



F.0 - Grade K Math

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)

Publisher/Provider Name/Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In: (Include ONLY if submitting digital materials as part of the review set listed above.)	Website:	Username:	Password:

Section 1: Standards Review -- Math Content Standards									
PUBLISHER/PROVIDER INSTRUCTIONS:									
<ul style="list-style-type: none"> • Publisher/Provider citations for this section will refer to the Teacher Edition (teacher-facing core material). The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams. • For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials. <ul style="list-style-type: none"> o Column D: Enter one citation in Column D from the Teacher Edition (teacher-facing core material). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. If necessary, you may enter multiple, targeted citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met. o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided. <p style="text-align: center;">o NOTE: You may not use a citation more than once across ALL sections of the rubric.</p>									
Criteria #	Standard	F.O Grade K Math Standards Review	Publisher/Provider Citation from Teacher Edition	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	Required: Reviewer's Evidence	Comments, other citations, notes
DOMAIN: K.CC - Counting and Cardinality									
Cluster: Know number names and the count sequence.									
1	K.CC.1	Count to 100 by ones and by tens.							
2	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).							
3	K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).							
Cluster: Count to tell the number of objects.									
4	K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.							
5	K.CC.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.							
6	K.CC.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.							
7	K.CC.4.c	Understand that each successive number name refers to a quantity that is one larger.							
8	K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.							
Cluster: Compare numbers.									
9	K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.							
10	K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.							
DOMAIN: K.OA - Operations and Algebraic Thinking									
Cluster: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.									
11	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.							
12	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.							
13	K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).							
14	K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.							
15	K.OA.5	Fluently add and subtract within 5.							
DOMAIN: K.NBT - Number and Operations in Base Ten									
Cluster: Work with numbers 11-19 to gain foundations for place value.									
16	K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.							
DOMAIN: K.MD - Measurement and Data									
Cluster: Describe and compare measurable attributes.									
17	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.							
18	K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.							
Cluster: Classify objects and count the number of objects in each category.									
19	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.							
DOMAIN: K.G - Geometry									
Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).									
20	K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .							
21	K.G.2	Correctly name shapes regardless of their orientations or overall size.							
22	K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").							
Cluster: Analyze, compare, create, and compose shapes.									
23	K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).							
24	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.							
25	K.G.6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"							

Section 2: Math Content Review

PUBLISHERS/PROVIDERS:

- The Math Content Review tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab.
- The material will be scored for alignment with each criterion as “Meets expectations”, “Partially meets expectations”, or “Does not meet expectations”.

Criteria #	Grades K-12 Math Content Criteria	Score	Required: Reviewer's Evidence from Material <i>Include where you found the evidence in the material and what evidence you found that supports your score.</i>	Comments, citations, notes
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FOCUS AREA 1: RIGOR AND MATHEMATICAL PRACTICES
Materials support student mastery through a grade-appropriate balance of rigor: conceptual understanding, procedural fluency, and application.
Materials meaningfully connect the Content Standards (CCSS) with the Standards for Mathematical Practice (SMPs).

1	Conceptual Understanding: Materials support the intentional development of students’ conceptual understanding of key mathematical concepts.			
2	Procedural Skill and Fluency: Materials support intentional opportunities for students to develop procedural skills and fluencies in alignment with what is called for in the grade-level standards.			
3	Application: Materials support students’ ability to leverage mathematical skills, concepts, representations, and strategies across a range of contexts, (including applying learning to real-world situations and new contexts).			
4	Balance of Rigor: <i>With equitable intensity</i> The three aspects of rigor are not always treated together and are not always treated separately. The three aspects are balanced with respect to the standards being addressed in each grade level.			
5	SMPs 1 and 6 Materials support the intentional development of making sense of problems and attending to precision as required by the mathematical practice standards 1 and 6.			
6	SMPs 2 and 3 Materials support the intentional development of reasoning abstractly and quantitatively, along with developing viable arguments and critiquing the reasoning of others, in connection to the content standards, as required by the practice standards 2 and 3.			
7	SMPs 4 and 5 Materials support the intentional development of modeling and using tools, in connection to the content standards, as required by the mathematical practice standards 4 and 5.			
8	SMPs 7 and 8 Materials support the intentional development of seeing structure and generalizing, in connection to the content standards, as required by the mathematical practice standards 7 and 8.			

