

MATHEMATICS

High-Quality Instructional Materials Review Rubric

Grade Range: 9-12

Evaluator		Rating Committee	
Publisher	Big Ideas Learning, LLC		
Title of Textbook Series/Instructional Program	Math & YOU Concepts and Connections		
Grade Range of Textbook Series/Instructional Program	9-12	Specific Grade Evaluated	Algebra 1, Geometry, and Algebra 2

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 **17 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 **26 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 high school 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 – 1c): Alignment and Accuracy**
 Materials adequately address the *MCCRS for Mathematics*.
- Criterion 1.2 (1d– 1i): 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	PUBLISHER RESPONSE
Materials adequately address the MCCRS for Mathematics. 10 possible points	Materials focus strongly on where the <i>high school course standards focus</i> .	
	1a. (Non-Negotiable) Materials address ALL grade-level/course content within the MCCRS for Mathematics, including the <i>MCCRS for Mathematics Widely Applicable as Prerequisites for a Range of College Majors, Postsecondary Programs, and Careers</i> and the supporting or additional content. (4 points)	Math & YOU is 100% aligned to the Mississippi standards for mathematics. Please view the provided correlation documents for a complete analysis.
	Does Not Meet: Score 0; STOP REVIEW	

	<p>1b. (Non-Negotiable) ALL materials' lessons/unit objectives or outcomes align with the required skills and knowledge as outlined in the high school course MCCRS for Mathematics. (4 points)</p> <p>Does Not Meet: Score 0; STOP REVIEW</p>	<p>Math & YOU is 100% aligned to the Mississippi standards for mathematics. Please view the provided correlation documents for a complete analysis.</p>
<p>Materials focus deeply on the Widely Applicable Prerequisites for a Range of College Majors, Postsecondary Programs, and Careers.</p>		
	<p>1c. Materials, when used as designed, allow students to spend the majority of their time on content from the MCCRS for Mathematics Widely Applicable as Prerequisites for a Range of College Majors, Postsecondary Programs, and Careers. (2 points)</p>	<p>The Progressions tables COHERENCE Through the Grades and COHERENCE Through the Chapter provide details regarding the vertical and horizontal alignment of the mathematics topics. These tables are located at the beginning of every chapter in the Teaching Edition.</p>
<p>TOTAL SCORE CRITERION 1.1 Meets: 8-10 points Partially Meets: 6-7 points Does Not Meet: 0-5 points</p>		
<p>Criterion 1.2: LEARNING PROGRESSIONS and COHERENCE</p>		
<p>CRITERIA</p>	<p>INDICATORS OF SUPERIOR QUALITY</p>	<p>PUBLISHER RESPONSE</p>
<p>Each grade's instructional materials are coherent and consistent with the progressions in the Standards.</p> <p>22 possible points</p>	<p>Materials align with the learning progressions within the high school course MCCRS for Mathematics.</p> <p>1d. 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 high school course. (4 points)</p>	<p>The authors of the Math & YOU program gave specific attention to the standards progressions while developing the sequencing and instructional content for each course from Kindergarten through Algebra 2. Detailed Coherence Through the Grades charts in every Teaching Edition chapter provides horizontal and vertical learning progressions within the curriculum, showing how the current learning of each chapter connects with prior learning and future learning, within and across grades.</p>

		<p>At the beginning of every lesson, the Prerequisite Skills are listed for teacher reference, while the embedded review of prior skills in the Review & Refresh exercises allows teachers to spend instructional time on grade-level concepts. Content from previous grades is clearly identified in the Teaching Edition.</p>
	<p>1e. Materials include predominantly high school course content and relate high school course content to prior or future high school course content. (4 points)</p>	<p>Reinforcing the horizontal and vertical alignment of concept development in each section, the Teaching Edition in grades Algebra 1, Geometry, and Algebra 2 provides three important instructional features in the beginning of the section. The Coherence feature provides teachers with an explanation of prior and current learning of the content, while Prerequisite Skills provides a statement of essential skills essential for understanding the content in the feature. Finally, Rigor explains the specific steps in the learning progression for that lesson.</p> <p>The “Mathematics of the Chapter” content overviews by author Paul Battaglia at the beginning of each chapter in the Teaching Edition: Instructional Guide provide additional subject matter knowledge for teachers that shows the connection between the chapter’s learning goals, with special emphasis on how prior learning is essential for student success. These notes are organized into three sections:</p> <p>a. What We're Doing offers a big picture of the key concepts in the chapter and provides details related to the role of specific representations or strategies that teachers might find important to highlight.</p> <p>b. Why We're Doing It outlines any applications or real-world connections related to the content and describes future concepts requiring a strong foundation in the current learning.</p> <p>c. Essential Background: This section reinforces foundational concepts that teachers and students might need to understand the key concepts about to be presented.</p>

