



High-Quality Instructional Materials

OFFICE OF CURRICULUM AND INSTRUCTION



OKLAHOMA
Education

Oklahoma Mathematics Instructional Materials Evaluation Rubric

Instructional materials selection is an important district decision, and conducting a thorough review of instructional materials at the local level is essential in ensuring the adoption of high-quality instructional materials that meet the needs of students within a district. This evaluation rubric is designed to offer an evaluation structure that districts can utilize to determine how well instructional materials align to the Oklahoma Academic Standards (OAS) and other criteria for high-quality instructional materials. The evaluation rubric includes key considerations for high-quality instructional materials and outlines three **Gateways** for consideration when evaluating materials. Within each Gateway, **Criterion** and related **Indicators** are provided along with **Guiding Questions**. Additionally, **Priority Indicators** are indicated with an asterisk (*) as they have been deemed most essential to a quality program. Each **Indicator** is evaluated as Not Representing Quality, Approaching Quality, or Exemplifies Quality using a 0-1-2 or 0-2-4 scale score.

All scores should be based on evidence observed from the instructional materials themselves, rather than what might be inferred. The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. If instructional materials meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted to move forward with reviewing the next Gateway (→). If instructional materials do not meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted not to move forward with reviewing the next Gateway (⊗).

Gateway 1 Alignment with the Oklahoma Academic Standards and Coherence	Exemplifies Quality →	Gateway 2 Building Student Knowledge	Exemplifies Quality →	Gateway 3 Teacher and Student Supports and Usability
	Approaching Quality →		Approaching Quality →	
	Not Representing ⊗		Not Representing ⊗	
Quality	Quality			

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Titles of Material(s)	Financial Algebra: Advanced Algebra with Financial Applications	Grade(s) Evaluated	Math of Finance
Publisher	Cengage	Reviewer	

Review Summary

Gateway		Criterion	Score	Rating
1	Alignment with the Oklahoma Academic Standards and Coherence	1.1 Alignment with the Oklahoma Academic Standards	14 / 14	Exemplifies Quality
		1.2 Learning Progressions and Coherence	10 / 10	Exemplifies Quality
		Gateway 1 Sub-Total	24 / 24	Exemplifies Quality
2	Building Student Knowledge	2.1 Student Opportunities to Engage in Mathematical Actions and Processes	14 / 14	Exemplifies Quality
		2.2 The Actions and Processes of the Oklahoma Academic Standards	12 / 12	Exemplifies Quality
		2.3 Assessment	14 / 14	Exemplifies Quality
		Gateway 2 Sub-Total	40 / 40	Exemplifies Quality
3	Teacher and Student Supports and Usability	3.1 Differentiation, Scaffolding, and Supports for All Learners	10 / 10	Exemplifies Quality
		3.2 Teacher Planning and Learning for Success with the Oklahoma Academic Standards	10 / 10	Exemplifies Quality
		Gateway 3 Sub-Total	20 / 20	Exemplifies Quality
Overall Rating			Total Score	Final Rating
<p>Exemplifies Quality: All Gateways are Exemplifies Quality</p> <p>Approaching Quality: All Gateways are Approaching Quality or Better</p> <p>Not Representing Quality: Any Gateway is Not Representing Quality</p>			84/84	Exemplifies Quality

The instructional materials are coherent and consistent with the Oklahoma Academic Standards that specify what all students should know and be able to do as learners of mathematics at the end of each grade level.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
Criterion 1.1: Alignment to the Oklahoma Academic Standards The instructional materials align with the Oklahoma Academic Standards for Mathematics.	1a. - 1f.	14
Criterion 1.2: Learning Progressions and Coherence The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands.	1g. - 1j.	10
		24

Criterion 1.1 Alignment to the Oklahoma Academic Standards	The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	Guiding Questions	Score	Comments
<p>1a. The materials provide students with opportunities to develop a deep understanding of numbers, ways of representing numbers, relationships among numbers, relationships among number systems, and meanings of operations and how they relate to one another, as represented in the Oklahoma Academic Standards for Mathematics Numbers & Operations strand.</p> <p>In math courses that do not have an applicable Numbers & Operations strand to reference, instructional materials provide students with the opportunity to apply their deep understanding of numbers to the other strands represented in the Oklahoma Academic Standards for Mathematics.</p>	<ul style="list-style-type: none"> ● Do the materials prompt students to relate and connect numbers? ● Do the materials allow students to interact with numbers in various representations? 	<p>0 1 2</p>	<p>The text covers all standards in the Numbers and Operations strand of the Math of Finance Competencies, including:</p> <ul style="list-style-type: none"> ● using the real number system in a wide variety of financial contexts, such as analyzing car depreciation (pg 242), or calculating percentages of investment (pg 465). ● using matrices, rational numbers and radical expressions to model and solve real-world problems, such as combining budgets (pg 703), or analyzing simple and compounding interest (pg 126).

