



K-12 Mathematics FY28 Evaluation Rubric

Subject Area Committee:

Name of Publisher:

Title of Submission:

Rate by checking the number that best indicates the degree to which the materials satisfy each Indicator.

SCALE:

4 – Thoroughly
(far above average)

3 – Good
(adequate)

2 – Poor
(barely adequate)

1 – Unsatisfactory
(very inadequate)

CONTENT					
Indicators	4	3	2	1	Notes
1. Instructional content provides comprehensive coverage of the full intent of the:					
a. Benchmarks for Excellent Student Thinking for Mathematics (B.E.S.T.)					
b. Florida Language Arts Standards (B.E.S.T.) and the					
c. English Language Development standards (ELDs).					
2. Student content integrates diversity across ethnic groups and persons with disabilities, including, but not limited to, relevant graphics, images, authentic experiences, and names of African diasporic and Hispanic cultures. Images are absent of racial, disability, and ethnic stereotypes.					
3. Resources encourage high expectations and critical thinking skills in clear alignment with the Mathematical Thinking and Reasoning Standards (MTRs).					
4. Content is mathematically accurate, comprehensive and understandable.					
5. Glossaries and appendices are included and explicitly attend to the specialized language of Florida's "B.E.S.T. Glossary" for mathematics. They are available in Spanish and Haitian Creole, and identify cognates for Multilingual Learners.					
6. There is a balance between conceptual understanding, procedural fluency and rigorous application, which encourages discovery, exploration and generalization rather than memorizing procedures.					
7. There is a clear progression for fact fluency concepts between exploration, procedural reliability, and automaticity.					
8. Instructional objectives or essential questions are explicitly stated and address the intent of the B.E.S.T.					
9. Language objective is explicitly stated and directly related to the content objective.					
10. Applications include interdisciplinary connections, (across content areas), that are meaningful to students and include the fusion of African, African American, Hispanic, and women studies as required by FS Statute 1003.42 (h)(q)(r) and SDPBC Equity Policy 1.041.					
CONTENT Subtotals					

TEACHER SUPPORT MATERIALS					
Indicators	4	3	2	1	Notes
1. Tiered instructional materials, resources and ancillary materials address the needs of learners through a variety of scaffolding methods that can be used for remediation, on-level and enrichment, can be used for small group instruction, & are geared towards both teachers and students/families. These resources are available in Spanish, Haitian Creole, Portuguese.					
2. Professional development resources are available digitally (on-demand) for pedagogy and content.					
3. Suggestions for diagnosing common student errors or misconceptions are highlighted, including methods for correction / prevention.					
4. Teacher resources explicitly reference prerequisite skills and connections to future concepts noting when those skills are taught.					
5. The program includes suggestions for demonstrating / modeling the Mathematical Thinking and Reasoning Standards in course content.					
6. Language supports/scaffolds are provided in at least 3 different language proficiency levels, such as visuals, anchor charts, word-to-word glossaries, sentence frames, varying questions, cognates, graphic organizers and Think-Write-Pair-Share.					
TEACHER SUPPORT MATERIALS Subtotals					

INSTRUCTION					
Indicators	4	3	2	1	Notes
1. The comprehensiveness of the resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the grade level/course					
2. Instructional resources specify and address prerequisite knowledge / skills and academic language / vocabulary that are necessary to the learning of the new concept.					
3. There is consistent alignment across course standards, instructional content, and associated progress monitoring tools.					
4. Concept development provides methods for instruction which include multisensory instruction, speaking frames, discovery learning, manipulatives (digital and physical), and oral language and hands-on activities where it aligns to course benchmarks to support student learning in the Concrete Representational Abstract framework.					
5. The digital component allows for interactive response to math tasks that can be monitored by the teacher. The digital component has translation/adaptation tools for multilingual learners.					
6. Resources include multiple instructional methods to engage and motivate students through active learning and collaboration, and are aligned to the WIDA proficiency levels.					
7. Instructional activities range from foundational skills to application activities utilizing unique problem solving situations.					
8. Materials highlight common mistakes and / or misconceptions and provide methods for correction.					
9. A variety of digital instructional tools and resources are provided so that instruction could be delivered 100% online where it aligns to course benchmarks.					
10. Lessons should lend to the real world experiences of African diasporic and Hispanic people. Students should be provided with opportunities to connect with content through real world application through their own lenses and perspectives.					
INSTRUCTION Subtotals					