	<p>1f. Materials foster coherence by making connections within high school 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 course. (2 points)</p>	<p>Students experience this progression of math concepts not only in the natural building of conceptual ideas through the sequencing of each course, but also in some strategic features intentionally integrated for students to step back and see the bigger picture of mathematics. Big Idea of the Chapter activities provide inquiry-based opportunities for students to explore the big ideas of mathematics in real-world contexts before any chapter learning begins. Performance Tasks enable students to synthesize the chapter concepts with engaging real-life tasks, and Connecting Big Ideas activities encourage students to think broadly about the big ideas of math four times per course as they analyze engaging data-rich infographics. As the course progresses, students begin to see mathematics as a meaningful subject of connected ideas.</p>
	<p>1g. Materials foster coherence by scaffolding each lesson to systematically guide students towards mastering the full intent of the standard, ensuring comprehensive understanding and application of the MCCRS for Mathematics within a course. (4 points)</p>	<p>The Math & YOU program was designed to ensure that teachers can easily meet the needs of all learners through a multitude of differentiation and intervention strategies and resources. Using research-based instructional strategies, teachers can reach, challenge, and motivate each student with high-quality instruction targeted to individual needs. Math & YOU fully supports the Response to Intervention and Multi-Tiered System of Supports models.</p>
<p>Materials align with the <i>learning progressions across the conceptual categories or course series</i>, attending to the vertical alignment.</p>		
	<p>1h. Materials scope and sequence are closely aligned with the logical progression of mathematical skills and knowledge to support vertical alignment across the course series in the MCCRS for Mathematics. (4 points)</p>	<p>The Progressions tables COHERENCE Through the Grades and COHERENCE Through the Chapter provide details regarding the vertical and horizontal alignment of the mathematics topics. These tables are located at the beginning of every chapter in the Teaching Edition. Additionally, many of Nick’s Notes Chapter Overviews and Nick’s Notes Section Overviews provide summaries about prior and future learning that informs teachers of the conceptual progression of the chapter or section.</p>

	<p>1i. Materials high school course scope and sequence can be completed within a regular school year with little to no modification to support vertical alignment across the course series in the MCCRS for Mathematics. (4 points)</p>	<p>In the Teaching Edition, the beginning of each chapter contains a recommended pacing guide. Pacing for the course is viable for one school year.</p>
<p>TOTAL SCORE CRITERION 1.2 Meets: 18-22 Partially Meets: 12-17 Does Not Meet: 0-11</p>		

Gateway 1 Points AVAILABLE	Gateway 1 Points ACHIEVED	GATEWAY 1 RATING
<p>32</p>	<p>Sum of points from Criterion 1.1 and 1.2</p>	<p><input type="checkbox"/> Meets (score of 26-32 points) PROCEED TO GATEWAY 2</p> <p><input type="checkbox"/> Partially Meets (score of 17-25 points) PROCEED TO GATEWAY 2</p> <p><input type="checkbox"/> Does Not Meet (score of 0-16 points) STOP REVIEW</p>

GATEWAY 2

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

Gateway 2 examines the way materials support students to meet the standard's 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	PUBLISHER RESPONSE
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 to reflect the level 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 high school mathematical concepts, especially where called for in specific content standards or clusters. (4 points)	Each section provides students the opportunity to develop conceptual understanding of a math topic using a consistent process. The Student Edition and Teaching Edition each contribute to this development. <ul style="list-style-type: none"> - Investigate: Students continue developing conceptual understanding using models, tools, or real-life applications. Development is encouraged through questions in the Student Edition and teacher-posed questions or prompts in the Teaching Edition. - Examples and Exercises: The conceptual understanding development is then carried throughout the lesson to help students connect that understanding to the procedural skills. Students are required to use models and tools and to answer questions that show conceptual understanding.