Criterion 1.1 Alignment to the Oklahoma Academic Standards	The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	Guiding Questions	Score	Comments
<p>1b. The instructional materials provide students with opportunities to understand patterns, relations, and functions; represent and analyze mathematical situations and structures using algebraic symbols; use mathematical models to represent, understand, and predict quantitative relationships; and analyze change in various contexts, as represented in the Oklahoma Academic Standards for Mathematics Algebra & Algebraic Reasoning and/or Functions strands.</p> <p>In math courses that do not have an applicable Algebra & Algebraic Reasoning or Functions strand to reference, instructional materials provide students with the opportunity to use, apply, and extend these concepts to the other strands represented in the Oklahoma Academic Standards for Mathematics.</p>	<ul style="list-style-type: none"> Do the materials embed tasks that require students to use pattern-based thinking to understand and represent mathematics in various contexts? Do the materials include tables, pictures, graphs, open sentences, equations or inequalities, rules, and functions to model mathematics in various contexts? Do the materials include opportunities for students to form and verify generalizations based on observations of patterns and relationships? 	<p>0 1 2</p>	<p>The text covers all standards in the Algebraic Reasoning & Algebra and Functions strands of the Math of Finance Competencies, including:</p> <ul style="list-style-type: none"> Creating linear, exponential, logarithmic and trigonometric functions to model and analyze real-world financial situations, including using logarithms to determine deposit minimums for desired gain (pg 131), or using trigonometry to plan for home repairs (pg 450). Creating and solving systems of inequalities to model real-world financial situations, such as analyzing advertising costs (pg 212), and understanding tax brackets as a set of inequalities (pg 333). Attending to different modes of function representation, including verbal, tabular, analytical, and graphical. Examples include writing

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			<p>equations that represent common scenarios (see pg 84 or 316), or translating between graphs, tables, and equations (see pg 159 or pg 395)</p> <ul style="list-style-type: none">● Analyzing the domain and range of functions, including piecewise functions, including analyzing the domains on which supply and demand curves will yield certain outcomes (pg 553)
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Criterion 1.1 Alignment to the Oklahoma Academic Standards		The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	Guiding Questions	Score	Comments	
<p>1c. The instructional materials provide students with opportunities to develop arguments based on geometric relationships; describe spatial relationships using coordinate geometry and other representational systems; apply transformations and symmetry to analyze mathematical situations; utilize visualization, spatial reasoning, and geometric modeling to solve problems; understand the units, systems, and processes of measurement; and apply appropriate techniques, tools, and formulas to determine measurements, as represented in the Oklahoma Academic Standards for Mathematics Geometry and Measurement strand; the Reasoning & Logic, Two-Dimensional Shapes, Three-Dimensional Shapes, Circles, and Right Triangle Trigonometry strands within the Oklahoma Academic Standards for Geometry; or the Conic Sections and Trigonometry strands within the Oklahoma Academic Standards for Precalculus.</p> <p>In math courses that do not have an applicable Geometry & Measurement strand or set of strands to reference, instructional materials provide students with the opportunity to use, apply, and extend these concepts to the other strands represented in the Oklahoma Academic Standards for Mathematics.</p>	<ul style="list-style-type: none"> ● Do the materials include tasks that prompt students to recall, generate, model, and justify geometric concepts? ● Do the materials include tasks with a variety of two- and three-dimensional objects to promote visualization, spatial reasoning, and geometric modeling? 	<p>0 1 2</p>	<p>The text covers all standards in the Geometry strand of the Math of Finance Competencies, including:</p> <ul style="list-style-type: none"> ● Creating and using models to represent financial situations. In the first lesson, students use several methods to calculate averages (pg 8), and in the last lesson, students model budgets as matrices, and use them for calculations and comparisons (pg 705). ● Using geometric methods to create and analyze scale models of many contexts such as floor plans (pg 401), construction costs (pg 404), stock shares (pg 466). ● Using trigonometric functions to model complex situations and solve real-world problems, such as calculating the needed length of a ladder for home maintenance (pg 449). 	

Criterion 1.1 Alignment to the Oklahoma Academic Standards	The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	Guiding Questions	Score	Comments
<p>1d. The instructional materials provide students with opportunities to formulate questions that can be addressed with data; to collect, organize, and display relevant data; to select and use appropriate statistical methods to analyze data, develop and evaluate inferences and predictions based on data; and to understand and apply basic concepts of probability, as represented in the Oklahoma Academic Standards for Mathematics Data and Probability strand or the Statistical Questions, Data Collection, Data Analysis, Interpretation of Results, and Probability strands in the Oklahoma Academic Standards for Statistics & Probability.</p> <p>In math courses that do not have an applicable Data & Probability strand or set of strands to reference, instructional materials provide students with the opportunity to use, apply, and extend these concepts to the other strands represented in the Oklahoma Academic Standards for Mathematics.</p>	<ul style="list-style-type: none"> • Do the materials include a variety of student interests and prompt student investigation to collect, organize, and display data? • Do the materials model the use of concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics) of data and mathematical relationships? 	<p>0 1 2</p>	<p>The text covers all standards in the Data and Probability strand of the Math of Finance Competencies, including:</p> <ul style="list-style-type: none"> • An introduction to the logic of hypothesis testing (pg 538) • Creating, reading, and analyzing scatter plots (pg 48, pg 488), box-and-whisker (pg 220), circle charts (pg 678) and tables (pgs 19, 159, 295, 554, etc) • Calculate and interpret regression lines and correlation coefficients (sections 1-5, 3-4, 4-6) • Use graphing calculators Excel, and other software to summarize and analyze data. Students are introduced to spreadsheets in lesson 1-2, and use them throughout the text, until lesson 11-4. • Use regular and conditional probability to critically analyze real financial circumstances, including understanding insurance costs (pg 235)

