

MATHEMATICS

High-Quality Instructional Materials Review Rubric

Grade Range: 6-8

Evaluator		Rating Committee	
Publisher			
Title of Textbook Series/Instructional Program			
Grade Range of Textbook Series/Instructional Program		Specific Grade Evaluated	

This evaluation rubric is designed to offer an evaluation to determine how well instructional materials align to the [Mississippi College- and Career- Readiness Standards \(MCCRS\) for Mathematics](#) and other criteria for high-quality instructional materials for mathematics. The evaluation rubric includes key considerations for high-quality instructional materials and outlines three **Gateways** for consideration when evaluating materials. Each Gateway provides Criterion and related Indicators along with **Guiding/Key Questions**.



The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. Remember to focus on what is present in the instructional materials and any ancillary or complementary resources rather than what might be inferred. All scores should be based on evidence observed from the instructional materials themselves.

Scoring Protocol and Criteria:

- **No evidence (0):** No correlation between the standards and lessons, a logical sequence of content cannot be identified and/or there appear to be significant content inaccuracies, essential understandings, knowledge, or skills are not addressed, and opportunities to practice essential skills are not included.
- **Limited (1 or 2):** Limited connections between the standards and the lessons are noted, content appears to contain some inaccuracies or is not always clear, essential understandings, knowledge, or skills are not sufficiently addressed, and there is limited opportunity for students to practice essential skills.
- **Adequate (2 or 4):** Lessons are aligned with the standards; content appears accurate, clear, and in sequential order; most of the essential understandings, knowledge, and skills are supported, and many opportunities are provided for students to practice essential skills.

The High-Quality Instructional Materials Review Rubric is comprised of three sections:

Gateway 1: Alignment to Standards - **This is a requirement for submission.**

→ Advance to Gateway 2 only if Gateway 1 has a score of at least **20 points**.

Gateway 2: Rigor and Instructional Practices - **This is a requirement for submission.**

→ Advance to Gateway 3 only if Gateway 2 has a score of at least **22 points**.

Gateway 3: Usability

GATEWAY 1

Alignment to Standards - This is a requirement for submission.

High-quality mathematics materials are coherent and aligned to the *MCCRS for Mathematics* to support effective teaching and learning experiences that foster conceptual understanding, problem-solving skills, and application of grade-level/course mathematical concepts across various domains and contexts. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- Criterion 1.1 (1a – 1d): Alignment and Accuracy**
 Materials adequately address the *MCCRS for Mathematics*.
- Criterion 1.2 (1e – 1j): Learning Progressions and Coherence**
 Materials attend to the learning progressions emphasized in the standards, so that the curriculum is coherent both within grades and across grade bands and are coherent and consistent with the progressions in the *MCCRS for Mathematics*.

Criterion 1.1: ALIGNMENT AND ACCURACY			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING/KEY QUESTIONS	SCORE
Materials adequately address the MCCRS for Mathematics. 16 possible points	Materials focus strongly where the <i>grade-level/course standards focus</i> .		
	1a. (Non-Negotiable) Materials address ALL grade-level/course content within the MCCRS for Mathematics, including the grade-level major work (focus) and the supporting or additional content. (4 points) Does Not Meet: Score 0; STOP REVIEW	Are ALL of the grade-level/course MCCRS addressed to support students in achieving proficiency by the end of the school year?	0 4
	1b. (Non-Negotiable) ALL materials' lessons/unit objectives or outcomes align with the required skills and	Do the learning objectives or goals clearly define what students are expected to know and be able to do? Do ALL learning objectives or goals align with grade-level/course standard(s)? Do the	0 4

