

OCPS K-5 Elementary Math Rubric 2021-2022

Company _____
Book Title _____
Course _____
Committee Member Name: _____

0	1	2	3
Product Does not Meet OCPS Standards	Product Minimally Meets OCPS Standards	Product Adequately Meets OCPS Standards	Product Meets/Exceeds OCPS Standards
	(Present 1-33%)	(Present 34-66%)	(Present (67-100%))

Review Criteria	Comments Specific Examples (pg #)	Score
Standards Alignment/Course Description Alignment (Weighted Category - Total Points Possible 12)		
Does the textbook cover all the B.E.S.T. Mathematics standards for the applicable FLDOE Course Description. (Review text's front matter for standards correlations pages if applicable)		
Does the publisher provide a description or analysis aimed at evaluators, which shows how materials meaningfully connect the Mathematical Thinking and Reasoning Standards and the Florida B.E.S.T. Standards for Mathematics within each applicable grade/course		
Content - (Total Points Possible - 30)		
Does the product include both digital and printed versions as part of the adoption? (If no, automatically total score of zero: both are a minimum requirement for OCPS adoption)		
Is the digital core content available offline? (If no, automatically total score of zero: minimum requirement for OCPS adoption)		
Does the product align with each of the B.E.S.T. benchmark for the applicable grade/skill level and learning outcomes?		
Does content progress in a way that builds on existing knowledge?		
Does the product include connections to the Standards for Mathematical Thinking and Reasoning?		
Does the textbook include content written at the correct level of complexity?		
Does content follow the concrete (manipulative), representational (drawing), abstract (algorithm) as appropriate for the grade level standard?		
Are there realistic real-world and cross-curricular applications?		
Are the diagrams and illustrations aligned to the tasks and algorithms provided?		
Does the product provide specific ELL and ESE strategies for instruction?		
Digital Content (Total Points Possible - 9)		
Does the digital component allow for interactive response to math tasks that can be monitored by the teacher? (Example: The students are able to draw or respond to math tasks and not confined to a multiple choice answer and/or can choose a tool to solve)		
Does the digital component provide students with a variety of manipulatives to choose from when solving tasks?		
Does the product provide parent resources to assist in understanding content standards?		

Teacher Work (Total Points Possible - 30)		
Does the product integrate all learner styles (visual, auditory, kinesthetic, etc.)?		
Does the product lend itself to an ease of navigation for the teacher?		
Does the product provide educative notes for the teacher on the benchmark clarifications and examples, and the BIG-M provided by the state?		
Does the product provide purposeful teacher questions within lessons to promote math discourse and reasoning?		
Are there standards aligned ancillary materials (additional practice with scaffolds, re-teach materials, etc.)?		
Is the learning goal and standard clearly labeled within each lesson?		
Does the teacher edition provide multiple scaffolds and indicate multiple entry points to teach a standard within the lesson (specifically for use of re-teach in a small group on the current lesson)?		
Does the product provide reproducible station activities aligned to standards and/or scaffolded to current standards?		
Does the product provide guidance for the teacher to model the essential content of the lesson and to provide feedback and reinforcement following practicing of skills?		
Does the product provide supports for English Language Learners and other special populations that assists students in mastering the same standards as all other students?		
Student Work (Total Points Possible - 21)		
Does the text have appropriate readability?		
Does the text provide opportunities for students to actively engage in cooperative learning, group discussion, math talk, problem solving, demonstrations and role playing?		
Do the tasks provided support the inquiry model?		
Does the product provide tasks and resources that connect with a variety of diverse backgrounds and experiences?		
Does the product allow students to solve problems using the strategy of choice (as appropriate for the standard)?		
Are materials/equipment requirements for instruction available at all schools and/or provided as part of the adoption materials received?		
Are there review/practice questions including multiple depths of knowledge?		
Presentation Format (Total Possible Points - 9)		
Do the included glossaries and appendices explicitly attend to the specialized language of the mathematics "B.E.S.T. Glossary"?		
Are the illustrations, graphs, charts, and scenarios current and accurate and representative of diverse populations? In addition, the images used are of an appropriate quality and related to the content?		
The textbook contains presentations, navigations, study tools and assistive supports that aid students, including those with disabilities, to access and interact with the material.		
Assessment (Weighted Category - Total Possible Points - 24)		
Does the program include a test bank with a variety of item types arranged by standard?		
Do the assessments align to the full extent of Florida's B.E.S.T. Standards for Mathematics?		

Do the assessments include a variety of question types (multi-select, multiple choice, open-ended, etc.)?		
Does the program include formative and summative resources that are effective in assessing student performance with regard to the targeted learning outcomes?		
Other Comments: (List other resources that you found exciting!)		

Total Points Possible - 135

TOTAL _____

Orange County Public Schools

Textbook Adoption 2021-2022