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<p>*1e. The materials address the full intent of the grade-level objectives and are aligned with the Oklahoma Academic Standards for Mathematics.</p>	<ul style="list-style-type: none"> • Are all Oklahoma Academic Standards for the course supported by the content of the materials? • Are all Oklahoma Academic Standards for the course addressed with the appropriate depth to support students in learning the skills and information contained in the standards? 	<p>0 2 4</p>	<p>In addition to the Numbers and Operations, Algebraic Reasoning, Functions, Geometry, and Data and Probability strands, the Math of Finance Competencies has a Personal Finance Literacy strand. This text covers all aspects of all of these strands. For the PFL strand, specific topics covered include:</p> <ul style="list-style-type: none"> • Creating and following a budget (Chapter 11) • Planning for and calculating local, state, and federal taxes (Chapter 6) • Note: The text does not engage with positive social benefits of taxes, or the penalties for failing to meet tax obligations beyond a few paragraphs of text. • Various banking services including checking, savings, loans of various types, credit cards, investments, retirement saving vehicles, and life insurance (Chapters 2, 3, and 10) • Rental contracts, mortgage applications, down payments and home maintenance concerns (Chapter 7) •
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Criterion 1.1 Alignment to the Oklahoma Academic Standards		The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	Guiding Questions	Score	Comments	
1f. The instructional materials connect the content of the Oklahoma Academic Standards for Mathematics to relevant application in real-world experiences including but not limited to college majors, postsecondary programs, and careers.	Do the materials include tasks that connect relevant learning experiences, as called for by the Oklahoma Academic Standards?	0 1 2	Throughout the text, every new learning concept is introduced through real-world context. Nearly every example in the text and practice problems for students are based in real-world contexts. Every chapter concludes with many project suggestions, including “Reality Check” prompts, which provide concrete project ideas for students to apply what they have learned to a wide variety of contexts.	
Criterion 1.1 Summary	Rating Levels		Sub-Total	Rating
	Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7		14 / 14	Exemplifies Quality

Criterion 1.2 Learning Progressions and Coherence	The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands.		
Indicators	Guiding Questions	Score	Comments
1g. The amount of content designated for one grade level is viable for one school year and fosters coherence from one grade level to the next.	Do the instructional materials allow for reasonable completion in one academic year and connect content knowledge from one year to the next?	0 1 2	<p>Throughout the text, mathematic skills learned in Algebra and Geometry courses are used and reinforced.</p> <p>The text contains 11 chapters, and reasonably can be fully covered in one school year.</p>
1h. The materials are consistent with the progressions in the Oklahoma Academic Standards for Mathematics. <ul style="list-style-type: none"> ● Materials relate grade-level concepts explicitly to prior knowledge from earlier grades. ● Materials develop according to the grade-by-grade progression in the Standards. If past or subsequent grades' content is included, it is clearly identified and related to grade-level work. 	<ul style="list-style-type: none"> ● Are the materials consistent with the progression in the standards? ● Is grade-level content connected to specific standards from earlier grades? 	0 1 2	<p>The course builds upon content learned in previous mathematics courses. Each lesson begins with a warm-up question, which is a standard math question, with no context. This problem is always one of the math skills that will be used in that lesson.</p> <p>Teachers are provided with a syllabus, which provides a list of Common Core standards which are addressed in each chapter.</p>
*1i. The instructional materials provide all students with comprehensive and extensive opportunities to engage with grade-level activities.	<ul style="list-style-type: none"> ● Do materials concentrate on the mathematics of the grade/course as referenced in the Oklahoma Academic Standards? ● Do the materials support student engagement with appropriate grade-level activities? 	0 2 4	<p>Throughout the text, the PFL standards are addressed, and the other mathematical standard strands are applied in a natural and comprehensive way.</p> <p>The text contains many examples and projects for students to engage with the content.</p>

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1j. The materials foster coherence across a single grade through connections among the Oklahoma Academic Standards for Mathematics.	Are there problems and activities that serve to connect two or more standards in a strand or two or more strands in a grade?	0 1 2	The Mathematics of Finance strand is taught and addressed throughout the entire text as appropriate to support the Personal Finance Literacy strand.
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Criterion 1.2 Learning Progressions and Coherence	The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands.		
Indicators	Guiding Questions	Score	Comments
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 8 - 10 Approaching Quality: 7 - 9 Not Representing Quality: 0 - 6	10 / 10	Exemplifies Quality