	<p>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 high school content standards or clusters. (4 points)</p>	<p>Throughout the program, students have multiple opportunities to develop and practice procedural skills. In each section, students begin developing procedural skills in the In-Class Practice exercises that follow the examples. They follow that up with Practice exercises at the end of each section. Students can then apply these procedures to solve other mathematical problems.</p> <ul style="list-style-type: none"> - Procedural Fluency is one of the three prongs of rigor and works together with conceptual understanding and application throughout the program to bring students to a full understanding of the mathematics standards for each grade. The authors of the program paid meticulous attention to the progressions and nuances of learning in the standards to develop a scope and sequencing of lessons in each grade. The sequencing of lessons brings students from conceptual development to learning methods and procedural skills, to attaining procedural fluency, with appropriate practice and assessments to measure student understanding of the skills required by the standards. - In every lesson, students' progress from conceptual discovery in the Investigate feature to development of procedural skills in the Key Concept and Example feature, with the opportunity to independently develop those procedural skills in the In-Class Practice exercises. In addition to real-life application, the lesson practice problems provide procedural skill problems directly targeted at the aspect of fluency required by the standard of focus in that lesson. Practice provides continual opportunity for spaced practice by bringing back those foundational skills of the course, as required by the standards, to ensure that students build and strengthen fluency. At the end of each lesson, the Review and Refresh exercises will reinforce previously taught concepts.
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	<p>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 high school content standards or clusters. (4 points)</p>	<p>Students' learning journey in every chapter begins with the <i>Big Idea of the Chapter</i>, an exploration of the ways the ideas of the chapter will be applied to solve problems relating to students' lives. Each lesson begins with a conceptual investigation of the topic that encourages students to ask new questions and connect to prior understanding, both key aspects of conceptual understanding. This investigation builds seamlessly into the Key Concept(s) of the lesson, where new concepts are formally presented and connected to procedural strategies as appropriate. Opportunities for <i>In-Class Practice</i> and <i>Practice</i> follow the <i>Key Concepts</i>, allowing students to build accuracy, efficiency, and flexibility with strategies. Throughout the Teaching Edition: Instructional Guide, <i>Talk About It</i> questions connect procedural skill and fluency to both conceptual understanding and application while working through <i>In-Class Practice</i>.</p> <p>Further opportunities to apply concepts are provided through the targeted <i>Connections to Real Life</i> tasks included within the <i>In-Class Practice</i>. Connections between procedural strategies and conceptual understanding are further supported within the <i>Interpreting Data</i> tasks, which are designed to engage students in analyzing a data display related to the lesson content. At the chapter level, a <i>Performance Task</i> provides another opportunity to develop students' application of the knowledge learned across the chapter. At four points within each course, the <i>Connecting Big Ideas</i> task challenges students with a real-world data display, which encourages students to apply their knowledge across chapters to solve problems related to everyday life.</p>
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	<p>2d. Targeted Rigor with Equal Intensity: Materials' lessons/units intentionally target aspects of rigor called for by the high school MCCRS for Mathematics being addressed with equal intensity. (4 points)</p>	<p>Each lesson in Math & YOU was developed with a focus on building mathematical rigor, to ensure that students build procedural fluency from conceptual understanding and move to application and transfer of learning. The Teaching Edition explicitly identifies the emphasis on conceptual understanding, procedural skills and fluency, and application in the Section Overview at the start of each lesson. This alerts the teacher to the three important elements of rigor and indicates various aspects of the current lesson that will support students' development of each component.</p> <ul style="list-style-type: none"> - Students' learning journey in every chapter begins with the Big Idea of the Chapter, an exploration of the ways the ideas of the chapter will be applied to solve problems relating to students' lives. Each lesson begins with a conceptual investigation of the topic that encourages students to ask new questions and connect to prior understanding, both key aspects of conceptual understanding. This investigation builds seamlessly into the Key Concept(s) of the lesson, where new concepts are formally presented and connected to procedural strategies as appropriate. Opportunities for In-Class Practice and Practice follow the Key Concepts, allowing students to build accuracy, efficiency, and flexibility with strategies. Throughout the Teaching Edition: Instructional Guide, Talk About It questions connect procedural skill and fluency to both conceptual understanding and application while working through In-Class Practice. - Further opportunities to apply concepts are provided through the targeted Connections to Real Life tasks included within the In-Class Practice. Connections between procedural strategies and conceptual understanding are further supported within the Interpreting Data tasks, which are designed to engage students in analyzing a data display related to the lesson content. At the chapter level, a Performance Task provides another opportunity to develop students' application of the knowledge learned across the chapter. At four points within each course, the Connecting Big Ideas task challenges students with a real-world data display, which encourages students to apply their knowledge across chapters to solve problems related to everyday life.
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Criterion 2.2 INSTRUCTIONAL DESIGN

CRITERIA	INDICATORS OF SUPERIOR QUALITY	PUBLISHER RESPONSE
<p>Materials align with student-centered practices and allow opportunities for students to explore content.</p> <p>28 possible points</p>	<p>Materials provide teacher resources to incorporate research-based <i>Effective Mathematics Teaching Practices (EMTPs)</i>.</p> <p>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.</p> <p>(2 points)</p>	<p>Along with extensive in-program support for implementation, Big Ideas Learning provides comprehensive implementation training and will work with district leadership to create a mutually agreeable plan that includes initial and ongoing support for teachers, coaches, administrators, and relevant support staff. We support both train-the-trainer and direct training models.</p> <p>Teaching Support means providing resources that empower teachers and ultimately enhance student learning. While this begins with a lesson design that encourages the use of research-based effective teaching practices, it is enhanced through features that support in-the-moment decision-making grounded in knowledge of the content and of pedagogy to support students' understanding of the content.</p>