	<p>knowledge as outlined in the grade-level/course MCCRS for Mathematics. (4 points)</p> <p>Does Not Meet: Score 0; STOP REVIEW</p>	<p>learning objectives or goals explicitly name (Ex, CCRS.6.NS.1) the standard(s) in which it is aligned?</p>	
Materials focus deeply on the <i>Major Work of the grade or course</i> .			
	<p>1c. Materials grade-level major work (focus) instructional content is proportionate to the grade-level major work (focus) outlined in the MCCRS. (4 points)</p>	<p>Does the percentage of major work within the materials closely align with that of major work within the standards? (For example, 80% of the standards are aligned with the major work of the grade; therefore, 80% of the materials are designated to the major work of the grade.)</p>	0 2 4
	<p>1d. Materials lessons/units aligned to supporting- or additional grade-level/course content support the grade-level/course major work (focus). (4 points)</p>	<p>Do the materials provide clear connections between supporting/additional content and the major work (focus) of the grade? Do the materials specify how the supporting or additional content relates to and reinforces the grade-level/course major work (focus)?</p>	0 2 4
<p>TOTAL SCORE CRITERION 1.1 Meets: 13-16 Partially Meets: 9-12 Does Not Meet: 0-8</p>			
Criterion 1.2: LEARNING PROGRESSIONS and COHERENCE			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING/KEY QUESTIONS	SCORE
<p>Each grade’s instructional materials are coherent and consistent with the progressions in the Standards.</p> <p>22 possible points</p>	Materials align with the <i>learning progressions within the grade-level/course</i> MCCRS for Mathematics.		
	<p>1e. Materials scope and sequence are closely aligned with a logical progression of mathematical skills and knowledge to support students in achieving proficiency in the MCCRS for Mathematics grade-level/course. (4 points)</p>	<p>Are the materials’ overarching instructional themes (Ex: Topics/Units/Chapters) sequenced in alignment with the progressions outlined in the grade-level/course MCCRS for Mathematics? Are the materials’ instructional lessons sequenced in alignment with the progressions</p>	0 2 4

		outlined in the grade-level/course MCCRS for Mathematics?	
	1f. Materials include predominantly grade-level/course content and relate grade-level/course content to prior or future grade-level/course content. (4 points)	Do the materials give all students extensive preparation and practice with grade-level/course content? Do the materials connect grade-level/course content to specific standards from earlier grades? Do the materials connect grade-level/course content to specific standards for future grades?	0 2 4
	1g. Materials foster coherence by making connections within grade-level/course mathematical content by aligning overarching learning themes to the MCCRS for Mathematics cluster headings and include content that connects clusters within a domain or domains within a grade level/course. (2 points)	Do the materials' overarching learning themes (Ex: Topics/Units/Chapters) align with the grade-level/course MCCRS for Mathematics cluster heading(s)? Do the materials include lessons, activities, or problems that serve to connect two or more clusters in a domain and/or two or more domains within the grade-level/course MCCRS for Mathematics?	0 1 2
	1h. Materials foster coherence by scaffolding each lesson to systematically guide students towards mastering the full intent of the standard, ensuring comprehensive understanding and proficiency of the MCCRS for Mathematics within a grade level/course. (4 points)	Do the materials' lessons address the full intent of the grade-level/course MCCRS for Mathematics? Do the materials provide sufficient pacing of the lessons to allow time for students to engage deeply with the content, explore concepts in depth, and apply their learning in meaningful ways? Do the materials' lessons balance direct instruction, guided practice, independent work, collaborative work, and reflection, ensuring that students have adequate time and support to master the entire standard?	0 2 4
	Materials align with the learning progressions across the grade band or course series , attending to the vertical alignment.		
	1i. Materials scope and sequence are closely aligned with the logical progression of mathematical skills and knowledge to support vertical alignment	Do the materials address the full intent of the grade-level/course MCCRS for Mathematics to adequately prepare students for the next grade or course? Do the materials balance instructional	0 2 4

	across the grade band or course series in the MCCRS for Mathematics. (4 points)	pacing, ensuring students have adequate time to master grade-level/course content to be prepared for the next grade or course?	
	1j. Materials grade-level/course scope and sequence can be completed within a regular school year with little to no modification to support vertical alignment across the grade band or course series in the MCCRS for Mathematics. (4 points)	Can the instructional materials reasonably be completed with integrity in one school year?	0 2 4
TOTAL SCORE CRITERION 1.2			
Meets: 18-22 Partially Meets: 12-17 Does Not Meet: 0-11			

Gateway 1 Points AVAILABLE	Gateway 1 Points ACHIEVED	GATEWAY 1 RATING
38	Sum of points from Criterion 1.1 and 1.2	<input type="checkbox"/> Meets (score of 30-38 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Partially Meets (score of 20-29 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Does Not Meet (score of 0-19 points) STOP REVIEW

GATEWAY 2

Rigor and Instructional Practices - This is a requirement for submission.

Gateway 2 examines the way materials support students to meet the standards rigorous expectations by giving appropriate attention to: conceptual understanding, procedural skill and fluency, application, and the Standards for Mathematical Practice (SMPs).