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
24	Exemplifies Quality: 20 - 24	24/24	Exemplifies Quality
	Approaching Quality: 13 - 19		
	Not Representing Quality: 0 - 12		
Gateway 1 Comments			

Gateway 2: Building Student Knowledge and Access

Gateway 2 examines the way materials provide opportunities for students to engage with, discuss, problem-solve, and deeply understand mathematics.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
Criterion 2.1: Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs) The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.	2a. - 2g.	14
Criterion 2.2: The Actions and Processes of the Oklahoma Academic Standards for Mathematics The materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.	2h. - 2l.	12
Criterion 2.3 Assessment The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.	2m. - 2r.	14
		40

Criterion 2.1 Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)		The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.		
Indicators	Guiding Questions	Score	Comments	
<p>2a. Attention to Developing a Deep and Flexible Conceptual Understanding: The materials support the intentional development of students' conceptual understanding of key mathematical concepts, especially where called for in specific academic standards and objectives.</p>	<ul style="list-style-type: none"> ● Are tasks and lessons in a sequence connected by an overarching mathematical concept and/or common context that links the mathematics and tasks? ● Do the materials regularly include opportunities for students to apply and use mathematics in non-routine problems in the learning sequence? 	<p>0 1 2</p>	<p>Each chapter covers a financial topic in a logical progression. At the end of each chapter, the text provides multiple types of review opportunities. These include:</p> <ul style="list-style-type: none"> ● You Write the Story! and What's the Problem?, in which students consider a text, graph, equation, or other prompt, and write a new article or create a problem that could be solved with the prompt. ● Reality Check projects, which give detailed instructions for complex projects in which students apply what they have learned. ● Really? Really!, in which students use what they have learned to explore an unusual or unexpected scenario. 	

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<p>2b. Attention to Developing Accurate and Appropriate Procedural Fluency: The materials provide intentional opportunities for students to develop procedural skills fluently, especially where called for in specific academic standards and objectives.</p>	<ul style="list-style-type: none">• Do the materials provide students with opportunities to apply math and problem solving procedures to a variety of problems and contexts accurately, efficiently, and flexibly?• Do the materials consistently provide students with opportunities to justify their choices of procedures when solving problems and to strengthen their understanding and skill through practice?	<p>0 1 2</p>	<p>Throughout every lesson, there are frequent “Check Your Understanding” prompts, which provide a quick check on students' comprehension. The teacher’s edition suggests these can be used to prompt classroom discussion.</p> <p>These are often followed by “Extend Your Understanding”, which ask students to apply the concept to a new situation, and explain their reasoning.</p>
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Criterion 2.1 Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)		The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.		
Indicators	Guiding Questions	Score	Comments	
2c. Attention to Developing Mathematical Reasoning: Materials prompt students to explore and communicate a variety of reasoning strategies to think through problems and includes opportunities for students to construct viable arguments and analyze the arguments of others concerning key grade-level mathematics details in the content standards.	<ul style="list-style-type: none"> Do students have opportunities to construct viable arguments and analyze the arguments of others (e.g. analyzing student work, conversation stems)? Are students presented with tasks that enable them to reason with mathematics, discuss, and debate appropriate processes and solutions (e.g. collaborative activities, math talks)? 	0 1 2	<p>In the teacher's edition, a class discussion prompt is provided at the beginning of every lesson. In addition, teaching notes for the lessons often provide points to encourage discussion.</p> <p>The projects that are suggested at the end of each chapter provide very flexible opportunities for students to apply mathematics and demonstrate their understanding. The teacher's edition provides suggestions for adjusting projects so that individuals, groups, or the entire class.</p>	
2d. Attention to Developing the Ability to Communicate Mathematically: Materials explicitly attend to students discussing, writing, reading, interpreting, and translating ideas and concepts mathematically, increasing their use of mathematical language and terms and analysis of mathematical definitions as they progress through each grade level or course.	<ul style="list-style-type: none"> Do materials attend to the specialized language of mathematics? Do the materials provide opportunities for students to communicate mathematically using multiple methods (e.g., presentation, model)? 	0 1 2	<p>Each lesson introduces key terms, and these are clearly defined as they are used in the text. These terms are used in the teaching and the application problems in the text.</p> <p>Projects and activities throughout the text prompt multiple modes of expression, including:</p> <ul style="list-style-type: none"> Write a short news article (pg 55) Prepare a PowerPoint presentation (pg 56) Prepare a poster (pg 57) Make a list and explain (pg 140) 	