<p>Materials include content to support the development of the <i>Habits of Mind</i> of a mathematically proficient student.</p>	
<p>2f. Materials assist teachers in developing the “processes and proficiencies” outlined in the Standards for Mathematical Practice (SMPs) to support high school mathematics content. (4 points)</p>	<p>The Teaching Edition provides explicit support in the form of meaningful point-of-use SMP callouts to encourage student discussion and development of the math practices, as well as chapter charts citing opportunities for students to engage in each Mathematical Practice within that chapter. Detailed Math Practice conversation starters are provided to aid teachers in conducting meaningful connections between the mathematical practices and the content they are learning.</p>
<p>2g. Materials connect the Standards for Mathematical Practice (SMPs) to the high school course mathematics content. (4 points)</p>	<p>The Standards for Mathematical Practice (SMP) were integrated to enrich the content of the curriculum, not just additive as supplementary material. The authors intentionally developed and wove these into every lesson, targeted to promote full mathematical thinking that the practice standards require.</p> <p>Throughout the program, SMP standard codes are explicitly labeled on student pages next to exercises and cumulative tasks that highlight opportunities for students to develop aspects of each practice as they learn the mathematical content. Across each grade, as these opportunities are experienced, students develop each practice meaningfully. The Student Edition also includes a student-friendly “My Guide to the Standards for Mathematical Practice” reference to help students become intentional mathematical thinkers in grade-appropriate ways.</p>
<p>2h. Materials provide examples or tasks that illustrate the Standards for Mathematical Practice (SMPs). (4 points)</p>	<p>Performance Tasks included in the Student Edition allow students to transfer their knowledge of the content from the chapter and apply it to real-life situations.</p>

	Materials support the Standards' emphasis on the <i>Overarching Habits of Mind</i>.	
	<p>2h.i. SMP1: Materials prompt students to make sense of problems, find entry points, and determine a logical solution when problem-solving. (2 points)</p>	<p>The program provides students opportunities to choose tools and strategies to solve mathematical problems, whether the tool be a model, diagram, manipulative, strategy, technology tool, or simply a problem-solving plan. The Problem-Solving Plan is embedded throughout the student edition. It prompts students to Read the Problem, What do I know?, What do I need to Find?, What Should I do?, and Solve the Problem.</p>
	<p>2h.ii. SMP6: Materials prompt students to use precise or specialized mathematical language, units, symbols, etc., to communicate mathematical ideas. (2 points)</p>	<p>Each lesson begins with discovery; the Investigate activity uses a Look Back / Look Ahead structure to connect prior learning to new concepts. Students begin with a “Look Back” to review a prior learning concept, and then they “Look Ahead” with a closely related question that asks students to investigate and grapple with a concept before any direct instruction takes place.</p>
	Materials support the Standards' emphasis on <i>Reasoning and Explaining</i>.	
	<p>2h.iii. SMP2: Where appropriate, materials prompt students to reason abstractly and quantitatively when engaging with high school mathematics content. (2 points)</p>	<p>Throughout each chapter, students are asked to create, test, discuss, and analyze their mathematical methods and reasoning strategies. Students are given opportunities throughout the Student Edition to develop strategies, while teachers will find helpful tips and activities throughout the Teaching Edition to further the student's ability to reason through those strategies.</p>
	<p>2h.iv. SMP3: Where appropriate, Materials prompt students to construct viable arguments and analyze the arguments of others when engaging with high school mathematics content. (2 points)</p>	<p>Students will construct viable arguments with these new ideas in their own reasoning and proofs, but they also will critique the reasoning of their peers during their “Talk About It” and “Math Talk” discourse. In these activities, teachers will fortify students' deeper conceptual understanding and emphasize process over answers as they encourage students to explain their reasoning and listen to others as they consider ways to solve problems.</p>

