

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imab-cfird-jan24item01

# California State Board of EducationJanuary 2024 AgendaItem #04

## Subject

2025 California Mathematics Instructional Materials Adoption: Approval of the Schedule of Significant Events, Reviewer Application, Adoption Notice, Criteria Map, and Standards Maps.

## Type of Action

Action, Information

## Summary of the Issue(s)

California *Education Code* (*EC*)sections 60200 and 60213 authorize the State Board of Education (SBE) to adopt instructional materials for kindergarten and grades one through eight, inclusive, in mathematics and to charge publishers or manufacturers a fee for their participation in that adoption.

In accordance with statute and regulations, and as recommended by the Instructional Quality Commission (IQC), SBE approval of the draft Schedule of Significant Events (Timeline), draft Reviewer Application, draft evaluation criteria map, draft standards alignment maps, and a notice of intent to hold an adoption is required.

## Recommendation

The California Department of Education (CDE) recommends that the SBE approve the following:

1. Draft 2025 California Mathematics Instructional Materials Adoption Notice of Intent
2. Draft 2025 California Mathematics Adoption of Instructional Materials Schedule of Significant Events
3. Draft 2025 California Mathematics Adoption of Instructional Materials Online Application to Serve on the Review Panel
4. Draft 2025 Evaluation Criteria Map for the California Mathematics Adoption of Instructional Materials
5. Draft 2025 Standards Maps Templates for the California Mathematics Adoption of Instructional Materials

## Brief History of Key Issues

In July 2023, the SBE approved the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*)*.* The instructional shifts called for in the revised framework document create a need for new mathematics instructional materials aligned to the best practices identified in this revised guidance document. To initiate a new adoption process, we have for your consideration a Notice of Intent to Hold a Mathematics Adoption.

In November 2023, in anticipation of the adoption process, the IQC reviewed and approved a Timeline, an instructional materials reviewer application, a criterion evaluation map based on the revised framework, and standards maps that allow programs to be evaluated for alignment to the California Common Core State Standards for Mathematics.

The dates on the Timeline are largely dictated by the requirements in statute and the *California Code of Regulations*, Title 5 (5 *CCR*). Specific citations are included on the Timeline. If the Timeline is approved by the SBE in January 2024, the recruitment of reviewers will take place during the summer of 2024, with the IQC recommending reviewers to the SBE in November 2024 and SBE action to appoint the reviewers at its January 2025 meeting. The reviewers would be trained in Sacramento in April 2025 and would then independently review the submitted instructional materials, reconvening in panels in Sacramento in July 2025.

After multiple opportunities for public feedback and comment, the IQC would make its own recommendations on the submitted programs at its September 2025 meeting. The SBE, which has final authority and responsibility to adopt materials, would be expected to take action on the Mathematics Adoption at its November 2025 meeting.

This item also includes an application for two categories of reviewers: Instructional Materials Reviewers (IMRs) and Content Review Experts (CREs). IMRs are typically classroom teachers (5 *CCR* requires that teachers comprise a majority of the reviewers) but also include administrators, teachers on non-classroom assignments, and interested members of the public. CREs are required to hold a doctorate degree (Ph.D.) in mathematics or a related field. A doctorate degree in education (Ed.D.) is not sufficient to serve as a CRE. IMRs and CREs serve together on the panels assigned to review submitted instructional materials programs and jointly prepare a Report of Findings to the IQC.

## Summary of Previous State Board of Education Discussion and Action

At its meeting on July 12, 2023, the SBE adopted the *Mathematics Framework*. The framework is important guidance designed to help educators align classroom teaching with California’s rigorous math learning standards. It also serves as guidance to publishers/developers wishing to submit standards-aligned programs for consideration in this adoption of mathematics instructional materials.

## Fiscal Analysis (as appropriate)

*EC* Section 60213 requires the CDE, prior to conducting the Mathematics Adoption, to provide public notice to all publishers and manufacturers that they will be assessed a fee to offset the cost of conducting the adoption process. The CDE estimates that the cost of the upcoming Mathematics Adoption will be $400,000, exclusive of staff costs.

