Washington State Instructional Materials Review Rubric for Mathematics

2026

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Understanding the Rubric

Intent: This rubric supports Instructional Materials Committees (IMCs) in Washington school districts, charter schools, and tribal compact schools in reviewing core mathematics instructional materials for possible adoption. Use it after an initial standards-alignment screening (e.g., EdReports or another trusted source) to narrow options to a manageable number for IMC review.

The Office of Superintendent of Public Instruction (OSPI), in partnership with Washington district leaders, educators, and Regional Math Coordinators from the Association of Educational Service Districts, identified the following priority criteria in addition to content standards alignment:

- Structures that Support Sense-Making
- Access for All Students
- Content and Instructional Support for Teachers
- Data Science (recently added to the Washington Mathematics Standards and not reflected in EdReports reviews)

Use evidence from each priority area to inform the review team's ratings and to support core instructional materials adoption recommendations to the district school board or other governing body.

Although designed for reviewing core mathematics materials, these Washington priority areas may also be useful when evaluating supplemental materials to address identified gaps.

This rubric is a mathematics-specific resource within the broader OSPI Course Design and Instructional Materials Toolkit.

Structure: This rubric is organized into five main criteria, each reflecting a Washington State Mathematics priority. Each criterion contains specific indicators that elaborate on the overall concept. After the rubric, you will find a Ratings Summary Sheet. This summary sheet provides a high-level overview of the review and serves as a helpful tool for team discussions, allowing you to quickly identify which sections to revisit to locate the supporting reviewer evidence for each score.

Please use the Rubric Rating Guidance Tool in Appendix A for additional support and clarification on each indicator.

Rating Key: Below is a Level 1–4 rating system used to communicate alignment to Washington State priorities, based on evidence identified in the instructional materials under review. Level 4 represents the highest level of alignment, while Level 1 represents the lowest level of alignment. *For ease of reference, each level is also paired with a consistent color (Green, Blue, Orange, or Red).*

4 **Level 4 —** Ready / Minimal Support Needed — instructional materials strongly support the indicator and are readily available to the teacher, requiring little or no extra support.

3 **Level 3** — Nearly Ready / Light Support Needed— instructional materials provide clear support for the indicator and is generally accessible to the teacher. Some additional support may be needed.

2 **Level 2 —** Developing / Moderate Support Needed — indicates that the instructional materials provide limited or inconsistent support for the indicator, or that the support is not easily accessible to the teacher. Additional support is needed.

1 **Level 1 —** Not Yet / Intensive Support Needed— indicates that the instructional materials do not provide adequate support for the indicator. Significant support will be needed.

Frequency terms: Many times, there will be a focus on frequency because we want these materials to provide enough support so that teachers do not need to supplement the core instructional material. Here are some guidelines for understanding these terms:

- Most- at least 80%
- Some- between 50%-79%
- Few- between 25%-49%
- Very Few- below 25%

Evidence: When using this rubric, you should find evidence for each indicator that either supports or does not support the indicator. Please consider the following when collecting evidence:

- Collect evidence directly from the materials. For digital resources, take a screenshot of the evidence and paste it into the table to help facilitate team discussions. Highlight the key information in your screenshot and include the page number when possible.
- You do not need to capture every example you find. Gather enough evidence to support your rating, but it's not necessary to include several examples for each point.
- Sometimes, a short-written explanation is more appropriate than a screenshot (for example, if a high-impact routine appears in every lesson).
- If a rating depends on how often something appears, it may be useful to keep track of how many times you notice it within a unit.

General Scoring Reminders

- Ratings should be based on evidence across lessons, not single examples.
- When indicators emphasize lesson design, lesson-level evidence should outweigh unit-level descriptions.
- When materials require teachers to add major structures, routines, or supports, this should be reflected in a lower rating.

Important Note: During review, determine whether the core instructional materials address the new data science standards at the depth and specificity required by the updated OSPI Mathematics Learning Standards. Lack of full coverage does not automatically disqualify the materials, but it may require the selection of supplemental instructional materials to address gaps.

Use the indicators in **Criterion 5: Data Science** to evaluate both the core materials and any proposed supplemental materials.

Mathematics Core Instructional Materials Review Rubric

Criterion 1: Content Alignment

To ensure content alignment, it is strongly recommended that instructional materials receive "green" ratings from EdReports* in Gateways 1-3. Evaluators should read the evidence collected by EdReports for each Gateway. Note the color rating received

Gateway 1: Focus & Coherence	Gateway 2: Rigor & Mathematical Practices	Gateway 3: Usability
Select One ☐	Select One ☐	Select One ☐

** EdReports is an independent nonprofit designed to improve K-12 education. EdReports.org increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Learn more about the EdReports Review Process.*

Reminder: EdReports does not cover data science standards for states that have adopted data science in mathematics. This includes the new OSPI mathematics learning standards in Data Science. These priority areas are covered by Criteria 5 in this rubric

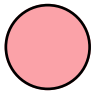
Add any important notes regarding the EdReports content alignment review. If ratings are not all green, further discussion and justification by review team is necessary to decide why material review and consideration should continue.

WASHINGTON PRIORITY

Criterion 2: Structures That Support Sense-Making

How well do these materials meaningfully and purposefully support:
Integration of the Standards for Mathematical Practices
Student collaboration and discourse
Development of a growth mindset for students
Development of flexible thinking

Indicator 2.A

Indicator	Level 4	Level 3	Level 2	Level 1
Lesson Design for Sense-Making — Materials provide lesson structures that support student discovery and exploration, including opportunities for students to grapple with mathematical ideas before receiving direct instruction.				

What could this look like?

- Students have opportunities to grapple with mathematical situations and apply prior knowledge before receiving direct instruction.
- Lesson designs provide a consistent structure (e.g., reverse gradual release model).
- Unit design develops a clear pathway that supports student growth in conceptual understanding over time.

