

# Sample Math Instructional Materials Evaluation Rubric

Name of Reviewer: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

| Student-Focused  |                 |                      |                     |          |
|--|-----------------|----------------------|---------------------|----------|
| Criteria   | No Evidence (0) | Partial Evidence (1) | Strong Evidence (2) | Comments |
| Lessons are student-centered and include productive struggle rooted in real-world problems.  |                 |                      |                     |          |
| The curriculum contains guidance for structured student collaboration, student discussion, and vocabulary usage (in student text and teacher materials). |                 |                      |                     |          |
| Instructional Supports (Students, Teachers, and Families)  |                 |                      |                     |          |
| Criteria   | No Evidence (0) | Partial Evidence (1) | Strong Evidence (2) | Comments |
| The curriculum's lesson structure and pacing are effective (users could reasonably complete the content within a regular day, week, or school year).     |                 |                      |                     |          |

|  |                        |                             |                            |                 |
|--|------------------------|-----------------------------|----------------------------|-----------------|
| <p>The curriculum includes a user-friendly teacher guide with helpful annotations, explanations, instructional strategies, examples, guiding questions, and support for ancillary materials.</p> |                        |                             |                            |                 |
| <p>The curriculum contains various resources for multilingual learners (MLLs).</p>   |                        |                             |                            |                 |
| <p>Students and families have access to instructional support (e.g. videos for how to work with students at home).</p>   |                        |                             |                            |                 |
| <b>Technology</b>  |                        |                             |                            |                 |
| <b>Criteria</b>  | <b>No Evidence (0)</b> | <b>Partial Evidence (1)</b> | <b>Strong Evidence (2)</b> | <b>Comments</b> |
| <p>Materials are iPad-compatible.</p>  |                        |                             |                            |                 |
| <p>The technology is user-friendly and easy to navigate for students and families.</p>   |                        |                             |                            |                 |

| The technology is user-friendly and easy to navigate for teachers.  |                 |                      |                     |          |
|---|-----------------|----------------------|---------------------|----------|
| Print and digital content are comparable and fully aligned to instruction, practice, and assessments.   |                 |                      |                     |          |
| Practice and Assessment   |                 |                      |                     |          |
| Criteria  | No Evidence (0) | Partial Evidence (1) | Strong Evidence (2) | Comments |
| The curriculum provides various opportunities for students to practice and demonstrate their understanding, and assessments are fully aligned with instruction. |                 |                      |                     |          |
| The provided assessments include a bank of options (both print and online) and incorporate a variety of question types (similar to the state assessments).      |                 |                      |                     |          |
| Practice/assessment materials include spiraling (both print and online).  |                 |                      |                     |          |

## Practice and Assessment

| Criteria   | No Evidence (0) | Partial Evidence (1) | Strong Evidence (2) | Comments |
|--|-----------------|----------------------|---------------------|----------|
| The curriculum contains common vocabulary/ language across grade levels.             |                 |                      |                     |          |
| The curriculum displays connections to previous and future grade-level expectations. |                 |                      |                     |          |