In February 2025, the CDE plans to collect letters of intent to participate from publishers/developers of mathematics instructional materials. Pursuant to *EC* Section 60213, the CDE will assess publishers or manufacturers participating in the 2025 Mathematics Instructional Materials Adoption a fee for each grade level of each program a publisher or manufacturer submits for consideration of adoption. The proposed participation fee will be $8,000 for each grade level per 5 *CCR* Section 9517.3. The *EC* allows the SBE to reduce that fee upon request for small publishers or manufacturers.

Following receipt of the assessed fees, the CDE will begin the process of associating costs via its approved accounting systems process.

## Attachment(s)

* **Attachment 1:** Draft 2025 California Mathematics Instructional Materials Adoption Notice of Intent (2 pages)
* **Attachment 2:** Draft 2025 California Mathematics Adoption of Instructional Materials Schedule of Significant Events (3 pages)
* **Attachment 3:** Draft 2025 California Mathematics Adoption of Instructional Materials Online Application to Serve on the Review Panel (9 pages)
* **Attachment 4:** Draft 2025 Evaluation Criteria Map for the California Mathematics Adoption of Instructional Materials (16 pages)
* **Attachment 5:** Draft 2025 Standards Maps Templates for the California Mathematics Adoption of Instructional Materials (available upon request\*)

\*Contact the CDE Curriculum Frameworks and Instructional Resources Division at 916-319-0881 or CFIRD@cde.ca.gov.

# Draft 2025 California Mathematics Instructional Materials Adoption Notice of Intent

The California State Board of Education (SBE) has scheduled a Mathematics Instructional Materials Adoption for 2025. This adoption will consider publisher/developer submissions for instructional materials programs designed for kindergarten through grade eight. Final SBE consideration of submitted programs will occur in November 2025.

## Background

At its July 12, 2023, public meeting, the SBE adopted a revision to the Mathematics Curriculum Framework (<https://www.cde.ca.gov/ci/ma/cf>) which includes the instructional materials evaluation criteria for the forthcoming 2025 Mathematics Instructional Materials Adoption. The SBE has approved and posted the Schedule of Significant Events (<https://www.cde.ca.gov/ci/ma/im/>) for the 2025 Mathematics Instructional Materials Adoption.

## Publisher or Manufacturer Fee

Pursuant to California *Education Code* (*EC*) Section 60213 (<https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=60213.&lawCode=EDC>), the California Department of Education (CDE) will assess publishers or manufacturers participating in the 2025 Mathematics Instructional Materials Adoption a fee for each grade level of each program a publisher or manufacturer submits for consideration of adoption. The participation fee will be $8,000 for each grade level per the *California Code of Regulations*, Title 5, Section 9517.3, (<https://govt.westlaw.com/calregs/Document/I373>).The fee shall be payable by the publisher or manufacturer even if it subsequently chooses to withdraw a program or reduce the number of grade levels submitted for review. *EC* Section 60213 (<https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=60213.&lawCode=EDC>) provides that the SBE may reduce the fee for a small publisher or manufacturer. For the purposes of this adoption, a small publisher or manufacturer is defined as one that meets all of the following criteria: independently owned or operated; not dominant in its field of operation; has 100 or fewer employees, together with its affiliates; has average annual gross receipts of $10 million or less over the previous three years. The CDE will publish information about the fee reduction process on the Instructional Materials web page for mathematics ([<https://www.cde.ca.gov/ci/ma/im/>) in late summer 2024.

## Additional Information

For additional information, please visit the CDE Instructional Materials web page for mathematics (<https://www.cde.ca.gov/ci/ma/im/>). You may also contact the CDE Curriculum Frameworks and Instructional Resources Division at 916-319-0881 or CFIRD@cde.ca.gov.