	Materials support the Standards' emphasis on <i>Modeling and Using Tools</i>.	
	<p>2h.v. SMP4; SMP5: Where appropriate, materials prompt students to model with mathematics and select and use appropriate tools strategically when engaging with high school mathematics content. (2 points)</p>	<p>Math & YOU regularly uses tools and manipulatives to build and fortify students' conceptual understanding and to model mathematics. The Student Edition exposes students to a variety of strategies, methods, and hands-on models, and encourages students to think about multiple ways to solve. Throughout the Teaching Edition, teachers will find point-of-use prompts suggesting the use of tools and manipulatives, as well as Instructional Resources targeted to aid students in discovering and understanding mathematical concepts. Digitally, interactive tools are available for students to access at any time to help them think through and solve problems.</p>
	<p>2h.vi. Materials' lessons/units objectives or outcomes aligned with MCCRS High School Modeling (*) standards, attend to the full intent of the modeling process. (2 points)</p>	<p>Math & YOU is 100% aligned to the Mississippi standards for mathematics. Please view the provided correlation documents for a complete analysis.</p>
	Materials support the Standards' emphasis on <i>Seeing Structure and Generalizing</i>.	
	<p>2h.vii. SMP7; SMP8: Where appropriate, materials prompt students to look for and make use of structure or express regularity in repeated reasoning when engaging with high school mathematics content. (2 points)</p>	<p>Each lesson begins with discovery; the Investigate activity uses a Look Back / Look Ahead structure to connect prior learning to new concepts. Students begin with a "Look Back" to review a prior learning concept, and then they "Look Ahead" with a closely related question that asks students to investigate and grapple with a concept before any direct instruction takes place.</p> <p>After the Investigate, Key Concepts of the lesson are formally introduced, and students try the skill on their own in the In-Class Practice exercises. The In-Class Practice: Reasoning feature includes problems that require students to understand the key concept and transfer that learning to slightly new scenarios rather than simply mimicking the procedure of the lesson.</p>

TOTAL SCORE CRITERION 2.2
Meets: 22-28 | Partially Meets: 15-21 | Does Not Meet: 0-14

Gateway 2 Points AVAILABLE	Gateway 2 Points ACHIEVED	GATEWAY 2 RATING
44	Sum of points from Criterion 2.1 and 2.2	<input type="checkbox"/> Meets (score of 35-44 points) PROCEED TO GATEWAY 3 <input type="checkbox"/> Partially Meets (score of 26-34 points) PROCEED TO GATEWAY 3 <input type="checkbox"/> Does Not Meet (score of 0-25 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	PUBLISHER RESPONSE
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. (2 points)	In the Teaching Edition and online platform, Nick’s Notes provide rich, point-of-use insights on the content, and suggestions for how to achieve deep student understanding. Paul’s Notes continually provide insights on the progression of content for teachers to understand how the current learning fits within the bigger picture of mathematics. Paul’s Notes offer teachers tips and strategies to use to scaffold and meet the needs of all learners. Also Notes in the Teaching Edition provide opportunities to engage and motivate all learners through multiple instructional methods. Students are encouraged to collaborate, and this mathematical discourse can be aligned to each student’s language and proficiency levels.

	3b. Materials include standards correlation information that explains the role of the standards in the context of the overall series. (2 points)	Math & YOU is 100% aligned to the Mississippi standards for mathematics. Please view the provided correlation documents for a complete analysis.
	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)	QR codes are at the point of use within our student editions that provide key resources for parents/guardians to help support their students at home. The QR code landing pages allow parents and guardians to navigate to all the support resources for the book, not just the specific QR code that was scanned. Resources include Family Letters, a multi-language glossary, and videos.
	3d. Materials provide a comprehensive list of supplies needed to support instructional activities. (2 points)	Suggested Pacing Guide and Lesson Plans provide teachers with an outline for teaching the contents of the course within the available time. The Complete Materials List provides a comprehensive list of supplies needed to support instructional activities throughout the Student and Teaching Editions.
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	PUBLISHER RESPONSE
Materials include a system of assessments identifying how materials provide tools, guidance, and	3e. Assessment information is included in the materials to indicate which standards are assessed. (2 points)	Any of the content from the Learning Path can be digitally assigned to students. Completion of these assignments generates reports for teachers to make data-driven decisions.