FOCUS AREA 2: STUDENT CENTERED INSTRUCTION
Materials contain embedded resources (routines, strategies, and pedagogical suggestions) to support all students in developing a positive mathematical identity, cultivating self-efficacy, and seeing themselves as a contributor to the math community.

9	Materials provide students with opportunities to develop self-efficacy and a positive mathematical identity through opportunities to engage in grade-level tasks using various sharing strategies and approaches.			
10	Materials provide opportunities for students to see themselves as contributors to the math community.			

FOCUS AREA 3: INSTRUCTIONAL SUPPORTS FOR ALL STAKEHOLDERS

Materials provide guidance and resources to support educators in internalizing the mathematical content and providing responsive and differentiated instruction to all students. Materials contain helpful resources to support implementation and instruction (e.g. materials for leaders, teachers, students, families/ caregivers, etc).

11	Teacher materials contain full, adult-level explanations and examples of the mathematics concepts within lessons so teachers can improve their own knowledge of the subject. Materials are in print or clearly distinguished/accessible as a teacher's edition in digital materials.			
12	The materials provide guidance for unit/lesson preparation to support use of the materials as intended and to further develop the teachers' own understanding of the mathematical approach.			
13	Teacher materials provide insight into students' ways of thinking with respect to important mathematical concepts, especially anticipating a variety of student responses.			
14	Materials contain strategies for informing parents or caregivers about the mathematics program and suggestions for how they can help support student progress and achievement.			

Section 2: All Content Review				
PUBLISHERS/PROVIDERS:				
<ul style="list-style-type: none"> The All Content Review tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab. The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations". 				
Criteria #	All Content Criteria Review	Score	Required: Reviewer's Evidence from Material <i>Include where you found the evidence in the material and what evidence you found that supports your score.</i>	Comments, citations, notes
FOCUS AREA 1: COHERENCE				
Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.				
1	Instructional materials address the full content contained in the standards for all students by grade level.			
2	Instructional materials support students to show mastery of each standard.			
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.			
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.			
FOCUS AREA 2: WELL-DESIGNED LESSONS				
Instructional materials take into account effective lesson structure and pacing.				
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments shows a purposeful sequencing of teaching and learning expectations.			
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.			
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.			
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.			
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.			
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.			
FOCUS AREA 3: RESOURCES FOR PLANNING				
Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.				
12	Instructional materials provide a list of lessons in the Teacher 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.			
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.			
14	Instructional materials include a teacher edition/ teacher-facing material with useful annotations and suggestions on how to present the content in the student edition/student-facing material and in the supporting material.			

15	Instructional materials integrate opportunities for digital learning, including interactive digital components.			
FOCUS AREA 4: ASSESSMENT				
Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.				
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <i>(Adopted New Mexico Content Standards for 2024: NM STEM Ready Science Standards)</i>			
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, and/or acceleration.			
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.			
FOCUS AREA 5: EXTENSIVE SUPPORT				
Instructional materials give all students extensive opportunities and support to explore key concepts.				
21	Instructional materials can be customized or adapted to meet the needs of different student populations.			
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.			
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement.			
25	Instructional materials include opportunities for all students that encourage and support critical and creative thinking, inquiry, and complex problem-solving skills.			
FOCUS AREA 6: CULTURAL AND LINGUISTIC PERSPECTIVES				
Instructional materials represent a variety of cultural and linguistic perspectives.				
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.			
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.			
FOCUS AREA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS				
Instructional materials highlight diversity in culture and language through multiple perspectives.				

29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			

Standards for Mathematical Practice	
1	Make sense of problems and persevere in solving them.
2	Reason abstractly and quantitatively.
3	Construct viable arguments and critique the reasoning of others.
4	Model with mathematics.
5	Use appropriate tools strategically.
6	Attend to precision.
7	Look for and make use of structure.
8	Look for and express regularity in repeated reasoning.