# Draft 2025 California Mathematics Adoption of Instructional Materials Schedule of Significant Events

Draft—pending State Board of Education approval

| **Event** | **Date** |
| --- | --- |
| State Board of Education (SBE) adoption of the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve* (California *Education Code* [*EC*] Section 60200[b][1]) | July 12, 2023 |
| Instructional Quality Commission (IQC) recommends:* Schedule of Significant Events
* Reviewer application questions
* Evaluation criteria map and standards maps
 | November 15, 2023 |
| SBE approves:* Notice of Intent to Hold Adoption (*California Code of Regulations*, Title 5 [5 *CCR*] Section 9517.3)
* Schedule of Significant Events (5 *CCR* Section 9517.3)
* Reviewer application questions (5 *CCR* Section 9513[a])
* Evaluation criteria map and standards maps (5 *CCR* Section 9510[u])
 | January 18–19, 2024 |
| Reviewer application period (5 *CCR* Section 9513[a]) | April–September 2024 |
| Small publisher or manufacturer fee reduction requests due (*EC* Section 60213) | November 1, 2024 |
| IQC recommends reviewers (5 *CCR* Section 9512[b]) | November 20–21, 2024 |
| SBE appoints reviewers (5 *CCR* Section 9512[a])SBE considers small publisher or manufacturer fee reduction requests(*EC* Section 60213[d][1]) | January 2025 |
| Publisher/Developer Invitation to Submit meeting (5 *CCR* Section 9517) | January 2025 |
| Publisher/Developer intent to submit forms due (5 *CCR* Section 9517.3[a][3]) | February 4, 2025 |
| Publisher/Developer submission forms due (5 *CCR* Section 9517[c]) | March 12, 2025 |
| Publisher or Manufacturer fees due (*EC* Section 60213) | April 9, 2025 |
| Reviewer training week (5 *CCR* Section 9512[h]) | April 14–18, 2025 |
| Publisher/Developer complete instructional programs due (5 *CCR* Section 9517[e]) | May 7, 2025 |
| Reviewer deliberations week one; review panels make program adoption recommendations (5 *CCR* Section 9519[i]) | July 21–25, 2025 |
| Reviewer deliberations week two; review panels make program adoption recommendations (5 *CCR* Section 9519[i]) | July 28–August 1, 2025 |
| IQC holds public meeting to receive comment (5 *CCR* Section 9524[a][1]) | August 2025 |
| IQC makes program adoption recommendations (5 *CCR* Section 9524[a][5]) | September 2025 |
| SBE holds public meeting to receive commentSBE takes action on program recommendations (*EC* Section 60200) | November 2025 |

This timeline is subject to change. The SBE will take action on changes to the approved timeline only if they affect IQC or SBE action dates.

# 2025 California Mathematics Adoption of Instructional MaterialsDRAFT Online Application to Serve on the Review Panel

**Applications must be received by 3 p.m. September 24, 2024.**

TheCalifornia Constitution, Article 9, Section 7.5, and the California *Education Code* Section 60200 authorize the State Board of Education (SBE) to adopt instructional materials for kindergarten through grade eight.

The SBE and the State Superintendent of Public Instruction are seeking candidates to serve on review panels for the 2025 California Mathematics Adoption of Instructional Materials. Panel members will evaluate instructional materials for use in kindergarten through grade eight, inclusive, that are aligned with the *California Common Core State Standards for Mathematics*.

Each panel will consist of multiple instructional materials reviewers (IMRs) and at least one content review expert (CRE). IMRs and CREs serve as advisors to the Instructional Quality Commission (IQC) and the SBE in the review of instructional materials submitted for adoption. A majority of IMRs, as stated in regulation (*California Code of Regulations*, Title 5 [5 *CCR*] Section 9512), shall be teachers who teach students in kindergarten or grades one through twelve, have a professional credential under California law, and who have experience with, and expertise in, standards-based educational programs and practices in the content field under consideration. At least one such teacher shall have experience in providing instruction to English learners, and at least one such teacher shall have experience in providing instruction to students with disabilities. Other IMRs may be administrators, parents, local school board members, teachers not described above, and members of the public. CREs are required to hold a doctorate degree (Ph.D.) in mathematics or a related field. Please note that a doctorate degree in mathematics education (Ed.D.) is not sufficient to serve as a CRE.