<p>support for teachers to collect, interpret, and act on data about student progress toward the standards.</p> <p>12 possible points</p>	<p>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)</p>	<p>FORMATIVE ASSESSMENT:</p> <p>Throughout each lesson, Talk About It features provide teachers with evaluative feedback from student discussion of the lesson's topic. The In-Class Practice with Quick Check exercises will provide formative assessment as the practice supports teachers in their monitoring of students' progress on understanding the current lesson's learning targets. Exit tickets also provide a type of formative assessment as teachers evaluate learning at the close of each lesson. Offering a way of measuring student progress toward understanding and implementing the chapter's concepts, the Mid-Chapter Tests facilitate teachers' instructional decisions regarding the remaining lessons within the chapter. The student Practice Workbook offers Lesson Extra Practice, for students to practice key concepts from each lesson, as well as Standards-Based Practice, for students to assess how well they know each standard with question types they may encounter on their end-of-course or state assessment. Multi-Chapter Assessments will also offer opportunities for teachers to evaluate students' achievement relative to state standards.</p> <p>SUMMATIVE ASSESSMENT:</p> <p>Mid-Chapter Tests: Provide assessment of student understanding of key concepts taught through the middle of the chapter.</p> <p>Chapter Tests: Provide assessment of student understanding of key concepts taught in the chapter.</p> <p>Multi-Chapter Tests: Measure students' understanding of all content within a range of chapters.</p>
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		<p>End Of Course Test: Measure students' understanding of all content in the course.</p> <p>Performance Task: At the end of each chapter, provides students with alternate ways of demonstrating their learning through application of concepts learned.</p> <p>Alternate Assessments: An alternative assessment option provided to teachers for each chapter.</p> <p>STEM Video Performance Tasks: Engaging real-life application videos with a related task allowing higher-order thinking and opportunity for students to apply their understanding of math topics to real-world contexts.</p> <p>All assessment items will be tagged with the appropriate standards. All assessment data (both formative and summative) is provided for teachers to make informed instructional decisions. The Diagnostic Adaptive Progression (DAP) assessments enable progress monitoring for teachers.</p>
	<p>3g. Assessments include opportunities for students to demonstrate the full intent of high school course standards and practices across the series. (4 points)</p>	<p>Diagnostic, formative, and summative assessments are built into the curriculum to provide consistent and frequent checkpoints that allow educators to evaluate where students are in their learning over time. The Digital Experience features a robust reporting apparatus providing feedback on both formative and summative assignments and assessments, allowing teachers the ability to identify gaps in student learning and quickly connect to resources for intervention, additional practice, and support deeper student learning.</p>

	<p>3h. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment. (2 points)</p>	<p>Each Performance Task provides an assessment in a real-life situation, allowing students to work with multiple standards and apply their knowledge to realistic scenarios. The Performance Tasks are aligned to engaging video interviews to provide relevance and motivation for the tasks.</p>
<p>TOTAL SCORE CRITERION 3.2 Meets: 10-12 Partially Meets: 7-9 Does Not Meet: 0-6</p>		
<p>Criterion 3.3: STUDENT SUPPORTS</p>		
<p>CRITERIA</p>	<p>INDICATORS OF SUPERIOR QUALITY</p>	<p>PUBLISHER RESPONSE</p>
<p>Materials designed for each student’s regular and active participation in grade-level/grade-band/series content.</p> <p>20 possible points</p>	<p>3i. Materials provide strategies and supports for students in special populations to support their regular and active participation in learning high school course-level <i>mathematics</i>. (2 points)</p>	<p>The program was designed to provide differentiated pathways for all students to learn the mathematics standards in the manner and speed that best meets their individual strengths and needs. The Support for All Learners features in every lesson focuses teachers on supporting the whole student with content-specific resources for all populations to access the content.</p> <ul style="list-style-type: none"> • Supporting Student Learning identifies the skills and concepts related to each lesson where students may need to reinforce the key learning of the lesson, re-engage with prior skills, or receive intervention with additional unfinished learning. • Deepening Student Learning provides suggested resources for proficient and advanced learners targeted to the current learning, promoting more complex thinking and deeper understanding of the current lesson concepts. • Equity in Action and SEL Connection support notes with point-of-use suggestions for bringing equitable instruction to the content.

		<ul style="list-style-type: none"> • English Learner Support with scaffolded suggestions for providing English Learners access to the content. Leveled notes aligned with the WIDA language proficiency levels allow all language learners to access the mathematics standards. <p>Differentiated Resources also include other supports such as Differentiating the Lesson, Multi-Language Glossary, Big Idea of the Chapter videos for families, digital examples, interactive games and tools, and Math Musicals for literature and music connections aligned to the content.</p>
	<p>3j. Materials provide extensions and/or opportunities for students to engage with high school course mathematics at higher levels of complexity. (2 points)</p>	<p>A rigorous curriculum involves higher-order thinking skills and encourages students to think critically and apply their knowledge to real-world situations. <i>Concepts & Connections</i> was created to help students think conceptually, model, reason, and problem-solve. Making sense of mathematics is at the heart of the Investigate in every lesson. Students are encouraged to think broadly about the big ideas of mathematics in each Big Idea of the Chapter activity as well as the chapter Performance Task and the Connecting Big Ideas feature that occurs every few chapters. The lesson Practice in the Student Edition provides a range of Webb's Depth of Knowledge levels, from level 1 to level 3. Teachers are encouraged to assign up to level 3 DOK to <i>all</i> students, to ensure that all learners are exposed to strategic thinking. Throughout the Teaching Edition, features such as Talk About Its and Math Talks encourage teachers to facilitate meaningful conversations aimed at fortifying a deeper understanding of the concepts. In a Math Talk, the process is emphasized over answers, and students are encouraged to express their thinking and listen to others as they consider ways to solve problems.</p> <p>Additionally, the Deepening Student Learning resource in the Support for All Learners feature addresses proficient and</p>

