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| Materials reflect the basic architecture of the Standards by not assessing the topics listed below before the grade level indicated:* Probability (grade 7)
* Statistical distributions (grade 6)
* Coordinate transformations or formal definition of congruence or similarity. (grade 8)
* Symmetry of shapes, including line/ reflection symmetry, rotational symmetry. (grade 4)
 | Students and teachers using the materials as designed devote the large majority of time to the Major Work of the grade. | Supporting Work enhances focus and coherence simultaneously by also engaging students in the Major work of the grade. |
| Materials follow the grade-by-grade progressions in the Standards. Content from previous or future grades does not unduly interfere with on-grade-level content. | Lessons that only include mathematics from previous grades are clearly identified as such to the teacher. | The materials support the development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content Standards or cluster headings. |
| The materials are designed so that student attain the fluencies and procedural skills required by the Standards. | The materials are designed so that teachers and students spend sufficient time working with applications, without losing focus on the Major Work of each grade. | Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials |
| Tasks and assessments of student learning are designed to provide evidence of students’ proficiency in the Standards for Mathematical Practice. | Materials support the Standards' emphasis on mathematical reasoning. | Support for English Language Learners and other special populations is thoughtful and helps those students meet the same Standards as all other students. The language in which problems are posed is carefully considered. |
| Materials provide appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrate their mathematical understanding independently. | Design of lessons recommends and facilitates a mix of instructional approaches for a variety of learners (e.g., using multiple representations, asking a range of questions, checking for understanding, flexible grouping, pair-share, deconstructing/reconstructing the language of a problem). |  |