

**OCPS 6-12 Mathematics Adoption Rubric 2021-2022**

<b>Publisher:</b>	<b>Name of Reviewer:</b>
<b>Instructional Materials Name:</b>	<b>School:</b>
<b>Grade Level(s) Reviewed:</b>	<b>Role:</b>

In 2020, the State Board of Education amended Rule 6A-1.09401, F.A.C., Student Performance Standards, to adopt the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for Mathematics for grades K-12. Instructional materials are expected to align to all course-associated benchmarks and course descriptions. The following priorities constitute the rubric for the evaluation of instructional materials:

- Priority 1: Content - Building knowledge through high-quality instructional materials
- Priority 2: Instruction - Evidence-based questions, tasks, and assignments
- Priority 3: Usability for teachers
- Priority 4: Usability for students
- Priority 5: Assessment

Reviewers will evaluate the extent to which a set of materials best aligns to the the priorities by assigning one of the following ratings:

0 points	2 points	4 points
Product does not meet expectations	Product partially meets expectations	Product meets expectations

**Note:** In accordance with the addendum released on 6.9.2021, this rubric does not incorporate unsolicited strategies, such as social emotional learning and culturally responsive teaching. These strategies are not called for in the specifications because they are not aligned to the B.E.S.T. Standards and, therefore, should not be evaluation criteria in reviewing instructional materials.

**Resources to reference during review:**

- [FLDOE 2020-21 Mathematics Materials Specifications](#)
- [FLDOE Mathematics B.E.S.T. Standards](#)
- [OCPS K-12 Math Textbook Adoption Guidelines Presentation](#)

Review Criteria	Comments/Specific Examples (pg #)	Score
<b><u>1. Content - Building knowledge through high-quality instructional materials</u></b> <i>*This category will hold a weight multiplier of 2 as it is an essential priority.</i>		
<b>1.1.</b> The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	<b>Note to Reviewer:</b> If this score is 0, then the total score for this essential priority will automatically be zero because this is a minimum requirement for OCPS adoption.	
<b>1.2.</b> The level of complexity or difficulty of content must be appropriate for the standards and benchmarks,	<b>Note to Reviewer:</b> The B.E.S.T. Benchmarks do not have identified DOK levels, as instruction should reach all complexity levels.	

student abilities and grade level, and time periods allowed for teaching.		
<b>1.3.</b> The product includes both digital and printed versions as part of the adoption, where the digital core content is available offline.	<b>Note to Reviewer:</b> If this score is 0, then the total score for this essential priority will automatically be zero because this is a minimum requirement for OCPS adoption.	
<b>1.4.</b> The content is presented accurately. (Material should be devoid of typographical or visual errors.)		
<b>1.5.</b> The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature.)		
<b>1.6.</b> The content includes connections to life in a context that is meaningful to students.		
<b>1.7.</b> The materials include interdisciplinary connections which are intended to make the content meaningful to students.		
<b>1.8.</b> The materials provide specific ELL and ESE strategies for instruction.		
<b>1.9.</b> The content of the major tool should be complete enough to stand on its own.		
	<b>Total Score</b>	__ / __
<b>2. Instruction - Evidence-based questions, tasks, and assignments</b>		
<i>*This category will hold a weight multiplier of 2 as it is an essential priority.</i>		
<b>2.1.</b> The Mathematical Thinking and Reasoning Standards (MTRs) are appropriately integrated within every lesson.		
<b>2.2.</b> The Concrete, Representational, Abstract (CRA) Instructional Model is embedded in the instructional materials specific to the MTRs in order to assist understanding of mathematical concepts		
<b>2.3.</b> The materials have evidence that benchmarks are not taught in isolation.		
<b>2.4.</b> The materials contain support for students and teachers such as sample test items, study guides, outlines, strategies for teaching, media supplements, learning activities and projects.		
<b>2.5.</b> The materials allow for student-centered instruction as appropriate to the problem.		
<b>2.6.</b> The digital component allows for interactive response to math tasks that can be monitored by the teacher.		

<p><b>2.7.</b> The product contains presentation, navigation, study tools and assistive supports that aid students, including those with disabilities, to access and interact with the material.</p>		
<p><b>2.8.</b> The product provides tasks and resources that connect with a variety of diverse backgrounds and experiences.</p>		
		<b>Total Score</b> ___ / ___
<b><u>3. Usability for Teachers</u></b>		
<p><b>3.1.</b> The structure and format of materials lends itself to an ease of navigation to allow teachers to access content and explicitly identify ideas and sequences.</p>		
<p><b>3.2.</b> The learning goal and benchmark is clearly labeled within each lesson including connections to other benchmarks within and beyond course level.</p>		
<p><b>3.3.</b> The product provides educative notes for the teacher on the depth of the benchmark (including sample student responses or common misconceptions for reference).</p>		
<p><b>3.4.</b> The product provides the teacher questions within lessons to promote math discourse and reasoning.</p>		
<p><b>3.5.</b> The product includes standards aligned ancillary materials (additional practice with scaffolds, re-teach materials, etc.).</p>		
<p><b>3.6.</b> The teacher edition provides the teacher with multiple strategies to teach a benchmark within the lesson (specifically for use of re-teach in small group on the current lesson).</p>		
<p><b>3.7.</b> The materials are easy to adapt to meet the needs of all learners.</p>		
<p><b>3.8.</b> The materials are easy to adapt to align the scope and sequence created by OCPS.</p>		
		<b>Total Score</b> ___ / ___
<b><u>4. Usability for Students</u></b>		
<p><b>4.1.</b> The text has appropriate readability and an appearance generally considered attractive to the intended students.</p>		

4.2. The materials include features to maintain learner motivation, including opportunities for informative and positive feedback on progress.		
4.3. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.		
4.4. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.		
4.5. The assignments include questions and application activities during learning that give students opportunities to respond.		
4.6. The product allows students to solve problems using the strategy of choice (as appropriate for the benchmark).		
4.7. The materials include review/practice questions at multiple levels.		
	<b>Total Score</b>	___/___
<b>5. Assessment</b>		
5.1. The materials include both formative and summative assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes.		
5.2. The program includes a test bank with a variety of item types arranged by benchmark.		
5.3. The assessments and assessment items align to the full extent of the B.E.S.T. Standards and Benchmarks as well as the integration of the Mathematical Thinking and Reasoning Standards.		
5.4. The assessments include a variety of question types (multi-select, multiple choice, open-ended, etc.).		
5.5. The assessments include an appropriate quality and quantity of items.		
5.6. The assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes both formatively and summatively.		
	<b>Total Score</b>	___/___

**TOTAL - Calculated percentage for each category:**

<b>Content (%)</b>	<b>Instruction (%)</b>	<b>Usability</b>	<b>Usability</b>	<b>Assessment</b>
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<i>*weighted x2</i>	<i>*weighted x2</i>	<b>for Teachers (%)</b>	<b>for Students (%)</b>	<b>(%)</b>