> <p>Do student resources (including assistive technology for students with disabilities) work on mobile devices as well as PCs?</p>
32	Materials include opportunities to assess student understandings and knowledge of procedural skills using technology.	<p>Are online assessments available? If so, what kind of assessments are used? (For example, computer adaptive testing, fixed form, etc.)?</p> <p>Are teachers able to create their own assessments?</p>
33	Materials integrate opportunities for digital learning into the text.	Are videos, virtual manipulatives, interactive tools, and/or games available to students? How do the materials use technology to engage students in content standards?
Materials can be easily customized for individual learners.		
34	Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.	Are teachers able to manipulate or construct learning experiences for students using digital materials?

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		<p>Do digital materials include adaptive or other technological innovations for teachers to personalize learning for students?</p> <p>Can digital materials be differentiated based on individual students' needs?</p>
35	Materials can be easily customized for local use. For example, materials may provide a range of lessons to draw from on a topic.	Are teachers able to customize digital materials for local use (student and/or community interests)?
36	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.		
37	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?
38	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 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>

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		How do materials use illustrations and examples to create cultural bias-free, stereotype-free, and barrier-free instruction?
39	Materials reflect the cultures, languages, and lived experiences of a multicultural society.	<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>
40	Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.	<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>
41	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:

K-8 Math Evidence Guides Combined, edreports.org