		<p>advanced learners with suggested resources, such as Lesson Dig Deeper, which promotes complex thinking and deeper understanding of the lesson content. Teachers can also access suggested resources to supplement the instruction with layered support.</p>
	<p>3k. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning. (2 points)</p> <p>3l. Materials provide opportunities for teachers to use a variety of grouping strategies. (2 points)</p>	<p>Performance Task: At the end of each chapter, provides students with alternate ways of demonstrating their learning through application of concepts learned.</p> <p>Alternate Assessments: An alternative assessment option provided to teachers for each chapter.</p> <p>Specific Quick Check exercises are identified with a green circle to provide teachers with a specific way to formatively assess student learning.</p> <p>To aid teachers in their planning and instruction, the Teaching Edition recommends a wide range of instructional approaches for a variety of learners, with rich instructional notes and actionable suggestions for engaging all learners with the content and supporting various groups and levels of learners.</p> <p>The Teaching Edition includes Scaffolding Instruction in Nick’s Notes, so teachers can provide the level of instruction emerging and proficient students need. Throughout each lesson of the Teaching Edition, strategies, tips, and activities for differentiation appear at point-of-use. Every lesson in the Instructional Guide contains insights that include suggestions for modifying whole class instruction or ways to support a smaller group of learners.</p>

	<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>English Learner Support throughout every lesson with scaffolded suggestions for providing English Learners access to the content. Leveled notes aligned with the WIDA language proficiency levels allow all language learners to access the mathematics standards.</p> <p>Other supports include Differentiating the Lesson, Multi-Language Glossary, Digital Examples, and interactive games and tools to provide teachers and students with everything they need to be successful in the classroom. The digital experience utilizes text to speech technology that also provides additional language support including the ability to translate selected text to multiple languages and have the text read in the target language.</p>
	<p>3n. Materials provide a balance of images or information about people, representing various demographic and physical characteristics. (2 points)</p>	<p>Big Ideas Learning understands the power of visuals in educational materials and the importance of shifting away from dehumanization of all students and leaders of all backgrounds. The authors of the program were meticulous to include only positive images of individuals with diverse ethnic backgrounds, and mindful to portray them with honor and respect. They did this so that all students could see themselves as capable mathematicians, while stimulating the hope that they too can achieve what they've seen in each example. Big Ideas Learning was careful not to include any examples that would create a negative narrative for learners in their trajectory of success, and stereotypical examples were prohibited. The imagery, names, and scenarios celebrate diverse backgrounds and advocate for diversity and inclusion.</p> <p>The materials intentionally incorporate uplifting, diverse, and inclusive imagery to portray people and children in a variety of ethnicities, genders, and abilities so that students can see themselves in their learning and know that they belong in the classroom as they explore math. All content and imagery were reviewed by external DEI experts.</p>

	<p>3o. Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning. (2 points)</p>	<p>The Teaching Edition offers numerous supports for all students in the classroom. For each section, the Support for All Learners guide ensures equity in the classroom. Empathy and understanding are emphasized with the goal of ensuring compassion and respect amongst students.</p> <p>In addition to Differentiating Instruction and Support for All Learners notes in every lesson of the Teaching Edition, the program provides Tier 1, 2, and 3 resources at point-of-use in the online learning path that are digitally assignable. These resources (also available as printable worksheets) provide student data for teachers to make informed instructional decisions.</p>
	<p>3p. Materials provide guidance to encourage teachers to draw upon students' cultural and social backgrounds to facilitate learning. (2 points)</p>	<p>India's Notes provide expert insights through the lens of equitable math instruction and supporting students' social and emotional needs, and India's Equity Videos expand on topics discussing diversity, equity, inclusion, and SEL and how to implement these practices in the classroom.</p>
	<p>3q. Materials provide support for different reading levels to ensure accessibility for students. (2 points)</p>	<p>The “Support for all Learners” feature in every lesson, for example, focuses on supporting the whole student with content-specific resources for all populations to access the content. Also, the dedicated page called “Supporting Student Learning” offers tiered resources for students of all levels, Equity in Action Notes, and English Learner support connected to WIDA levels. India's Equity Videos provide actionable strategies for implementing inclusive practices in the classroom.</p>
	<p>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)</p>	<p><i>Math & YOU</i> uses tools and manipulatives to build and fortify students' conceptual understanding and to model mathematics. The Student Edition exposes students to a variety of strategies, methods, and hands-on models, and encourages students to think about multiple ways to solve. Throughout the Teaching Edition, teachers will find point-of-use prompts suggesting the use of tools and manipulatives. Digitally, interactive tools are available for students to access at any time to help them think through and solve</p>