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			<ul style="list-style-type: none"> ● Create a report (pg 202) ● Construct a chart (pg 203) ● Compare parts and labor costs (pg 284) ● Create a resume and cover letter (pg 326) ● Create a “quiz” (pg 384) ● Create a case study (pg 385) ● Design a floorplan (pg 456) ● Build a clinometer (pg 456) ● Plan a class debate (pg 456) ● Prepare a video (pg 457) ● Moderate a discussion (pg 525) ● Track a stock portfolio (pg 525) ● Write and justify a recommendation (pg 600) ● Estimate revenue and profit (pg 601)
<p>2e. Attention to Developing Strategies for Problem Solving: Materials include multiple entry points and strategies for students to select from to pursue solutions to various mathematical tasks.</p>	<ul style="list-style-type: none"> ● Do the materials include strategies for students to discuss and reflect on their own problem-solving strategies for mathematics? ● Do the materials provide strategies for students to compare a problem solving strategy to alternative problem-solving strategies? 	<p>0 1 2</p>	<p>Each chapter includes a review prompt, “What’s the Problem?”, in which students write their own question that could be solved by a mathematical expression. The teacher’s guide suggests that students share their ideas with the class. These can be used to prompt conversation regarding the different ways to think about problems.</p>

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Criterion 2.1 Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)		The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.	
Indicators	Guiding Questions	Score	Comments
2f. Attention to Developing a Productive Mathematical Disposition: Materials include opportunities for students to make use of patterns and mathematical structures and develop the ability to persevere and become resilient, effective problem solvers.	<ul style="list-style-type: none"> Do the materials provide opportunities for students to collaborate with one another, reflect, and ask clarifying questions to develop a value for alternative ways of knowing? Do the materials encourage a student mindset that problem solving extends beyond procedural or algorithmic activities with a goal that is limited to the identification of a correct answer? 	0 1 2	The teachers edition contains class discussion prompts for every lesson, and teaching notes throughout to encourage student discussion. Every chapter ends with review projects which are very open-ended. Each chapter also has a project prompt in which students can design their own project, with a project proposal form for teacher approval.
2g. Attention to Developing the Ability to Make Conjectures, Model, and Generalize: Materials include opportunities to make predictions, draw conclusions, and make sense of problems through the use of modeling and other problem-solving strategies.	<ul style="list-style-type: none"> Do the materials prompt students to make a prediction about possible outcomes to a question and explain with reasoning? Do the materials allow students to make connections between ideas, refine processes, and extend their known strategies to apply to larger numbers and problems? 	0 1 2	Multiple project prompts direct students to learn about mathematical puzzles, such as the “Birthday Problem”, gather their own data, and analyze if the results defy their “mathematical intuition”. (pg 57) Each chapter begins with “Really, Really?”, which presents context and data, and asks students to consider their own experiences. At the end of the chapter, this section is revisited with “Really, Really!”, in which students apply what they have learned to study this contextual problem in more depth.
Rating Levels		Sub-Total	Rating

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Criterion 2.1 Summary	Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	14 / 14	Exemplifies Quality
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Criterion 2.2 The Actions and Processes of the Oklahoma Academic Standards for Mathematics		The materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.		
Indicators	Guiding Questions	Score	Comments	
<p>*2h. Materials include explicit student learning goals that solicit observable evidence of student learning within progressions that guide instructional decisions.</p>	<p>Do the materials provide learning goals with opportunities for the teacher and students to identify what they are learning and how their daily learning connects to a longer learning progression?</p>	<p>0 2 4</p>	<p>Every lesson begins with a list of objectives. In the syllabus provided to teachers, each chapter is also accompanied by a list of Common Core mathematical standards that are covered in the chapter.</p> <p>Throughout every lesson, each example problem is followed immediately by a “Check Your Understanding” problem, which can be used in class to gauge student comprehension. The teacher’s edition provides the solution to this problem, and some discussion of possible student difficulties for this type of problem.</p>	
<p>2i. Materials regularly embed activities that engage students in solving and discussing tasks that promote mathematical reasoning and problem-solving which allow multiple entry points and varied solution strategies.</p>	<p>Do the materials support the development of procedures or algorithms as a result of problem solving experiences, allowing for multiple and individualized approaches?</p>	<p>0 1 2</p>	<p>The teacher’s edition of the text include teaching notes that call out multiple methods and how to explain them when appropriate, such as using different forms of equations to calculate the length of a loan (pg 175)</p> <p>Every chapter ends with many project prompts, most of which are very open-ended and invite</p>	

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			multiple possible approaches.
<p>2j. Materials frequently engage students in making connections among math representations to use as tools for problem-solving and to deepen their understanding of math concepts and procedures.</p>	<p>Do the materials include problems that can be approached from a variety of methods and emphasize connections between representations and context?</p>	<p>0 1 2</p>	<p>Throughout the text, graphs, tables, and other representations are used when appropriate to model and explain mathematical concepts, and students are asked to create these as well, such as:</p> <ul style="list-style-type: none"> ● Create a piecewise function to model a situation (pg 214) ● Graph the relationship (pg 281) ● Create a spreadsheet (pg 347) <p>Every chapter had two open-ended prompts, “You Write the Story!” which provides a graphic or chart and students are asked to write a news-type article based on what is shown. After this, “What’s the Problem” gives an equation, and students are tasked with creating a problem prompt that would be solved by this equation.</p>