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 2.B

Indicator	Level 4	Level 3	Level 2	Level 1
Focus on Process and Strategies — Materials focus student success not only on answer-getting, but on how learners use processes, strategies, and representations to make sense of the mathematics.				

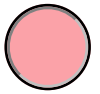
What could this look like?

- Materials use a variety of representations (visual, numerical, symbolic, etc.) and make explicit connections between them to deepen understanding.
- Students have opportunities to share multiple solution paths and strategies.
- Teachers are supported in evaluating student thinking and reasoning, not just final answers.

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 2.C

Indicator	Level 4	Level 3	Level 2	Level 1
Collaborative Mathematical Reasoning — Materials provide opportunities for students to share their thinking and critique the thinking of others in ways that support meaningful mathematical discourse.				

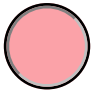
What could this look like?

- Materials provide structures that support students in justifying and sharing their thinking, as well as respectfully presenting counter-ideas and critiquing the thinking of others.
- Teachers are provided with questions to assess and advance student thinking during mathematical discussions

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 2.D

Indicator	Level 4	Level 3	Level 2	Level 1
Strategic Tool Use — Materials make purposeful use of manipulatives and tools to build conceptual understanding and support sense-making in problem solving.				

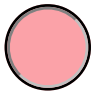
What could this look like?

- Students have access to a range of manipulatives and tools that are appropriate for their grade level and learning needs.
- Students are provided with opportunities to thoughtfully choose which tools or manipulatives will best help them solve a particular problem.
- Materials support students in progressing from using concrete manipulatives to creating representations, and to working with more abstract concepts over time.

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 2.E

Indicator	Level 4	Level 3	Level 2	Level 1
Math Routines for Sense-Making — Materials incorporate a variety of purposeful, recurring math routines that promote reasoning and support sense-making over time.				

What could this look like?

- Materials use high-leverage math routines, such as Mathematically Productive Instructional Routines (MPIRs), Math Language Routines (MLRs), and Three Act Tasks.
- These routines are implemented frequently enough to become a habit of mind and provide a predictable structure for learning.
- Significant support is provided to teachers for implementing each routine or structure effectively.

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 2.F

Indicator	Level 4	Level 3	Level 2	Level 1
Cooperative Grouping Structures — Materials provide guidance for implementing cooperative grouping structures that support productive, inclusive student collaboration.				

What could this look like?

- Materials (usually teacher-facing) provide guidance for implementing a variety of cooperative grouping structures that support productive student collaboration.
- Materials (usually teacher-facing) include facilitation support for teachers, including questions to assess or advance student learning during collaboration and suggestions to ensure all students are benefiting from group work.

See Appendix A for expanded scoring guidance

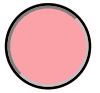
Evidence that supports the indicator	Evidence that does not support the indicator

WASHINGTON PRIORITY

Criterion 3: Access for All Students

How well do these resources meaningfully and purposefully support:
development of a growth mindset for teachers and students
redefining who can be successful in mathematics and what it looks like

Indicator 3.A

Indicator	Level 4	Level 3	Level 2	Level 1
Student-Relevant Tasks — Materials provide questions and tasks that affirm and value diverse student identities, experiences, and perspectives.				

What could this look like?

- Materials highlight and value diverse backgrounds, perspectives, and identities in ways that enrich student learning.
- Materials challenge historically marginalized or dominant narratives by accurately and respectfully representing cultural contributions, histories, and applications of mathematics.

NOTE: This indicator is reflected in the following Washington Screening for Biased Content in Instructional Materials criteria: Multiple Perspectives and Contributions and Multicultural Representation

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 3.B

Indicator	Level 4	Level 3	Level 2	Level 1
Language Supports — Materials provide language supports that enable Multilingual Learners (MLLs) to engage with grade-level content.				

What could this look like?

- Materials provide receptive language scaffolds (including visual supports) that support comprehension of mathematical situations.
- Materials provide expressive language supports that enable students to articulate mathematical reasoning orally, visually, and in writing.
- Materials provide structured opportunities and facilitation support for interactive mathematical discourse that advances language development.

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 3.C

Indicator	Level 4	Level 3	Level 2	Level 1
Differentiated Supports — Materials provide a variety of supports that address the needs of students with diverse thinking and learning differences.				

What could this look like?

- Connect learning across past, current, and upcoming grade levels.
- Scaffold access to grade-level content through just-in-time supports.
- Extend learning for students demonstrating mastery within grade-level content.
- Distinguish clearly among foundational, scaffolded, and enriching activities.
- Center supports on access to grade-appropriate content rather than remediation.

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 3.D

Indicator	Level 4	Level 3	Level 2	Level 1
Real-World Mathematics — Materials provide opportunities for students to use mathematics to analyze, understand, and critique real world issues and systems.				

What could this look like

- Use authentic, relevant contexts that connect mathematics to students' lives and experiences.
- Position mathematics as a valuable tool for understanding and addressing important real-world issues.

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

WASHINGTON PRIORITY

Criterion 4: Content and Instructional Support for Teachers

How well do these resources meaningfully and purposefully support the following:
development of a growth mindset
teacher development in the areas of content and creating student centered learning opportunities
values family and community partnerships in learning

Indicator 4.A

Indicator	Level 4	Level 3	Level 2	Level 1
Assessment — Materials provide a variety of assessment strategies that support teachers in making instructional decisions based on student understanding.				

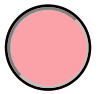
What could this look like?

- Addresses common preconceptions or misconceptions related to foundational mathematics within the learning continuum.
- Embeds checks for understanding throughout the lesson and guides instructional next steps.
- Provides guidance for assessing prerequisite skills to inform instruction.
- Includes a variety of problem types that build and demonstrate conceptual understanding and procedural fluency.
- Emphasizes evaluation of student thinking and processes, not just computational accuracy.
- Includes sample student responses that show multiple ways students may represent their solution pathways.