ADDRESSING THE NEEDS OF ALL LEARNERS					
Indicators	4	3	2	1	Notes
1. *Student content is available in Spanish in print and digital formats (equitable to availability in English). For K-2, student content is available in Haitian Creole in print and digital formats.					
2. Student resources (in print or digital format) are available in various languages, specifically Spanish, Portuguese, and Haitian Creole, including remediation, enrichment and progress monitoring resources.					
3. Strategies aligned to WIDA proficiency levels for language acquisition and comprehension are provided for the teacher and/or student.					
4. Explicit opportunities for listening, speaking, reading and writing mathematics content are provided, including multiple opportunities for extended oral and written academic discourse					
5. Instructional strategies, materials and resources address the needs for all students (accelerated learners, ESE, ELL, Multiple Learning Styles, Multi-tiered systems of support, etc).					
6. Aligned modified standards (Florida Access Points) are identified at point of instruction in teacher resource materials (in print or digital format).					
7. Materials provide mathematical content support for students and families outside of school time.					
ADDRESSING THE NEEDS OF ALL LEARNERS Subtotals					

ACCESSIBILITY FEATURES					
Indicators	4	3	2	1	Notes
1. Can test questions be read aloud?					
2. Does the program include information for teachers on how to adapt lessons – including low to high technology options?					
3. Fonts can be adjusted in type and size.					
4. Font colors and background colors can be adjusted.					
5. Text-to-speech tools are included or text can be selected and used with text-to speech utilities.					
6. Digital test bank and/or testing platform includes accessibility features.					
7. All videos are captioned.					
8. Text, image tags, and captioning can be sent to refreshable braille displays and work with JAWS (screen reading program for the blind).					
9. Highlighters are provided in 4 standard colors (yellow, rose, green, blue).					
10. Highlighted text can be automatically extracted into another document.					
11. Assistive technology software can be run in the background. Examples include: magnification, text-to-speech software, text-to-American Sign Language software, Text-to-braille, on-screen keyboards, and speech-to-text computer control.					
12. High contrast color settings are available.					
13. Note taking tools are available for students to write ideas online as they are processing curriculum content.					
14. PDFs are accessible (unlocked).					
15. PDFs cannot be an image (must be able to highlight text).					
ACCESSIBILITY FEATURES Subtotals					

ASSESSMENT					
Indicators	4	3	2	1	Notes
1. Assessments provide opportunities for varied and frequent progress monitoring of student performance.					
2. There are a variety of assessments and item types (comparable to state assessments when applicable) to allow for students to represent their understanding in multiple ways including written, verbal, illustrations, project-based, and/or performance tasks involving unique problem solving situations. Scoring rubrics are included, when appropriate.					
3. Assessments range from diagnostic to evaluative (formative and summative).					
4. There are electronic assessments for instructional units that can be customized and scored electronically.					
5. The program provides personalized remediation / enrichment based upon assessment results.					
6. Performance data sharing availability and reporting access across district assessment platforms.					
ASSESSMENT Subtotals					

FORMAT / ORGANIZATION					
Indicators	4	3	2	1	Notes
1. Assessments provide opportunities for varied and frequent progress monitoring of student performance.					
2. There are a variety of assessments and item types (comparable to state assessments when applicable) to allow for students to represent their understanding in multiple ways including written, verbal, illustrations, project-based, and/or performance tasks involving unique problem solving situations. Scoring rubrics are included, when appropriate.					
3. Assessments range from diagnostic to evaluative (formative and summative).					
4. There are electronic assessments for instructional units that can be customized and scored electronically.					
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FORMAT / ORGANIZATION Subtotals					

FLORIDA STATUTES AND STATE BOARD OF EDUCATION RULE**

Indicators

1. Critical Race Theory: Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials?
2. Culturally Responsive Teaching: Do instructional materials omit Culturally Responsive Teaching as it relates to CRT?
3. Social Justice: Do instructional materials omit Social Justice as it relates to CRT?
4. Social Emotional Learning: Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?
5. Principles of Individual Freedom: Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles:
 - (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex
 - (b) No race is inherently superior to another race.
 - (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
 - (d) Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
 - (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
 - (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.
6. Student Welfare: Do instructional materials align to s. 1001.42(8)(c)3., F.S., in grades K-8 to EXCLUDE instruction regarding sexual orientation or gender identity except as provided by ss. 1003.42(2)(n)3. and 1003.46, F.S.? If such instruction is provided in grades 9 through 12, is the instruction age-appropriate or developmentally appropriate for students in accordance with state standards?

** As a non-negotiable, all materials will have met this criteria sufficiently before being presented to an adoption committee. Therefore, an additional score is not needed.

Category	Category Total	Notes
1. CONTENT		
2. TEACHER SUPPORT MATERIALS		
3. INSTRUCTION		
4. ADDRESSING THE NEEDS OF ALL LEARNERS		
5. ACCESSIBILITY FEATURES		
6. ASSESSMENT		
7. FORMAT / ORGANIZATION		
GRAND TOTAL (Out of 44)		