Criterion 2.2 The Actions and Processes of the Oklahoma Academic Standards for Mathematics		The materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.	
Indicators	Guiding Questions	Score	Comments
2k. Materials include support for teachers to facilitate discourse among students which builds a shared understanding of mathematical ideas through students' analysis and comparison of approaches and arguments.	<ul style="list-style-type: none"> • Do the materials include scaffolds for the teacher to model effective mathematical dialogue? • Do the materials include resources or strategies to build students' mathematical vocabulary (e.g., stories, pictures, classroom charts). • Do the materials include rich mathematical tasks that allow students to construct viable arguments and critique the reasoning of others? 	0 1 2	<p>Throughout each lesson, the teacher's edition provides teaching notes with specific prompts to encourage meaningful and relevant discussion. Examples include:</p> <ul style="list-style-type: none"> • Ask students to identify "interest on interest" in an equation (pg 167) • Discuss specific scenarios in which samples can be unrepresentative (pg 543) <p>Each lesson begins with a notable quote that is relevant to the content of the lesson. At the end of each lesson, students are asked to explain how this quote might apply to what was learned.</p>
2l. The materials use student-relevant questions to assess and advance reasoning and sense-making about important math ideas and relationships.	Do the materials use questions that refer to a variety of student interests and connect mathematical concepts to real-world issues, problems, and contexts?	0 1 2	<p>Throughout the text, nearly every example and practice problem is presented in a real-world context.</p> <p>The projects at the end of each chapter often direct students to reach out to businesses and</p>

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			experts around them. Students are also encouraged to develop a project based on their own interests, including a proposal form for teacher approval.
Criterion 2.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 10 - 12 Approaching Quality: 7 - 9 Not Representing Quality: 0 - 6	12 / 12	Exemplifies Quality

Criterion 2.3 Assessment		The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.	
Indicators	Guiding Questions	Score	Comments
2m. The materials provide strategies for gathering information on students' prior knowledge within and across grade levels to guide instruction and differentiation.	Do the materials include strategies, prompts, formative assessment probes, or other guidance that support teachers in gathering information on students' prior knowledge, both within and across grade levels, in order to guide grade-level instruction and differentiation?	0 1 2	<p>Every lesson begins with a warm-up question, which is a standard math question, with no context. This problem is always one of the math skills that will be used in that lesson. This allows the teacher to check in on student's mathematical competencies that will be needed in the lesson.</p> <p>In addition, in the teacher's edition, teaching notes are frequently provided to support the teacher in probing for common misunderstandings or points of confusion.</p>
2n. The materials provide opportunities for ongoing, relevant practice and review for students in learning concepts and skills and receiving feedback.	<ul style="list-style-type: none"> Do the materials include tasks that ask students to produce models, practice fluency, create arguments, justify their answers, attend to mathematical practices, and make relevant connections? Do the materials include tasks that offer revision opportunities for students from self-reflection and/or feedback from peers and/or a teacher on the task? 	0 1 2	<p>For each lesson, the application problems regularly ask students to solve complex and multi-part problems. This includes:</p> <ul style="list-style-type: none"> Construct & analyze a graph (pg 287) Argue against a proposed Social Security plan (pg 324) Justify a decision between two two loan offers (pg 435) <p>The teachers edition includes notes about some complex application questions, with advice for how to direct and guide students in their reasoning.</p>

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Criterion 2.3 Assessment	The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.		
Indicators	Guiding Questions	Score	Comments
<p>*2o. The materials offer multiple types of assessments including ongoing formative, interim/benchmark, and summative, that clearly denote which academic standards are the focus.</p>	<ul style="list-style-type: none"> Do the materials provide a variety of assessments including ongoing, formative, interim/benchmark, and summative? Do materials denote what standard is being assessed by each item? Are students able to demonstrate their understanding of mathematics through a variety of performance assessments (e.g., posters, projects, videos, skits, conversations)? 	0 2 4	<p>Each lesson has 2-3 pages of application problems, for daily practice. The answers to half of these questions are provided in the back of the text for students to self-check their work, and teachers are provided with full solutions to all problems.</p> <p>At the end of each chapter, a set of review application problems is provided, again with student solutions to half of the problems.</p> <p>The text provides many suggested projects at the end of each chapter, which allow students to explore beyond the course and demonstrate their learning in open-ended tasks.</p>
<p>2p. The materials encourage students to monitor their own progress and set academic goals.</p>	<ul style="list-style-type: none"> Do materials provide opportunities for students to monitor their own progress (e.g., end-of-section reflection questions, checks-for-understanding, progress monitoring form) ? Do the materials include scaffolds (e.g., guiding questions, graphic organizers) for students to set math learning goal(s) for themselves? 	0 1 2	<p>In every lesson, each example problem is followed by a “Check Your Understanding” problem, in which students can attempt to apply the new learning. The solutions to these prompts are provided in the teacher’s edition.</p> <p>All practice and review application questions are closely tied to the content, and the answers to half of the problems</p>