- Criterion 2.1 (2a – 2d): Student Learning**
 Materials identify ways in which materials are designed for each student’s regular and active participation in grade-level/grade band/series content.
- Criterion 2.2 (2e – 2h): Instructional Design**
 Materials align with student-centered practices and allow opportunities for students to explore content.

Criterion 2.1: STUDENT LEARNING			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING/KEY QUESTIONS	SCORE
Materials identify ways in which materials are designed for each student’s regular and active participation in grade-level/grade band/series content. 16 possible points	All aspects of rigor (<i>conceptual understanding, procedural skill and fluency, and application</i>) are <i>intentionally targeted</i> to reflect the level <i>required</i> by the MCCRS for Mathematics, with equal intensity.		
	2a. Rigor Aspect - Conceptual Understanding: The materials support the intentional development of students’ conceptual understanding of key mathematical concepts, especially where called for in specific content standards or clusters. (4 points)	Do the materials provide connections of representations, multiple pathways to solutions, explanations, and/or opportunities for classroom discourse? Do the materials provide checks for understanding throughout the lesson using informal but deliberate methods (e.g., questioning, assigning short problems, etc.)? Do the materials offer concepts from multiple perspectives illustrating math as more than a set of mnemonics or discrete procedures?	0 2 4
	2b. Rigor Aspect - Procedural Skill and Fluency: The materials provide intentional opportunities for students to develop procedural skills <i>fluently</i> , especially where called for in specific content standards or clusters. (4 points)	Do the materials develop procedural skills based on mathematics principles, not mnemonics or tricks? Do the materials provide opportunities for students to develop speed and accuracy with core function calculations in preparation for more complex concepts and procedures?	0 2 4

	2c. Rigor Aspect - Application: The materials support the intentional development of students' ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters. (4 points)	Do the materials provide opportunities for students to apply mathematical knowledge/skills to real-world problem-solving situations and/ or contexts? Do the materials provide opportunities for students to examine multiple solution methods?	0 2 4
	2d. Targeted Rigor with Equal Intensity: Materials lessons/units aspects of rigor, called for by the MCCRS for Mathematics, are targeted with equal intensity. (4 points)	Do materials align the aspect of rigor with the standard(s) being addressed? Do the materials provide opportunities for students to connect aspects of rigor? Do the materials provide tasks, activities, and assessments that require students to demonstrate proficiency in each aspect with equal intensity?	0 2 4

TOTAL SCORE CRITERION 2.1
Meets: 13-16 | **Partially Meets:** 9-12 | **Does Not Meet:** 0-8

Criterion 2.2 INSTRUCTIONAL DESIGN

CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING/KEY QUESTIONS	SCORE
Materials align with student-centered practices and allow opportunities for students to explore content. 26 possible points	Materials provide teacher resources to incorporate research-based <i>Effective Mathematics Teaching Practices (EMTPs)</i> .		
	2e. Materials include content to support teachers in implementing Effective Mathematics Teaching Practices (EMTPs) that engage students in meaningful learning that promotes their ability to make sense of mathematical ideas and reason mathematically. (2 points)	Do the materials provide resources or clear examples demonstrating how the teacher can implement the eight EMTPs, such as establishing math goals to focus learning, promoting reasoning, connecting representations, facilitating discourse, using strategic and purposeful questioning, supporting productive struggle, etc.? Do the lesson plan components explicitly name the EMTP(s) in which it is aligned? (Ex: SMP 1)	0 1 2

Materials include content to support the development of the <i>Habits of Mind</i> of a mathematically proficient student.		
2f. Materials assist teachers in developing the “processes and proficiencies” outlined in the Standards for Mathematical Practice (SMPs) to support grade-level mathematics content. (4 points)	Do the materials provide resources or clear examples demonstrating how the teacher can develop student implementation of the eight SMPs?	0 2 4
2g. Materials connect the Standards for Mathematical Practice (SMPs) to mathematical content standards. (4 points)	Do the materials provide clear references to the eight SMPs, such as problem-solving, reasoning, modeling, communication, and using tools strategically, and assess how they are integrated into lesson plans and activities? Do the learning objectives/goals, activities, and assessment items explicitly name the SMP(s) in which it is aligned? (Ex,SMP 1)	0 2 4
2h. Materials provide examples or tasks that illustrate the Standards for Mathematical Practice (SMPs). (4 points)	Do the materials include examples, tasks, or problems that demonstrate how students can apply the eight SMPs in mathematical contexts or real-world scenarios that require habits of mind such as critical thinking, collaborative problem-solving, mathematical reasoning, effective communication, selection, and use of appropriate tools, etc.?	0 2 4
Materials support the Standards’ emphasis on the <i>Overarching Habits of Mind</i>.		
2h.i. SMP1: Materials prompt students to make sense of problems, find entry points, and determine a logical solution when problem-solving. (2 points)	Do the materials provide opportunities for the students to understand the problem, analyze givens, constraints, number relationships, plan a solution pathway, evaluate the reasonableness of the answer, etc.?	0 1 2
2h.ii. SMP6: Materials prompt students to use precise or specialized mathematical language, units, symbols,	Do the materials provide opportunities for the students to use appropriate grade-level academic language, notation, units, symbols,	0 1 2