		problems.
		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	PUBLISHER RESPONSE
<p>Materials are visually engaging and reference or integrate digital technology (when applicable), with guidance for teachers.</p> <p>8 possible points</p>	<p>3s. Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/ or dynamic <i>mathematics</i> software in ways that engage students in the grade-level/series standards, when applicable.</p> <p>(2 points)</p>	<p>Designed to empower teachers with online resources that produce high impact instruction and optimal student learning, The <i>Math & YOU</i> digital experience, <i>ada</i>, is a highly flexible teaching and learning environment. With <i>ada</i>, teachers can efficiently plan, teach, and assess their students, all while offering engaging digital resources that foster students' learning of mathematical knowledge and skills. Teachers can leave the print Teaching Edition in the classroom because <i>ada</i> provides everything necessary to plan lessons. The teacher's digital experience includes point-of-use interactive resources, practice, homework, as well as formative and summative assessments that support any learning environment and accelerate learning for all students.</p> <p>In the <i>Plan Mode</i> on <i>ada</i>, teachers can review course content and its sequential design, access course resources such as standards-based practice, lesson activities, and teacher notes. They can also create assignments and customize the learning path to suit their own presentation style and address specific needs of their students. Teachers can then make an informed decision about which aspects of the lesson to include in the <i>Present</i> mode, which converts the content they've specifically chosen into presentation slides. To accommodate flexible grouping for optimal learning, <i>Present</i> quickly launches content</p>

	<p>into full-screen teaching mode for whole class, small group, and individual instruction.</p> <p>To further illustrate how teachers can create an optimal digital learning experience for student, <i>ada</i> streamlines the planning process, making it quick and effortless with all the necessary tools conveniently accessible. Teachers choose assignments, practice, and assessments from chapters and/or lessons from the <i>Learning Path</i>, where all available content appears in the main view, including digital interactive content and printable PDFs for students, as well as teacher-only resources. Teachers can toggle content on or off for students using the Student View.</p> <p>To provide students with the targeted, point-of-use feedback they need to develop competency, teachers can provide feedback on assignments using the <i>Comments</i> mode for the overall assignment or on individual questions. Teachers can also access assessments on <i>ada</i> at point of use in the Learning Path, making it easy to develop assessments and assign them all at the same time. All assessments also come with a practice version to help students prepare for the assessment.</p> <p>When students complete assignments, data is populated in the <i>Item Analysis Report</i> on <i>ada</i>. Teachers can then view the data <u>By Question</u> and <u>By Student</u>. The <i>By Questions Report</i> offers teachers the ability to see details for each question such as: question type, average time spent, average score, and the percentage of students who answered correctly, incorrectly, partially correctly, or skipped it. These detailed reports for individual assignments allow teachers to make data-driven decisions to accelerate learning. The <i>By Student Report</i> tab shows specific students in the class and their individual responses to the assignment.</p> <p>Finally, the <i>Progress Report</i> provides teachers with a powerful tool through formative data on students' progress within a lesson. As students complete lesson content, teachers can view data for the entire lesson or individual components of the lesson. Each table provides teachers with information to make data-driven instructional decisions.</p>
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	<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>Our platform provides a two-way street for teachers and students to work in a digital environment and maximize student learning. Teachers have real-time data in their Lesson Progress reports providing a formative check on student learning as it happens. Teachers can also make assignments to students for homework and summative assessments and then use the item analysis report to see how each student responded to each question. Teachers can also use the grade and comment tool to provide feedback to each student on an assignment and at point of use for each question for individual students.</p>
	<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>Program components feature a classic and clean design that universally appeals to students and keeps them focused and engaged in the high-interest math problems.</p> <p>Features and labeling between print and digital is consistent for a parallel experience. Visual tie-in across the program eases the user experience.</p> <p>The Digital Experience offers students tools and resources designed and curated for a unique instructional experience. There are many opportunities for students to interact with videos, virtual manipulatives, interactive content, and digital practice problems.</p>
	<p>3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning when applicable. (2 points)</p>	<p>Teaching Notes are embedded at point of use in the digital content to support teachers and provide them with:</p> <ul style="list-style-type: none"> Differentiating instruction for Emerging, Proficient and Advanced students Prerequisite Skills English Learner Support Talk About It Supporting Student Learning helps teachers assess

		<p>understanding of key concepts of the lesson, and support emerging learners.</p>
<p style="text-align: right;">TOTAL SCORE CRITERION 3.4 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 32 points	of 44 points	of 48 points	of 124 points