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			are provided to students.
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Criterion 2.3 Assessment	The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.		
Indicators	Guiding Questions	Score	Comments
2q. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	<ul style="list-style-type: none"> Do materials support the usage of a variety of accommodations that allow the student to demonstrate their knowledge, skills, and abilities? Do materials support the usage of a variety of accommodations that alter the experience including alterations of timing, setting, presentation, and response? Are students presented with assessment tasks that have more than one method or approach for solving? 	0 1 2	<p>The teacher is provided with a test bank of assessment questions, including true/false, multiple choice, and open ended questions. Teachers can select from these types to create summative assessments.</p> <p>The text provides many project suggestions for every chapter, and the teacher guide explicitly indicates that these projects are intended as “an additional avenue to show what they learned, so their grades are not solely based on tests.” (pg 55)</p>
2r. The materials provide explicit guidance for teachers to use evidence of student thinking to assess their progress toward math understanding and to adjust instruction continually in ways that support and extend learning.	<ul style="list-style-type: none"> Do materials include scoring guidance (e.g., rubrics, anchors)? Does the guidance include support for teachers to interpret student performance and suggestions for follow-up? 	0 1 2	<p>The teacher’s edition provides answers for all practice and review application problems. When there are common difficulties that students may experience, teaching notes are added to support teachers in guiding and supporting students.</p>
Criterion 2.3 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	14 / 14	Exemplifies Quality

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Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
40	Exemplifies Quality: 32 - 40	40/40	Exemplifies Quality
	Approaching Quality: 21 - 31		
	Not Representing Quality: 0 - 20		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports and Usability

Materials support teachers to fully utilize the curriculum and understand the skills and learning of their students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview		
Criterion	Indicators	Available Points
Criterion 3.1: Differentiation, Scaffolding, and Supports for All Learners The materials give all students extensive opportunities and support to explore key concepts.	3a. - 3g.	10
Criterion 3.2: Teacher Planning and Learning for Success with the Oklahoma Academic Standards for Mathematics The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts.	3h. - 3i.	10
		20

Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners		The materials give all students extensive opportunities and support to explore key concepts.	
Indicators	Guiding Questions	Score	Comments
<p>3a. The materials sequence math tasks in a way that is intentional and supports student learning.</p>	<ul style="list-style-type: none"> • Are the sequencing of assignments intentional in development (e.g., concrete before abstract, logical flow of material)? • Do the materials provide problems and exercises that intentionally builds student background knowledge and enables students to apply what they have learned in past lessons and grade levels to develop proficiency in new mathematics concepts? 	<p>0 1 2</p>	<p>Each chapter begins with an introduction to the topic, along with relevant context and vocabulary. From there, lessons build in a logical manner.</p> <p>For example, the chapter on employment begins with a lesson on how to find a job, two lessons on the different forms of pay rates, and then two lessons on benefits provided by the employer and by the government.</p> <p>Throughout the text, examples are based in circumstances that students might have experience with. Teacher notes direct the classroom discussion to help students understand how their personal experiences are useful (pg 25), and also how to consider other circumstances (pg 543).</p>
<p>3b. Manipulatives or models both virtual and physical, are faithful, accurate, and appropriate representations of the mathematical objects they represent and connected to a variety of math tasks found in the materials.</p>	<ul style="list-style-type: none"> • Are the manipulatives or models consistent representations of the mathematical objects? • Are the manipulatives or models connected to a variety of math tasks found in the materials? 	<p>0 1 2</p>	<p>Throughout the text, examples and application questions are illustrated and supported by graphs, tables, and illustrations.</p> <p>Projects often suggest students to reach outside the confines of the course to find real information, such as:</p>

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			<ul style="list-style-type: none"> ● Visit a bank and gather information on different account types (pg 140) ● Research different student credit card offers (pg 202) ● Interview a business owner about their employment practices (pg 326)
<p>3c. The materials are presented in an organized and visually stimulating way that supports students in engaging thoughtfully with the subject.</p>	<ul style="list-style-type: none"> ● Do the materials maintain a consistent layout for each lesson? ● Are the representations and models supportive of student learning and engagement without being visually distracting? 	<p>Narrative Evidence Only</p>	<p>Each chapter and lesson is laid out in a consistent and logical manner. Examples and problems are supported with images, graphs and other visuals that support the context. Where relevant, images of tax tables and forms are provided.</p>