	etc., to communicate mathematical ideas. (2 points)	labels, etc., to demonstrate accuracy and efficiency?	
Materials support the Standards' emphasis on <i>Reasoning and Explaining</i>.			
	2h.iii. SMP2: Where appropriate, materials prompt students to reason abstractly and quantitatively when engaging with grade-level mathematics content. (2 points)	Do the materials provide opportunities for the students to make meaning of number relationships, number properties, shape attributes, units, contextualize and decontextualize mathematical situations, etc.?	0 1 2
	2h.iv. SMP3: Where appropriate, materials prompt students to construct viable arguments and analyze the arguments of others when engaging with grade-level mathematics content. (2 points)	Do the materials provide opportunities for the students to justify or explain mathematical thinking by using stated assumptions and definitions, assessing conjectures, comparing probable arguments, using counterexamples, etc.?	0 1 2
Materials support the Standards' emphasis on <i>Modeling and Using Tools</i>.			
	2h.v. SMP4; SMP5: Where appropriate, materials prompt students to model with mathematics and select and use appropriate tools strategically when engaging with grade-level mathematics content. (2 points)	Do the materials provide opportunities for the students to flexibly select and use the appropriate representations, manipulatives, technology, solution strategies, mathematical models, etc.?	0 1 2
Materials support the Standards' emphasis on <i>Seeing Structure and Generalizing</i>.			
	2h.vi. SMP7; SMP8: Where appropriate, materials prompt students to look for and make use of structure or express regularity in repeated reasoning when engaging with grade-level mathematics content. (2 points)	Do the materials provide students opportunities to discern patterns and relationships among representations, recognize the significance of using a specific strategy, identify general methods or shortcuts, etc.?	0 1 2
TOTAL SCORE CRITERION 2.2			
Meets: 20-26 Partially Meets: 14-19 Does Not Meet: 0-13			

Gateway 2 Points AVAILABLE	Gateway 2 Points ACHIEVED	GATEWAY 2 RATING
<p>42</p>	<p>Sum of points from Criterion 2.1 and 2.2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meets (score of 35-42 points) PROCEED TO GATEWAY 3 <input type="checkbox"/> Partially Meets (score of 22-34 points) PROCEED TO GATEWAY 3 <input type="checkbox"/> Does Not Meet (score of 0-21 points) STOP REVIEW

GATEWAY 3

Usability

Materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- Criterion 3.1 (3a – 3d): Teacher Supports**
 Materials include resources for teachers to effectively plan and implement materials with integrity and to further develop their professional learning.
- Criterion 3.2 (3e – 3h): Assessment**
 Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed standards.
- Criterion 3.3 (3i – 3r): Student Supports**
 Materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
- Criterion 3.4 (3s – 3v): Intentional Design**
 Materials are visually engaging and reference or integrate digital technology (when applicable), with guidance for teachers.