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 4.B

Indicator	Level 4	Level 3	Level 2	Level 1
Professional Learning — Materials provide a range of professional learning opportunities that build teachers' content knowledge and support effective implementation of instructional materials.				

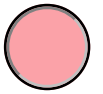
What could this look like?

- Build teachers' conceptual understanding of the mathematics within each unit.
- Illustrate strategies, representations, and models through clear, unit embedded examples.
- Demonstrate instructional structures and routines through concrete examples.
- Support implementation through multiple formats (e.g., videos, narratives).

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 4.C

Indicator	Level 4	Level 3	Level 2	Level 1
Caregiver Resources — Materials provide resources that enable parents and caregivers to support their student's mathematics learning.				

What could this look like?

- Explain the shift from answer-getting to mathematizing through caregiver-friendly information and examples.
- Extend caregiver support beyond homework by suggesting ways to engage students in mathematical thinking at home.
- Clarify grade-level expectations so caregivers understand end-of-year learning goals.

See Appendix A for expanded scoring guidance

Evidence that supports the indicator	Evidence that does not support the indicator

WASHINGTON PRIORITY

Criterion 5: Data Science

How well do these resources meaningfully and purposefully support the following:
connecting mathematics content and practice standards in a real-world context grounded in student curiosity
using data science to examine and explore relevant issues in the community, state, or society at large
use data science inquiry to authentically connect mathematics content to additional content areas

REMEMBER: how and how much each indicator is covered will differ based on the grade level of the instructional materials.

Indicator 5.A

Indicator	Level 4	Level 3	Level 2	Level 1
Statistical Questions — Materials provide opportunities for students to ask meaningful statistical questions.				

What could this look like?

- Demonstrate the data science/statistical inquiry process through models and examples to support educators in guiding students
- Explain the iterative nature of the inquiry process and show how to support students if they need to reconsider their investigative question, collect more data, or alter their data collection methods
- Clarify categorical data and quantitative data to assist educators and students in the purpose and use of each data type to inform a data science/statistical inquiry

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 5.B

Indicator	Level 4	Level 3	Level 2	Level 1
Data Collection — Materials provide guidance for collecting, organizing, and managing data relevant to their investigations.				

What could this look like?

- Provides examples of data collection methods appropriate for the grade (measurement data, surveys, sampling, existing publicly available data sets, etc.)
- Provides examples of data management structures like tables and spreadsheet.
- Provides guidance for multivariate data sets and how to sort data attributes within a multivariate data set.
- Provides examples of when to examine data for issues or needs as appropriate for the grade including considering missing data, biased data, cleaning data, etc.

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 5.C

Indicator	Level 4	Level 3	Level 2	Level 1
Data Representation and Visualization — Materials provide opportunities for students to use clear and accurate visualizations to represent data and to assess the effectiveness of those visual representations.				

What could this look like?

- Provides examples of data visualizations for categorical data sets and quantitative data sets
- Provides guidance on data visualizations across formats including but not limited to histograms, bar graphs, dot plots, box and whisker plots, line graphs, scatter plots, heat maps, artistic visualizations of data, etc.
- Provide guidance on data visualization clarity, addressing skew and creating and avoiding bias through data visualizations as appropriate for the grade

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 5.D

Indicator	Level 4	Level 3	Level 2	Level 1
Data Analysis — Materials provide opportunities to develop students' ability to analyze data by identifying patterns, comparing groups, describing distributions, and exploring relationships between variables.				

What could this look like?

- Open ended discussion prompts to fuel student discourse and analysis of data visualizations in context to identify comparisons, distributions, patterns, and relationships.

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 5.E

Indicator	Level 4	Level 3	Level 2	Level 1
Data Interpretation — Materials prompt students to interpret results, use data to support claims, and consider uncertainty and generalization.				

What could this look like?

- Materials provide guidance for educators and students on how to identify and use claims to make decisions from the data
- Materials support educators and students to make predictions and generalizations from data, and to consider impacts from decision making if there is any uncertainty in the data

Evidence that supports the indicator	Evidence that does not support the indicator

Indicator 5.F

Indicator	Level 4	Level 3	Level 2	Level 1
Data Evaluation & Communication — Materials provide opportunities for students to critically assess data sources, methods, and claims, and to clearly communicate findings using appropriate visualizations and statistical language.				

What could this look like?

- Materials provide structures that support students in justifying and sharing their thinking, as well as respectfully presenting counter-ideas and critiquing the thinking of others.
- Materials provide structures that support student discourse through the iterative nature of the data science inquiry process, including questioning and discourse that leads to reconsideration of the initial question, data collection process, data visualization, data analysis process, and whether the final conclusion and justification is without bias as appropriate for the grade

Evidence that supports the indicator	Evidence that does not support the indicator

Alignment to Additional District Math Priorities

Considering all the evidence collected on this rubric, how well do these materials align with your district priorities? Some Washington priority examples are provided – remove, adjust, or add priorities to meet the needs of your district.

Priority	Level 4	Level 3	Level 2	Level 1
Growth mindset for students and teachers				
Student collaboration and discourse				
Student centered learning				
Flexible thinking and transferability				
Reflects diversity and inclusion				
Values family and community partnerships in learning				

Ratings Summary Sheet

Resource: _____ Grade/Course: _____

Publisher/Developer: _____

Reviewer/Team: _____

Criterion 1: Content Alignment from EdReports or Other Respected Review Source	Meets Expectations
Indicator 1.A **EdReports Gateways**: Focus & Coherence, Rigor & Mathematical Practices, and Usability, are all rated as "meets expectations" (green)	**Yes**  **No** 