Panel members will attend four days of training in Sacramento on April 15–18, 2025. They will review instructional materials independently at home and will then reconvene in panels for up to four days of deliberations on July 22–25, 2025, or July 29–August 1, 2025, which will conclude with the preparation of a report to the IQC. IMRs and CREs will receive their actual and necessary travel expenses for attending the training and deliberation session activities. Travel and per diem costs are reimbursed at standard state rates; however, no stipend or substitute pay is provided.

Following are the instructions and information that will be collected in an online form.

## Instructions:

* Answer all questions. The system will notify you if a required field was not completed.
* After answering all the questions on a page, select the “Next” button.
* You must submit a résumé of up to three pages with your application.

## Applicant Information

Salutation: (Mr. Ms. Mrs. Dr. Decline to state [from drop down])

First Name:

Last Name:

Home Street Address:

Home City:

Home State:

Home Zip Code:

Home Phone:

Home Email:

Employer’s Business Name:

Current Position Title:

Business Street Address:

Business City:

Business State:

Business Zip Code:

Business Email, if applicable:

### Position on the Panel:

Select one.

* Instructional Materials Reviewer (teachers who hold a valid California prekindergarten through grade twelve (PK–12) teaching credential and who are currently assigned to one or more PK–12 classrooms, teachers on special assignment, school or district administrators, school board members, parents, community members, or teachers in private or special schools)
* Content Review Expert (a person who possesses a doctorate degree [Ph.D.] in mathematics or a related field)

### Current Position:

Select the option that best applies to your current position.

* Credentialed teacher in a California public school, assigned to one or more classrooms, providing instruction to students in prekindergarten through grade twelve (PK–12)
* Credentialed teacher in a California private school, assigned to one or more classrooms, providing instruction to students in K–12
* Teacher not providing any direct instruction in California to students in K–12 (e.g., mentor teacher, or certificated teacher employed by school districts or county offices of education who is not in a position that requires a service credential with a specialization in administrative services)
* California School, District, or County Office Administrator
* California School Board Member
* California College/University Faculty
* California Professional Organization Representative/Staff
* California Parent/Guardian of K–12 Student
* California Community Member (not any of the other positions noted above)

### Grade Levels of Expertise (select all that apply)

* PK–2
* 3–5
* 6–8
* 9–12
* Post-Secondary

### Years Teaching in a PK–12 Public or Private School Classroom:

* None
* Less than 1
* 1–5
* 6–10
* 11–20
* More than 20

### Experience Teaching English Learner Students

Have you provided instruction to English learner Students?

* Yes
* No

### Experience Teaching Students with Disabilities

Have you provided instruction to students with disabilities?

* Yes
* No

### Highest Degrees/Certifications

List up to four of your highest academic degrees and/or certifications, including those specific to mathematics education, and the awarding institution. List your highest achievement first.

Degree/Certification 1:

Institution 1:

Degree/Certification 2:

Institution 2:

Degree/Certification 3:

Institution 3:

Degree/Certification 4:

Institution 4:

### Application of Standards

Please describe your knowledge and use of the *California Common Core State Standards for Mathematics* and your experience providing effective instruction to all students, including English learner and special education students, developing curriculum or assessments, and/or serving as an instructional leader. (Use 2,000 characters or fewer.)

**NOTE:** Any information more than 2,000 characters will not be considered.)

### Previous Collaboration Experience

Describe what collaboration skills you possess that will help you successfully work with other reviewers to deliberate whether the instructional program(s) you review meet all review criteria. Include any experience you may have had serving on a committee that reviewed instructional materials. (Use 2,000 characters or fewer.)

**NOTE:** Any information more than 2,000 characters will not be considered.)

### Relationship with Publishers/Developers: Conflict of Interest Disclosure Statement

Your answers below will serve as the disclosure of certain information as required by the “Statement of Activities that are Inconsistent, Incompatible, or in Conflict with Duties of a Member of an Educational Policy Advisory Commission or a Committee or Panel Thereof,” as amended January 1978 and *5 CCR* Section 18600. Your answers will be the basis for an eligibility ruling in the event some activity appears to be inconsistent, incompatible, or in conflict with the duties assigned to the review panel.