Criterion 3.1: TEACHER SUPPORTS			
CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING/KEY QUESTIONS	SCORE
Materials include resources for teachers to effectively plan and implement materials with integrity and to further develop their professional learning. 8 possible points	3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students to guide their <i>mathematical</i> development. <i>(2 points)</i>	Do the materials offer teacher guidance with useful annotations and suggestions for enacting student materials? Do the materials include suggestions for using ancillary materials effectively to enhance student engagement in mathematical learning? Do the materials support teachers in differentiating their instructional approach to meet the diverse needs of students?	0 1 2
	3b. Materials include standards correlation information that explains the	Do the materials include an MCCRS correlation to the scope and sequence? Are specific details provided in the standards correlation information	0 1 2

	role of the standards in the context of the overall series. (2 points)	to help educators understand how each standard contributes to the overall learning progression?	
	3c. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers, about the program and suggestions for how they can help support student progress and achievement. (2 points)	Do the materials inform and engage stakeholders (students, parents, caregivers) in supporting student progress? Do the materials provide specific strategies or suggestions to help stakeholders support student achievement? Do the materials address potential challenges for stakeholders and offer solutions?	0 1 2
	3d. Materials provide a comprehensive list of supplies needed to support instructional activities. (2 points)	Do the materials provide a comprehensive list of supplies for grade-level instructional support? Do the materials provide a list of supplies to support individual instructional activities?	0 1 2

TOTAL SCORE CRITERION 3.1
Meets: 7-8 | Partially Meets: 5-6 | Does Not Meet: 0-4

Criterion 3.2: ASSESSMENTS

CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING/KEY QUESTIONS	SCORE
Materials include a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards. 12 possible points	3e. Assessment information is included in the materials to indicate which standards are assessed. (2 points)	Are the assessments aligned with specific standards, and is this alignment clearly indicated in the materials?	0 1 2
	3f. Assessment system provides multiple opportunities throughout the grade, course, and/or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. (4 points)	Does the assessment system offer varied (<i>Ex: diagnostics, pre-tests, post-tests, formative, summative, benchmarks, etc.</i>) and frequent opportunities for student assessment? Is there clear guidance provided to teachers on interpreting student performance? Are there recommendations or resources for follow-up actions based on assessment results?	0 2 4

	3g. Assessments include opportunities for students to demonstrate the full intent of grade-level/course standards and practices across the series. (4 points)	Do the assessments provide opportunities for students to apply knowledge and skills in diverse contexts? Are the assessments aligned with the progression of learning and skill development? Do the assessments provide opportunities for students to apply knowledge and skills in diverse contexts?	0 2 4
	3h. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment. (2 points)	Are there accommodations provided for diverse learning needs, including but not limited to students with disabilities, English language learners, and students who require additional support? Do the accommodations maintain the integrity of the assessment content?	0 1 2

TOTAL SCORE CRITERION 3.2
Meets: 10-12 | Partially Meets: 7-9 | Does Not Meet: 0-6

Criterion 3.3: STUDENT SUPPORTS

CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING/KEY QUESTIONS	SCORE
Materials designed for each student's regular and active participation in grade-level/grade-band/series content. 20 possible points	3i. Materials provide strategies and supports for students in special populations to support their regular and active participation in learning grade-level/series <i>mathematics</i> . (2 points)	Do the materials offer a range of instructional strategies and support that accommodate different learning styles, abilities, and needs?	0 1 2
	3j. Materials provide extensions and/or opportunities for students to engage with grade-level/course mathematics at higher levels of complexity. (2 points)	Do the materials offer enrichment activities or extensions that go beyond basic skills practice? Are there connections to real-world applications and interdisciplinary contexts? Are there opportunities for open-ended exploration and inquiry?	0 1 2
	3k. Materials provide varied approaches to learning tasks over time and variety in how students are	Do the materials include a mix of teacher-led instruction, collaborative activities, independent practice, hands-on experiences, technology	0 1 2

	<p>expected to demonstrate their learning with opportunities for students to monitor their learning. (2 points)</p>	<p>integration, and other engaging learning opportunities? Do the materials include activities and tools that encourage students to monitor their own understanding, identify strengths and areas for growth, make connections between new and prior knowledge, and engage in meaningful self-assessment practices?</p>	
	<p>3l. Materials provide opportunities for teachers to use a variety of grouping strategies. (2 points)</p>	<p>Do the materials provide resources that support whole-class instruction, small-group collaboration, partner work, individual tasks, and other flexible grouping arrangements? Do the materials provide resources that offer tasks with varying levels of complexity, scaffolding, and support? Do the materials provide differentiated activities or tasks tailored to different groupings, such as heterogeneous groups or homogenous groups?</p>	0 1 2
	<p>3m. Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in learning grade-level <i>mathematics</i>. (2 points)</p>	<p>Do the materials provide opportunities for students to engage in language-rich activities and interactions that promote vocabulary development, oral language practice, and academic discourse related to mathematics? Do the materials include examples, contexts, and representations in mathematics problems, that honor diverse cultures and languages while fostering their mathematical learning?</p>	0 1 2
	<p>3n. Materials provide a balance of images or information about people, representing various demographic and physical characteristics. (2 points)</p>	<p>Do the materials feature a diverse range of individuals in terms of demographic characteristics such as race, ethnicity, gender, age, ability, socioeconomic background, and physical appearance? Do the materials present diverse cultures and ethnic groups in a respectful and authentic manner, avoiding stereotypes and biases?</p>	0 1 2