Criterion 2: Washington Priority — Structures That Support Sense-Making	Level
Indicator 2.A **Lesson Design for Sense-Making** — Materials provide lesson structures that support student discovery and exploration, including opportunities for students to grapple with Mathematical ideas before receiving direct instruction.	 4 3 2 1
Indicator 2.B **Focus on Process and Strategies** — Materials focus student success not only on answer-getting, but on how learners use processes, strategies, and representations to make sense of the mathematics.	 4 3 2 1
Indicator 2.C **Collaborative Mathematical Reasoning** — Materials provide opportunities for students to share their thinking and critique the thinking of others in ways that support meaningful mathematical discourse.	 4 3 2 1
Indicator 2.D **Strategic Tool Use** — Materials make purposeful use of manipulatives and tools to build conceptual understanding and support sense-making in problem solving.	 4 3 2 1
Indicator 2.E **Math Routines for Sense-Making** — Materials incorporate a variety of purposeful, recurring math routines that promote reasoning and support sense-making over time.	 4 3 2 1
Indicator 2.F **Cooperative Grouping Structures** — Materials provide guidance for implementing cooperative grouping structures that support productive, inclusive student collaboration.	 4 3 2 1

Criterion 3: Washington Priority — Access for All Students	Level
Indicator 3.A **Student-Relevant Tasks** — Materials provide questions and tasks that affirm and value diverse student identities, experiences, and perspectives.	4 3 2 1
Indicator 3.B **Language Supports** — Materials provide language supports that enable Multilingual Learners (MLLs) to engage with grade-level content.	4 3 2 1
Indicator 3.C **Differentiated Supports** — Materials provide a variety of supports that address the needs of students with diverse thinking and learning differences.	4 3 2 1
Indicator 3.D **Real-World Mathematics** — Materials provide opportunities for students to use mathematics to analyze, understand, and critique real world issues and systems.	4 3 2 1

Criterion 4: Washington Priority — Content and Instructional Support for Teachers	Level
Indicator 4.A **Assessment** — Materials provide a variety of assessment strategies that support teachers in making instructional decisions based on student understanding.	4 3 2 1
Indicator 4.B **Professional Learning** — Materials provide a range of professional learning opportunities that build teachers' content knowledge and support effective implementation of the instructional materials.	4 3 2 1
Indicator 4.C **Caregiver Resources** — Materials provide resources that enable parents and caregivers to support their student's mathematics learning.	4 3 2 1

Criterion 5: Washington Priority — Data Science	Level
Indicator 5.A **Statistical Questions** — Materials provide opportunities for students to ask meaningful statistical questions.	4 3 2 1
Indicator 5.B **Data Collection** — Materials include guidance for collecting, organizing, and managing data relevant to their investigations.	4 3 2 1

Criterion 5: Washington Priority — Data Science	Level
Indicator 5.C **Data Representation and Visualization** — Materials provide opportunities for students to use clear and accurate visualizations to represent data and to assess the effectiveness of those visual representations.	4 3 2 1
Indicator 5.D **Data Analysis** — Materials provide opportunities to develop students' ability to analyze data by identifying patterns, comparing groups, describing distributions, and exploring relationships between variables.	4 3 2 1
Indicator 5.E **Data Interpretation** — Materials prompt students to interpret results, use data to support claims, and consider uncertainty and generalization.	4 3 2 1
Indicator 5.F **Data Evaluation & Communication** — Materials provide opportunities for students to critically assess data sources, methods, and claims, and to clearly communicate findings using appropriate visualizations and statistical language.	4 3 2 1

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Appendix A: Rating Guidance for Mathematics Instructional Materials

Purpose of This Appendix

This appendix provides additional guidance for applying the Level 1–4 rating system to indicators in the Washington State Instructional Materials Review Rubric for Mathematics. The guidance is intended to support consistent, evidence-based scoring across review teams by clarifying how to interpret indicator language, frequency terms, and non-negotiables.

- Ratings communicate how well the instructional materials support teachers in implementing each indicator without the need for substantial supplementation.
- When assigning a rating, reviewers should look for patterns across lessons and units, not isolated examples.
- Each indicator includes non-negotiables that establish minimum requirements for scoring above Level 1. When a non-negotiable is not met, the rating must default to the specified level regardless of other strengths.

How to rate for 2.A

Lesson Design for Sense-Making — Materials provide lesson structures that support student discovery and exploration, including opportunities for students to grapple with mathematical ideas before receiving direct instruction.

- *Students have opportunities to grapple with mathematical situations and apply prior knowledge before receiving direct instruction.*
- *Lesson designs provide a consistent structure (e.g., reverse gradual release model).*
- *Unit design develops a clear pathway that supports student growth in conceptual understanding over time.*

Back to 2.A scoring sheet

Level 4	Level 3	Level 2	Level 1
Most to all lessons use a reverse gradual release model — *you do, we do, I do* — to allow students to grapple with the mathematics before the teacher does direct instruction. The unit design develops a pathway to building conceptual understanding. There is **no to very little** additional support required.	**Some** of the lessons use a reverse gradual release model. There is **some** additional support to allow for students to grapple with the math before direct instruction. The unit design develops a pathway to building conceptual understanding. **There will be some support needed to adjust lessons to align with Level 4.**	**Few** lessons, **OR only a small part of the lessons**, use a reverse gradual release model, but there are some *I do, we do, you do* lesson structures in places that are not necessary. **Most of the lesson is teacher-directed**. The unit design develops a pathway to building conceptual understanding. **To bring this up to Level 4, teachers will need some conceptual understanding of the mathematics and how to design lessons using the reverse gradual release model.**	**None** of the lessons use a reverse gradual release model. The unit design **does not support** a pathway to building conceptual understanding. **To bring this us to a Level 4, teachers will need a deep conceptual understanding of the mathematics and a significant amount of time to redesign the lessons to use the reverse gradual release model**.

Non-Negotiables

- To score a **Level 4**, **Level 3**, **or Level 2**, the instructional materials must support productive struggle and give students the opportunity to apply knowledge they already have to new situations. The materials also must develop a pathway to building conceptual understanding. **Weigh the lesson design more heavily than the unit design.**
- If the main method of instruction delivery is "I do, you do, we do," then the materials must receive a **Level 1** rating.