For the questions below, “immediate family” is defined as your spouse and dependent children (*California Government Code* Section 82029).

**Question 1:**

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last 12 months with a publisher/developer that produces instructional materials for California? If YES, list the company(ies) that you have dealt with and the amount (if any) of remuneration received. (Use 1,000 characters or less.)

**NOTE:** Any information more than 1,000 characters will not be considered.

* Yes
* No
* Uncertain

**Question 2:**

Are you currently employed by, or under contract to, any person, firm, or organization which will do business with or submit instructional materials to the California Department of Education (CDE)? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

**NOTE:** Any information more than 1,000 characters will not be considered.

* Yes
* No
* Uncertain

**Question 3:**

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

**NOTE:** Any information more than 1,000 characters will not be considered.)

* Yes
* No
* Uncertain

**Question 4:**

Do you expect to receive any royalty payments during your period of service on this advisory committee in excess of $500? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

**NOTE:** Any information more than 1,000 characters will not be considered.

* Yes
* No
* Uncertain

**Question 5:**

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

**NOTE:** Any information more than 1,000 characters will not be considered.

* Yes
* No
* Uncertain

**Question 6:**

Have you received compensation valued in excess of $500, do you expect to receive such compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or “sister organization” of any entity which will do business with your advisory body or will submit materials to your advisory body? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. (Use 1,000 characters or less.)

**NOTE:** Any information more than 1,000 characters will not be considered.

* Yes
* No
* Uncertain

### Gender (optional)

* Male
* Female
* Non-Binary/Other
* Decline to state

### Ethnicity (optional) Please select all that apply from below:

* Hispanic/Latino
* American Indian or Alaska Native
* Asian
* Black or African American
* Native Hawaiian or Other Pacific Islander
* White
* Decline to state
* Other (please specify)

### Applicant Acknowledgement

* I understand that this application becomes public information when submitted.

### Applicant Certification

* The answers to the questions under Relationship to Publisher/Developer: Conflict of Interest Disclosure Statement are complete, true, and correct to the best of my knowledge and belief.
* My supervisor and I understand that, while travel and per diem costs will be reimbursed at standard state rates, no stipend is provided to members of the advisory committee and no substitute reimbursement is provided to the local educational agency.
* I discussed this application with my supervisor and received approval for release time to participate in all related activities.

### Supervisor/Employer Information

First Name:

Last Name:

Position Title:

Phone:

Email: (generates email message to employer)

When you submit your application form, a message will be automatically sent to the employer’s email address you enter above.

[sent from mathadoption@cde.ca.gov]

Dear <First Name> <Last Name>:

This message is being sent to notify you that <First Name> <Last Name> (<email address>), a member of your staff, has applied to participate as a panel member for the 2025 California Mathematics Adoption of Instructional Materials. If appointed by the State Board of Education, the candidate is committed to attending a sequence of meetings and to perform a review of the materials as part of the adoption. Panel members will first participate in a four-day training session in April 2025 in Sacramento, spend up to three months independently reviewing materials, and return to Sacramento in July 2025 for up to four days of deliberations. Travel and per diem costs are reimbursed at standard state rates; however, no stipend or substitute pay is provided.

### Professional References

Please provide the names and contact information for at least one and up to three professional references.

First Name:

Last Name:

Position Title:

Institution:

Phone:

Email:

First Name:

Last Name:

Position Title:

Institution:

Phone:

Email:

First Name:

Last Name:

Position Title:

Institution:

Phone:

Email:

### Upload a Résumé

**NOTE:** Attach a current résumé or brief curriculum vitae as it relates to your educational background and mathematics instruction in prekindergarten through grade twelve and/or higher education. If you are a current California classroom teacher, list the classes you are currently teaching and the grade level(s). Also indicate any specialized training you have had in mathematics instruction in the past five years. Limit your résumé to three pages and include your name on each page. (**NOTE:** Any information beyond three pages will not be considered.)