	3o. Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning. (2 points)	Do the materials include specific guidance, strategies, and examples for teachers on how to incorporate students' home language effectively into classroom instruction? Do the materials provide translated documents, newsletters, progress reports, and parent-teacher communication tools in multiple languages?	0 1 2
	3p. Materials provide guidance to encourage teachers to draw upon students' cultural and social backgrounds to facilitate learning. (2 points)	Do the materials incorporate inclusive teaching practices that recognize and value the diversity of students' backgrounds and experiences?	0 1 2
	3q. Materials provide support for different reading levels to ensure accessibility for students. (2 points)	Do the materials include scaffolding and support tools such as vocabulary lists, glossaries, graphic organizers, comprehension questions, annotations, and guided reading strategies specifically designed to assist struggling readers?	0 1 2
	3r. Manipulatives, both virtual and physical, are accurate representations of the <i>mathematical</i> objects they represent and, when appropriate, are connected to written methods. (2 points)	Do the manipulatives accurately represent the mathematical objects or concepts they are intended to illustrate? Do the manipulatives facilitate a seamless transition between concrete, pictorial, and symbolic representations?	0 1 2

TOTAL SCORE CRITERION 3.3
Meets: 16-20 | **Partially Meets:** 11-15 | **Does Not Meet:** 0-10

Criterion 3.4: INTENTIONAL DESIGN

CRITERIA	INDICATORS OF SUPERIOR QUALITY	GUIDING/KEY QUESTIONS	SCORE
Materials are visually engaging and references or integrates digital	3s. Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/ or dynamic	Do the materials include technology tools and resources that are directly aligned with the grade-level/course standards in mathematics?	0 1 2

<p>technology (when applicable), with guidance for teachers.</p> <p>8 possible points</p>	<p><i>mathematics</i> software in ways that engage students in the grade-level/series standards, when applicable. (2 points)</p>	<p>Do the materials include technology tools and resources that are interactive, engaging, and user-friendly for students, such as simulations, virtual manipulatives, interactive lessons, gamified activities, and dynamic visuals that promote active participation, exploration, and problem-solving? Do the materials' digital tools include adaptive features, customizable settings, built-in assessments, and data-driven feedback mechanisms?</p>	
	<p>3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable. (2 points)</p>	<p>Do the materials include or reference digital technology that enables real-time collaboration, interaction, and communication, such as live chat, video conferencing, collaborative document editing, virtual whiteboards, and shared project spaces that facilitate seamless and interactive collaboration?</p>	0 1 2
	<p>3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject and is neither distracting nor chaotic. (2 points)</p>	<p>Does the material's visual design promote focused learning and attention by attending to designs that prioritize simplicity, coherence, and hierarchy in visual elements?</p>	0 1 2
	<p>3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable. (2 points)</p>	<p>Does the material provide comprehensive guidance, step-by-step instructions, and tutorials for teachers on how to effectively use embedded technology tools? Does the material include specific suggestions, ideas, and strategies for integrating embedded technology seamlessly into lesson plans, instructional activities, and assessments?</p>	0 1 2
<p>TOTAL SCORE CRITERION 3.4</p> <p>Meets: 7-8 Partially Meets: 5-6 Does Not Meet: 0-4</p>			

Gateway 3 Points AVAILABLE	Gateway 3 Points ACHIEVED	GATEWAY 3 RATING
48	Sum of Criterion 3.1, 3.2, 3.3, and 3.4 points	<input type="checkbox"/> Meets (score of 37-48 points) <input type="checkbox"/> Partially Meets (score of 25-36 points) <input type="checkbox"/> Does Not Meet (score of 0-24 points)

TOTAL SCORE (Gateway 1, 2, and 3)			
GATEWAY 1	GATEWAY 2	GATEWAY 3	GRAND TOTAL
of 38 points	of 42 points	of 48 points	of 128 points