How to rate for 2.B

Focus on Process and Strategies — Materials focus student success not only on answer-getting, but on how learners use processes, strategies, and representations to make sense of the mathematics.

- *Materials use a variety of representations (visual, numerical, symbolic, etc.) and make explicit connections between them to deepen understanding.*
- *Students have opportunities to share multiple solution paths and strategies.*
- *Teachers are supported in evaluating student thinking and reasoning, not just final answers.*

Back to 2.B scoring sheet

Level 4	Level 3	Level 2	Level 1
Most to all lessons give students the opportunity to share multiple solution paths, not just their answer. When appropriate, the materials support students in **using a variety of representations** to illustrate their thinking and the materials provide the teacher with support in making connections between different representations. There is support for teachers to evaluate student thinking.	**Most to all** lessons give students the opportunity to share multiple solution paths not just their answer. When appropriate, the materials give students a **limited number of** representations to use to illustrate their thinking and the materials provide the teacher with support in making connections between different representations. There is support for teachers to evaluate student thinking.	**Some** lessons give students the opportunity to share their process and strategies, not just their answer, and **there is room for the teacher to adjust the lessons to shift the focus from answers to process**. The materials **tell students which representation to use** to illustrate their thinking and the materials provide the teacher with **little support** in making connections between different representations. There is some support for teachers to evaluate student thinking.	**Very few** lessons give students the opportunity to share their process and strategies, not just their answer, and **it would take a significant about of work for the teacher to adjust the lessons shift the focus from answers to process**. When appropriate, the materials **tell students which representations to use** illustrate their thinking and the materials provide the teacher with **little to no support** in making connections between different representations.

Non-Negotiables

- To score a **Level 4**, **Level 3**, or **Level 2**, the instructional materials must focus on student thinking and process, not just the answer. That could look like opportunities to share their thinking with a peer, with the class, and/or the assignment puts an emphasis on the process.
- To score a **Level 4**, all three bullet points must be present **most** to **all of** the time.
- If the teacher materials are only focused on the correct answer, then the materials must receive a **Level 1** rating.

How to rate for 2.C

Indicator 2.C **Collaborative Mathematical Reasoning** — Materials provide opportunities for students to share their thinking and critique the thinking of others in ways that support meaningful mathematical discourse.

- *Materials provide structures that support students in justifying and sharing their thinking, as well as respectfully presenting counter-ideas and critiquing the thinking of others.*
- *Teachers are provided with questions to assess and advance student thinking during mathematical discussions*

Back to 2.C scoring sheet

Level 4	Level 3	Level 2	Level 1
The materials have structures built in that support the teacher in creating spaces for students to justify their thinking and respectfully present counter-ideas and disagree with others' ideas. **This support is explicit and gives students a predictable structure they can use whenever they are sharing and/or critiquing ideas**. The materials also provide teachers with questions they can ask to assess and/or advance student thinking when they are sharing their ideas.	The materials have structures built in that support the teacher in creating spaces for students to justify their thinking and respectfully present counter-ideas and disagree with others' ideas. The materials provide teachers with **some** questions they can ask to assess and/or advance student thinking when they are sharing their ideas.	The materials do not have structures built in that support the teacher in creating spaces for students to justify their thinking and respectfully present counter-ideas and disagree with others' ideas**, but they do have some opportunities for students to talk to each other. OR** The materials **do not provide** teachers with questions they can ask to assess and/or advance student thinking when they are sharing their ideas.	The materials **do not** have structures built in that support the teacher in creating spaces for students to justify their thinking and **do not address how they can respectfully present counter-ideas and disagree with others' ideas.** The materials **do not provide** teachers with questions they can ask to assess and/or advance student thinking when they are sharing their ideas.

Non-Negotiables

- To be rated **Level 4**, all look-fors must be present in the materials and there needs to be a predictable structure that students use for sharing and/or critiquing ideas.
- For **Level 2**, there are not explicit structures that support students in justifying their thinking and respectfully presenting counter-ideas and disagreeing with others' ideas, BUT there are some opportunities for students to talk to each other.

How to rate for 2.D

Strategic Tool Use — Materials make purposeful use of manipulatives and tools to build conceptual understanding and support sense-making in problem solving.

- *Students have access to a range of manipulatives and tools that are appropriate for their grade level and learning needs.*
- *Students are provided with opportunities to thoughtfully choose which tools or manipulatives will best help them solve a particular problem.*
- *Materials support students in progressing from using concrete manipulatives to creating representations, and to working with more abstract concepts over time.*

Back to 2.D scoring sheet

Level 4	Level 3	Level 2	Level 1
The materials **purposefully use a variety of manipulatives and/or tools** to build understanding and help students communicate their mathematical thinking. The materials may introduce a manipulative, tool, or model and ask students to use it, but then there is **a gradual release of student ownership in selecting the tool they wish to use**	The materials use **a few different manipulatives and/or tools** to build understanding and help students communicate their mathematical thinking. The materials may introduce a manipulative, tool, or model and ask students to use it, and there are **some** opportunities for students to self-select the tool.	The materials **use a limited number of manipulatives and/or tools** to build understanding and help students communicate their mathematical thinking. The materials may introduce a manipulative, tool, or model and ask students to use it, and there is **little to no** opportunity for students to self-select the tool.	The materials **do not use manipulatives or tools** to build understanding and help students communicate their mathematical thinking.

Non-Negotiables

- To score a **Level 4**, all 3 bullet points must be present.
- The difference between a **Level 3** and **Level 2** is the variety of manipulatives and tools, but more importantly, the opportunity for self-selection. Self-selection weighs heavier than variety of tools.
- If the materials do not use any manipulatives or tools, they must receive a **Level 1** rating.

How to rate for 2.E

Math Routines for Sense-Making — Materials incorporate a variety of purposeful, recurring math routines that promote reasoning and support sense-making over time.

