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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IMPORTANT

Refer to the full **Washington State Instructional Materials Review Rubric for Mathematics** document for instructions on how to use the rubric and detailed scoring guidance.