# Instructions for Completing the CaliforniaEvaluation Criteria Map

2025 Mathematics Instructional Materials Adoption

Kindergarten Through Grade Eight

## Introduction

Publishers/developers must complete an evaluation criteria map to demonstrate the alignment of their materials to the Criteria for Evaluating Mathematics Instructional Materials, Kindergarten Through Grade Eight. Publishers/developers must submit a completed evaluation criteria map in order to participate in the 2025 Mathematics Adoption.

Publishers/developers must submit one completed evaluation criteria map for each program they are submitting for adoption, no matter how many proficiency or grade levels are included in each program.

Publishers/developers must submit the completed evaluation criteria map(s) both in digital and hard copy format to the California Department of Education (CDE), the Learning Resources Display Centers, and to the reviewers specified by the CDE. The evaluation criteria maps must accompany the samples of instructional materials submitted for review. The CDE will also provide publishers/developers with the mailing addresses of members of the Instructional Quality Commission and State Board of Education who wish to receive materials samples and evaluation criteria maps. The CDE will include complete instructions for submission in the Publishers/Developers Invitation to Submitdocument and on the CDE web page for the 2025 Mathematics Adoption at <https://www.cde.ca.gov/ci/ma/im/>. The deadline for receipt of program samples and evaluation criteria maps is March 12, 2025.

Please follow the directions below carefully in order to ensure a complete and accurate review of submitted instructional materials. Please be very thorough and careful in completing the evaluation criteria map. The mapping of the criteria requires careful reading of the criteria statements and comprehensive knowledge of how each of the criteria statements applies to the publisher’s/developer’s instructional program.

If you have any questions related to the evaluation criteria map, please contact David Almquist, Publisher Liaison, via email at dalmquis@cde.ca.gov.

## Instructions

1. Fill in the header for the map with the program title and publisher's/developer’s name.
2. The first two columns include the full text of the statements from the evaluation criteria, which are organized into the five criteria categories. This text should not be edited or changed in any way.
3. The third column, “Publisher/Developer Citations,” is for publishers/developers to cite where that criteria statement is covered in their program. In this space, please provide information to help reviewers determine the extent to which each of the applicable criteria statements is covered in the program. Acronyms and abbreviations used to refer to program components should be consistent with those used on the standards map.

All of the criteria statements in Category 1 must be **met in full** for the proficiency level or levels indicated for the program to be eligible for adoption. In Categories 2 through 5, the program must **demonstrate strengths** in each of those categories to be eligible for adoption.

Citations may be in the form of page references, digital links that connect directly to content, or other location identifiers. Please consider your citations to be exemplars rather than an exhaustive list, but provide sufficient evidence to clearly demonstrate full coverage of all parts of the criteria statement.

The evaluation criteria apply to your entire program and therefore each grade level. To demonstrate that your full program meets the evaluation criteria, you should include citations for each grade level or applicable span of grade levels, as appropriate.

1. Leave the final columns blank as they are provided for reviewer notes. Publishers/developers should not enter any information in these columns.

The CDE will cover all of this information again at the Publishers/Developers Invitation to Submit meeting in January 2025.

Publisher/Developer: *[Enter Publisher/Developer Name]*

Program Title: *[Enter Program Title]*

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Components: *[Enter Components]*

# Criteria Map Template–2025 Mathematics Adoption

(Download and use to cite where instructional resources fully address each criterion)

## Category 1: Mathematics Content/Alignment with the Standards

Mathematics materials should support teaching to the *California Common Core State Standards for Mathematics with California Additions* (CA CCSSM) as further interpreted through this curriculum framework. To be eligible for adoption, programs must include a well-defined sequence of instructional opportunities that provides a path for all students to become proficient in the standards. All programs must include the following features:

| **Criterion** | Mathematics Content/Alignment with Standards | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.1 | Instructional materials, as defined in *Education Code* (*EC*) Section 60010(h), must be aligned to the CA CCSSM Content Standards and Standards for Mathematical Practice (SMPs), adopted by the California State Board of Education (SBE) in August 2010 and modified in January 2013. |  |  |  |  |
| 1.2 | Instructional materials must be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*), and the depth of understanding of mathematics and mathematics instruction as described in the Publishers’ and Content Developers’ Guide to the *Mathematics Framework* section in this chapter. Materials develop conceptual understanding of key mathematical concepts and offer engaging applications of mathematics, using real-world examples and data as a means to spark inquiry and apply mathematical concepts. |  |  |  |  |
| 1.3 | Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045). |  |  |  |  |
| 1.4 | Instructional materials include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the SBE (*Public Resources Code* Section 71301) where practicable and aligned to the guidance in the *Mathematics Framework*. |  |  |  |  |

## Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of mathematics. Instructional materials must have strengths in these areas to be considered suitable for adoption:

| **Criterion** | Program Organization | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.1 | The instructional materials are consistent with the progressions in the CA CCSSM and guidance in this curriculum framework for relating content to the concepts of the Big Ideas in previous and future grades, and fully integrate content into strategically designed opportunities for students to use the mathematical practices. Further information regarding the Big Ideas of mathematics may be found in the Publishers’ and Content Developers’ Guidance Section in this chapter (Chapter 13). |  |  |  |  |
| 2.2 | In each grade in the kindergarten through grade eight sequence, the instructional materials are designed for students and teachers to spend the majority of their time on mathematical investigations that address the Big Ideas of that grade, as described above, and in the grade band chapters of the *Mathematics Framework*. |  |  |  |  |
| 2.3 | Materials drawn from other subject-matter areas are consistent with the currently adopted CA CCSSM at the appropriate grade level, including the *California Career Technical Education Model Curriculum Standards* where applicable. |  |  |  |  |
| 2.4 | Intervention components, if included, are designed to help teachers respond to students’ progress in mathematics, with opportunities to reclaim missed concepts from prior grades, to give growth mindset messages and communicate that all students can be successful, and to give students access to rich, connected ideas, helping them to develop number flexibility as defined in the *Mathematics Framework*. |  |  |  |  |
| 2.5 | Instructional materials include supporting activities that provide students opportunities to access grade-level mathematics and reason mathematically in age-appropriate contexts, with scaffolds that provide needed foundations or expand depth to provide additional challenges targeted to deeper understanding. |  |  |  |  |
| 2.6 | Teacher and student materials contain an overview of the chapters or units, clearly identify the target mathematical concepts and practices, and include clear organizers. These may include tables of contents, indexes, and glossaries that clarify important mathematical terms, and/or their technology-based resource equivalents. |  |  |  |  |
| 2.7 | The grade-level standards, Big Ideas, and the SMPs shall be explicitly stated in the student editions demonstrating alignment with student lessons. |  |  |  |  |
| 2.8 | The instructional materials shall include content, including assessments and all instruction-related activities, for the equivalent of instruction to address a full school year in each grade. |  |  |  |  |
| 2.9 | A list of the CA CCSSM, organized around and within the major concepts, is included in the teacher guidance, together with page-number citations or other references that demonstrate alignment with the content standards and SMPs. |  |  |  |  |

## Category 3: Assessment

Instructional materials should contain strategies and tools for continually assessing student understanding and opportunities for new learning. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

| **Criterion** | Assessment | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.1 | Student and teacher materials include formative assessments to provide multiple methods to assess student understanding to inform instruction, such as graphic organizers, student observation, student interviews, journals and learning logs, mathematics portfolios, self- and peer evaluations, tests and quizzes, self-reflection, and performance tasks. |  |  |  |  |
| 3.2 | Student and teacher materials include summative assessments to provide multiple methods of assessing what students have learned and are able to do, such as selected response, constructed response, real-world problems, performance tasks, rubrics, and open-ended questions. |  |  |  |  |
| 3.3 | Assessments integrate mathematics content and the language needed to participate in the SMPs. |  |  |  |  |
| 3.4 | Teacher materials include suggestions on the use of assessment data to guide decisions about instructional practices, and on ways to modify instruction so that all students are consistently progressing toward meeting or exceeding the standards. |  |  |  |  |
| 3.5 | At each grade level, instructional materials provide assessment practices (e.g., entry-level, diagnostic, formative, interim, skill-based, and summative) necessary to prepare all students for success in higher mathematics instruction. |  |  |  |  |
| 3.6 | Teacher and student materials include curriculum-embedded assessments that permit teachers to scaffold student learning. Teacher materials should also provide guidance for diagnostic feedback. |  |  |  |  |