- *Materials use high-leverage math routines, such as Mathematically Productive Instructional Routines (MPIRs), Math Language Routines (MLRs), and 3 Act Tasks.*
- *These routines are implemented frequently enough to become a habit of mind and provide a predictable structure for learning.*
- *Significant support is provided to teachers for implementing each routine or structure effectively.*

Clarifying language: learning structures are different from lesson structures. This indicator is looking for use of learning structures (such as the ones listed above) that are used often enough to become routine. These routines are used throughout the unit to support sense making.

Back to 2.E scoring sheet

Level 4	Level 3	Level 2	Level 1
The materials include a **variety of high leverage math routines** (such as the ones linked into the rubric) used frequently. **There may be additional math routines that focus on sense making that are not included in the bullet points** Teachers have **significant support** (narratives, videos, etc.) to help them with implementing the routines.	The materials include **at least one high leverage math routine** (such as the ones linked into the rubric) used frequently. **There may be additional math routines that focus on sense making, that are not included in the bullet points**. Teachers have **some** support (narratives, videos, etc.) to help them with implementing the routines.	**The materials do not use any of the high leverage math routines that are named in the bullet points, but they do make use of math routines that focus on sense making**. Teachers have **some** support (narratives, videos, etc.) to help them with implementing the routines	**None** of the lessons make use of high leverage math routines (such as the ones linked into the rubric) frequently enough for them to become routine. **OR** There are routines, but teachers do not have any support with implementation.

Non-Negotiables

- To score a **Level 4** or **Level 3** the instructional materials must include high leverage math routines that are listed in the bullet points. The main difference between each rating is the frequency with which routines are utilized and how much support teachers get.
- To score a **Level 2,** the materials **DO NOT** have any of the routines listed in the bullet points, but they do have some math routines that focus on sense making. Routines such as CUBES do not count as a sense making routine.
- If the materials do not make use of high leverage learning structures OR there isn't any implementation support, the materials must be scored a **Level 1**

How to rate for 2.F

Cooperative Grouping Structures — Materials provide guidance for implementing cooperative grouping structures that support productive, inclusive student collaboration.

- *Materials (usually teacher-facing) provide guidance for implementing a variety of cooperative grouping structures that support productive student collaboration*
- *Materials (usually teacher-facing) include facilitation support for teachers, including questions to assess or advance student learning during collaboration and suggestions to ensure all students are benefiting from group work.*

Back to 2.F scoring sheet

Level 4	Level 3	Level 2	Level 1
Most to all lessons have suggestions for cooperative grouping structures and facilitation support for teachers. This includes questions to assess and/or advance student thinking during collaboration and suggestions on how to make sure all students are benefiting from collaborative time.	**Most to all** lessons have suggestions for cooperative grouping structures and has **some facilitation support for teachers**. This could include questions to assess and/or advance student thinking during collaboration and suggestions on how to make sure all students are benefiting from collaborative time. **The teacher may need to supplement.**	**Some** lessons have suggestions for cooperative grouping structures and there is very little **facilitation support for teachers.** This could include questions to assess and/or advance student thinking during collaboration and suggestions on how to make sure all students are benefiting from collaborative time. **The teacher will need to supplement.**	**Very few to none** of the lessons have suggestions for cooperative grouping structures **and/or** there is **no facilitation support for teachers.** The teacher will need to supplement **significantly**

Non-Negotiables

- To score a **Level 4, Level 3,** or **Level 2**, there must be some cooperative structures and some teacher facilitation support. The difference between the ratings is the amount of supplementing the teacher will need to do.
- If the materials do not have cooperative grouping structures, **OR** there is no facilitation support for the teacher, then the materials must receive a **Level 1** rating.

How to rate for 3.A

Student-Relevant Tasks — Materials provide questions and tasks that affirm and value diverse student identities, experiences, and perspectives.

- *Materials highlight and value diverse backgrounds, perspectives, and identities in ways that enrich student learning.*
- *Materials challenge historically marginalized or dominant narratives by accurately and respectfully representing cultural contributions, histories, and applications of mathematics.*

Back to 3.A scoring sheet

Level 4	Level 3	Level 2	Level 1
When contexts are present, the instructional materials **mostly or always** communicate an asset-based perspective by representing people of diverse races, classes, genders, abilities, and sexual orientations through their strengths, talents, and knowledge rather than their perceived flaws or deficiencies. The instructional materials capture a **wide** representation of problem-solving situations that are accurately and appropriately situated within cultural and historical contexts.	When contexts are present, the instructional materials **usually** communicate an asset-based perspective by representing people of diverse races, classes, genders, abilities, and sexual orientations through their strengths, talents, and knowledge rather than their perceived flaws or deficiencies. The materials provide **some** representation of groups in diverse and dynamic ways through problem-solving situations, though not all groups may be represented.	The instructional materials depict culturally and racially ambiguous characters. **Few** problem-solving situations are presented in ways that are both culturally and historically accurate.	The instructional materials **reinforce harmful stereotypes** and portray people of color in inferior or destructive ways. Illustrations show little to no diversity.

If you are reviewing an upper-level mathematics course and there isn't an opportunity for contexts, please rate this an N/A

How to rate for 3.B

Language Supports — Materials provide language supports that enable Multilingual Learners (MLLs) to engage with grade-level content.

- *Materials provide receptive language scaffolds (including visual supports) that support comprehension of mathematical situations.*
- *Materials provide expressive language supports that enable students to articulate mathematical reasoning orally, visually, and in writing.*
- *Materials provide structured opportunities and facilitation support for interactive mathematical discourse that advances language development.*

Back to 3.B scoring sheet

Level 4	Level 3	Level 2	Level 1
Most to all lessons provide receptive **and** expressive language supports for MLLs. There is support for the teacher around creating opportunities for math conversations that support language development.	**Most to all** lessons provide receptive **and/or** expressive language supports for MLLs. There is support for the teacher around creating opportunities for math conversations that support language development.	**Some** lessons provide receptive **and/or** expressive language supports for MLLs. There is **very little** support for the teacher around creating opportunities for math conversations that support language development.	**No** lessons provide either receptive **or** expressive language supports for MLLs. **OR They only provide receptive OR expressive language support.** There is no support for the teacher in thinking about strategic grouping that supports language development

Clarifying Language

Receptive language supports help MLLs make sense of the math. These could include things like:

- Providing visuals or manipulatives
- Engaging in think alouds
- Creating analogies or context

Expressive language supports help MLLs communicate their thinking. These could include things like:

- Accountable Talk stems
- Sentence frames
- Modeling discourse

Non-Negotiables

- To score a **Level 4, Level 3,** or **Level 2,** materials must include some receptive and expressive language support and at least some support with math conversations that supports language development. The difference between these three levels is the amount of supplementing a teacher would need to do to reach a **Level 4**.
- If the materials only give receptive OR expressive language supports, then the materials must receive a **Level 1** rating.

How to rate for 3.C

Differentiated Supports — Materials provide a variety of supports that address the needs of students with diverse thinking and learning differences.

- *Connect learning across past, current, and upcoming grade levels.*
- *Scaffold access to grade level content through just in time supports.*
- *Extend learning for students demonstrating mastery within grade level content.*
- *Distinguish clearly among foundational, scaffolded, and enriching activities.*
- *Center supports on access to grade appropriate content rather than remediation.*

Back to 3.C scoring sheet

Level 4	Level 3	Level 2	Level 1
Most to all lessons provide differentiation support. This includes just-in-time supports to help students access grade-level content **and** have opportunities to explore concepts more deeply within the same grade level. The materials help teachers develop their conceptual understanding by providing a **clear connection between past, current, and upcoming grade levels**. The focus remains **on access to grade-level content, rather than remediation or advancing to material from the next grade level**.	**Some** lessons provide differentiation support. This includes just-in-time supports to help students access grade-level content **and** have opportunities to explore concepts more deeply within the same grade level. The materials **somewhat** help teachers develop their conceptual understanding by providing a clear connection between past, current, and upcoming grade levels. **Additional learning may be required**. The focus remains **on access to grade-level content, rather than remediation or advancing to material from the next grade level**.	**Few** of the lessons provide differentiation support. This includes just-in-time supports to help students access grade level content and have opportunities to explore concepts more deeply within the same grade level. The materials **do very little** to help teachers develop their conceptual understanding by providing a clear connection between past, current, and upcoming grade levels. **Additional learning will be required.** The focus remains **on access to grade-level content, rather than remediation or advancing to material from the next grade level**.	**None** of the lessons have differentiation support. The materials **do not attempt to** build the teacher's conceptual understanding by providing them with a clear connection between past, current and upcoming grade levels**, and additional learning will be required. OR Materials are focused on remediation.**

Non-Negotiables

- To score a **Level 4** or **Level 3** the materials must provide differentiation support **AND** support teachers with connections between past, current and future content, **however the differentiation support carries more weight.**
- **If the differentiation support doesn't include ways to support students who have mastered content and are ready to go deeper (extensions), then it must score a Level 2.**
- If the materials are focused on remediation, instead of access to grade level curriculum, then the materials must receive a **Level 1** rating.

Clarifying Language

Just-in time strategies are supports that help students access grade level content. Examples could include:

- Giving students a multiplication chart to support them with the grade level standard of using the standard algorithm for division
- Using data to determine gaps in critical content from the previous grade level so you can embed that into your lesson, with the goal of access to grade level content.

Remediation calls for a singular focus on below grade level content with the idea that it must be mastered before introducing grade level content.

How to rate for 3.D

Real-World Mathematics — Materials provide opportunities for students to use mathematics to analyze, understand, and critique real world issues and systems.

- *Use authentic, relevant contexts that connect mathematics to students' lives and experiences.*
- *Position mathematics as a valuable tool for understanding and addressing important real-world issues.*

Back to 3.D scoring sheet

Level 4	Level 3	Level 2	Level 1
There are **many** opportunities for students to do math in context**. Most to all** of the contexts are realistic, relatable, and relevant to students' lives. There are **many** opportunities for students to see how valuable math is for solving important real-world problems.	There are **many** opportunities for students to do math in context**. Most to all** of the contexts are realistic, relatable, and relevant to students' lives. There are **some** opportunities for students to see how valuable math is for solving important real-world problems.	There are **some** opportunities for students to do math in context**. Some** of the contexts are realistic, relatable, and relevant to students' lives. There is **little** opportunity for students to see how valuable math is for solving important real-world problems.	There are **few** opportunities for students to do math in context**. Few to none** of the contexts are realistic, relatable, and relevant to student's lives. There is **no** opportunity for students to see how valuable math is for solving important real-world problems.

Clarifying Language

Realistic: we are looking for contexts that make sense. For example, a scenario where someone buys 215 watermelons at one store is NOT realistic.

Relevant and relatable: we know that not every context will be relevant and relatable to every child. We are looking for things that could be relevant and relatable. For example, a 3rd grade problem that asks students to equally divide inheritance money between 3 siblings is NOT relevant and relatable to most kids.

Non-Negotiables

- When looking for evidence, focus on tasks that are presented during class and classwork. Do not consider homework tasks for this indicator.
- If the majority (more than 50%) of student work is performing calculations without context, it cannot score higher than a **Level 2.** This means that teachers would need to do significant work to add contexts to make is a **Level 4**.
- **If you are reviewing an upper-level mathematics course and there isn't an opportunity for contexts, please rate this an N/A**

How to rate for 4.A

Assessment — Materials provide a variety of assessment strategies that support teachers in making instructional decisions based on student understanding.