## Category 4: Access and Equity

Resources should incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to the students. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners, at-promise, advanced learners, and students with learning disabilities. Instructional resources must have strengths in these areas to be considered for adoption:

| **Criterion** | Access and Equity | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.1 | Instructional materials include resources for specific student populations that would benefit from supports such as, but not limited to, culturally responsive materials for English learner and other linguistically and culturally diverse students; strategies that reflect Universal Designs for Learning; and scaffolds that allow for work along the learning progressions in response to student needs. |  |  |  |  |
| 4.2 | Student materials are appropriate for use with a wide range of learners. |  |  |  |  |
| 4.3 | Teacher materials include comprehensive teacher guidance and differentiation strategies that are tied to the *Mathematics Framework*, based on current and confirmed research, to adapt the curriculum to meet students identified special needs and to provide effective, efficient instruction for all students. |  |  |  |  |
| 4.4 | Teacher materials include strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12* adopted under *EC* Section 60811. In addition, the resource Improving Education for Multilingual and English Learner Students: Research to Practice contains a wealth of guidance, resources, and tools for helping schools better meet the needs of multilingual and English learner students (CDE, 2020). |  |  |  |  |
| 4.5 | Teacher materials include strategies to help students who have not yet achieved grade level proficiency in reading, writing, speaking, and listening in academic English to understand the mathematics content and practices that are tied to the *Mathematics Framework*. |  |  |  |  |
| 4.6 | Suggestions for advanced learners that are tied to the *Mathematics Framework* and that allow students to study grade-level content in greater depth. |  |  |  |  |
| 4.7 | The visual design of the materials does not distract from the mathematics, but instead serves to support students in engaging thoughtfully with the subject. |  |  |  |  |

## Category 5: Instructional Planning and Support

Instructional materials must contain a clear road map to assist teachers when planning instruction for the specific needs and context of their students. The instructional resources should support Universal Design for Learning and culturally and linguistically responsive instruction to improve and optimize teaching and make learning more equitable for all people based on scientific insights into how humans learn. Instructional materials in mathematics should have strengths in many of these areas to be considered suitable for adoption:

| **Criterion** | Instructional Planning and Support | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.1 | A teacher’s edition that explains the role of the grade-level mathematics concepts in the context of the overall mathematics curriculum for kindergarten through grade twelve. |  |  |  |  |
| 5.2 | Materials provide teacher guidance that includes annotations and suggestions for how to utilize and implement the student and ancillary materials, with specific attention to engaging students to guide their mathematical development. |  |  |  |  |
| 5.3 | Unit and/or lesson plans, including suggestions for organizing resources in the classroom and ideas for pacing or scope and sequence of instruction. |  |  |  |  |
| 5.4 | A curriculum guide for the academic instructional year. |  |  |  |  |
| 5.5 | Answer keys for any workbooks, quizzes, or other related student activities, where appropriate. |  |  |  |  |
| 5.6 | Materials make use of concrete representations, including manipulatives, audiovisual, multimedia, and interactive technology resources that support instruction of the CA CCSSM, and include clear instructions in their use for teachers and students. Where materials integrate technology – such as interactive tools, virtual manipulatives/objects, and / or dynamic mathematics software – they do so in ways that engage students in applying the standards. |  |  |  |  |
| 5.7 | Optional homework activities, if included, should extend and reinforce classroom instruction and provide additional practice of mathematical content, practices, and applications that have been taught. |  |  |  |  |
| 5.8 | Materials provide examples of student work and representation of possible student strategies to orient teachers to student thinking and help teachers elicit, make sense of, and respond to student thinking. |  |  |  |  |
| 5.9 | Specific strategies to support students in developing the language skills needed to meet the mathematical learning and language objectives that are explicitly and clearly associated with instruction and assessment. |  |  |  |  |
| 5.10 | Teacher guidance that contains explanations and examples of mathematics concepts. |  |  |  |  |