- *Addresses common preconceptions or misconceptions related to foundational mathematics within the learning continuum.*
- *Embeds checks for understanding throughout the lesson and guides instructional next steps.*
- *Provides guidance for assessing prerequisite skills to inform instruction.*
- *Includes a variety of problem types that build and demonstrate conceptual understanding and procedural fluency.*
- *Emphasizes evaluation of student thinking and processes, not just computational accuracy.*
- *Includes sample student responses that show multiple ways students may represent their solution pathways.*

Back to 4.A scoring sheet

Level 4	Level 3	Level 2	Level 1
The materials **provide support in each of the look-for areas**. There are assessment strategies throughout the unit (not just the beginning and end) that support teachers with using the assessment data to drive their instruction. The materials provide a **variety** of sample student responses that demonstrate **several** ways students may represent their solution pathway. There **is little to no additional support needed.**	There are assessment strategies throughout the unit (not just the beginning and end) that support teachers with using the assessment data to drive instruction. The materials **may not provide enough support** with understanding preconceptions and how to address them or how to support students that are ready to go deeper. The materials provide sample student responses that demonstrate **1-2 ways** students may represent their solution pathway.	There are assessment strategies throughout the unit**, but there's not much support for using the assessment data to drive instruction**. The materials provide **some support** that help teachers understand preconceptions and how to address them, or how to support students that are ready to go deeper. The materials provide sample student responses that demonstrate **1-way** students may represent their solution pathway. **AND/OR The assessments have more multiple-choice questions than open response.**	There are tests to check for mastery, but there isn't support for less formal daily checks for understanding. The materials **do not provide support** that helps teachers understand preconceptions and how to address them, or how to support students that are ready to go deeper. The materials provide sample student responses that demonstrate **1-way** students may represent their solution pathway. The assessments are **mostly multiple choice.**

Non-Negotiables

- If the assessments have more multiple-choice questions than open response, the materials cannot be scored higher than a **Level 2.**

How to rate for 4.B

Professional Learning — Materials provide a range of professional learning opportunities that build teachers' content knowledge and support effective implementation of instructional materials.

- *Build teachers' conceptual understanding of the mathematics within each unit.*
- *Illustrate strategies, representations, and models through clear, unit embedded examples.*
- *Demonstrate instructional structures and routines through concrete examples.*
- *Support implementation through multiple formats (e.g., videos, narratives).*

Back to 4.B scoring sheet

Level 4	Level 3	Level 2	Level 1
The materials have a **variety of professional learning modes** built into the program to meet the needs of adult learners (i.e., videos, text, visuals, example scenarios, etc.). These options give teachers a **clear understanding of how to implement the materials**. The materials also **build teachers' content knowledge and conceptual understanding**.	The materials have **more than one mode** for professional learning built into the program to meet the needs of adult learners (i.e., videos, text, visuals, example scenarios, etc.). These options give teachers **a clear understanding of how to implement the materials**. The materials also **build teachers' content knowledge and conceptual understanding**.	The materials have **one mode** for professional learning built into the program (i.e., videos, text, visuals, example scenarios, etc.).This option give teachers **some** understanding of how to implement the materials**, but more support may be needed**. The materials also build teachers' content knowledge and conceptual understanding, but **more support may be needed.**	There is **very little** professional learning built into the program (i.e., videos, text, visuals, example scenarios, etc.).This option give teachers **some** understanding of how to implement the materials**,** but **significant support may be needed.** The materials also build teachers' content knowledge and conceptual understanding, but **significant support may be needed.**

Non-Negotiables

- To score a **Level 4** or **Level 3,** the professional learning that is embedded into the program must include more than one mode (i.e., text & video, or text & visuals) and it must also provide teachers with a clear understanding of how to implement the materials and build their conceptual math knowledge.
- If the materials provide little to no professional learning support, either in understanding the materials **or** understanding the math, the materials must be scored a **Level 1.**

How to rate for 4.C

Caregiver Resources — Materials provide resources that enable parents and caregivers to support their student's mathematics learning.

- *Explain the shift from answer-getting to mathematizing through caregiver-friendly information and examples.*
- *Extend caregiver support beyond homework by suggesting ways to engage students in mathematical thinking at home.*
- *Clarify grade-level expectations so caregivers understand end-of-year learning goals.*

Back to 4.C scoring sheet

Level 4	Level 3	Level 2	Level 1
The materials give caregivers tools they need to support their child with the strategies being used in the classroom and help them to understand why these strategies may look different than what they used in school. They also provide ideas on how to engage in math with their child outside of homework. The materials provide caregivers with an overview of the content their child will learn in that unit. All these materials are readily available in at least Spanish and English.	The materials support caregivers with the strategies being used in the classroom. They also provide ideas on how to engage in math with their child outside of homework. The materials provide caregivers with an overview of the content their child will learn in that unit.	The materials **do not provide adequate support** for caregivers with the strategies being used in the classroom, so **teachers will need to supplement.** Any support that is offered is only focused on homework.	The materials **do not provide caregiver support with the adoption of the materials.**

Non-Negotiables

To score a **Level 4** or **Level 3** the instructional materials must provide support that goes beyond homework help and include support with the strategies that are being used in the classroom.

If the materials do not provide support for caregivers, or only provide caregiver support at an additional cost, the rating must be **Level 1**.

References

Culturally Responsive Mathematics Teaching Lesson Analysis Tool. Unpublished Instrument | TEACH MATH (2012)

Curriculum Ratings by Teachers (CURATE) Mathematics Rubric and Science & Technology/Engineering Rubric | Massachusetts Department of Elementary and Secondary Education

Instructional Materials Evaluation Tool | Student Achievement Partners – Achieve the Core

Math High School Criteria and Evidence Guides | EdReports (2023)

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Screening for Biased Content in Instructional Materials | Washington Office of Superintendent of Public Instruction (2021)

Initial Washington State K–12 Learning Standards for Mathematics | Washington Office of Superintendent of Public Instruction (2025)

Revision Log

Changes to this document made after March 2026 will be noted in the table below.

Section	Page	Description of Revision	Revision Date

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