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Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners		The materials give all students extensive opportunities and support to explore key concepts.	
Indicators	Guiding Questions	Score	Comments
3d. The materials incorporate a glossary, footnotes, recordings, graphics, and/or other features that aid students in using the materials to progress understanding of mathematical concepts.	Do the materials include features (e.g., glossaries, footnotes, recordings, pictures, charts, tables) that aid students and teachers in using them effectively?	0 1 2	The end of the text contains: <ul style="list-style-type: none"> ● a table of standard normal probabilities ● sample tax table, and worksheet ● glossary
3e. The materials include opportunities for teachers to personalize learning for all students.	<ul style="list-style-type: none"> ● Do the materials integrate tangible and/or digital interactive tools, manipulatives/objects, and/or dynamic mathematics software in ways that engage students in mathematical actions and processes and support differentiation? ● Do the materials provide supporting resources for teachers to adapt lessons or activities based on student need and experiences? 	0 1 2	<p>The teachers edition provides teaching notes that call out particularly difficult or complex concepts. Students can choose to adjust lessons based on these notes.</p> <p>Each chapter contains many review projects, which range in complexity and depth. This allows teachers to guide students toward projects that are appropriate for their needs and experiences.</p>
3f. Any digital materials are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome). In addition, materials are “platform neutral” (i.e., are compatible with multiple operating systems and are not proprietary to any single platform) and allow the use of tablets and mobile devices.	<ul style="list-style-type: none"> ● Are digital materials (either included as part of the comprehensive materials or as a part of a digital curriculum) web-based and compatible with multiple internet browsers? ● Are materials “platform neutral”? 	Narrative Evidence	Student resources include only downloads of powerpoints, pdfs, and word docs, which can be opened by free software on all modern devices.

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Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners		The materials give all students extensive opportunities and support to explore key concepts.	
Indicators	Guiding Questions	Score	Comments
<p>3g. Materials provide teachers with strategies for meeting the needs of a range of learners.</p>	<ul style="list-style-type: none"> Do the materials provide appropriate supports, scaffolds, and/or accommodations for all students, including exceptional populations and diverse learners (e.g., learners with IEPs, heritage language learners, multilingual learners, and gifted learners) that will support their regular and active participation in learning mathematics? Do the materials provide opportunities for teachers to use a variety of grouping strategies for regular and intervention instruction (e.g., individual, small group, whole group)? If the materials include technology, it provides opportunities for teachers and/or students to collaborate with each other (e.g., websites, discussion groups, webinars)? 	<p>0 1 2</p>	<p>The student resource webpage includes a Spanish-language translation of the course glossary.</p> <p>Throughout the teacher’s edition, teaching notes are provided that encourage different engagement strategies, such as pair solutions (pg 133).</p>
<p>Criterion 3.1 Summary</p>	<p>Rating Levels</p>	<p>Sub-Total</p>	<p>Rating</p>
	<p>Exemplifies Quality: 8 - 10 Approaching Quality: 6 - 7 Not Representing Quality: 0 - 5</p>	<p>10 / 10</p>	<p>Exemplifies Quality</p>

Criterion 3.2 Teacher Planning and Learning for Success with the Oklahoma Academic Standards		The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts.		
Indicators	Guiding Questions	Score	Comments	
<p>3h. The materials support teachers in planning and delivering effective instruction by providing:</p> <ul style="list-style-type: none"> • Techniques to guide students' mathematical development (e.g., question stems, facilitation guides, suggestions for differentiation). • Common student errors and misconceptions with ways to identify and address these errors and misconceptions. 	<p>Are there embedded resources that explain common misconceptions and how the teacher can navigate through, or leverage, the misconception to progress learner understanding?</p>	<p>0 1 2</p>	<p>The teacher's edition includes, in every lesson:</p> <ul style="list-style-type: none"> • Examine the Question: A guide to connecting the lesson to previous learnings • Class Discussion - Specific prompts to elicit and encourage conversation that will help students develop a baseline to be ready for the new learnings. • Teach - Notes that call out common misunderstandings, or emphasize important mathematical concepts that might need to be reviewed. 	
<p>*3i. The materials include a teacher's edition that contains:</p> <ul style="list-style-type: none"> • Full, adult-level explanations and examples of mathematics concepts in each lesson. • Ample and useful annotations. • Suggestions for how to present the content in the student edition and in any supplemental materials. • Guidance for the use of embedded technology to support and enhance student learning (when applicable). 	<ul style="list-style-type: none"> • Are there overview sections and/or annotations that contain narrative information about the math content and/or ancillary documents that will assist the teacher in presenting the student material, understanding the standards, and allowing for seamless transitions of that knowledge of student learning? • If technology support is embedded, are there links that will enhance the learning for all students? 	<p>0 2 4</p>	<p>The teacher's edition book contains: answers for all examples, check for understanding, and application problems.</p> <p>Notes on every page, including teaching notes, class discussion prompts, and important considerations for every example in the text</p> <p>Teachers are also provided with editable PowerPoint presentations for every lesson, including the</p>	

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			<p>examples and Check Your Understanding problems in every lesson.</p> <p>A separate teacher's Answers Bank includes worked out solutions to all application problems in the text.</p>
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Criterion 3.2 Teacher Planning and Learning for Success with the Oklahoma Academic Standards		The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts.	
Indicators	Guiding Questions	Score	Comments
<p>3j. The materials include an outline and justification of its contents, including:</p> <ul style="list-style-type: none"> ● An explanation of the role of specific grade-level mathematics in the context of the overall mathematics curriculum for pre-kindergarten through high school. ● A list of lessons cross-referencing the academic standards addressed and providing an estimated instructional time for each lesson, chapter, and unit (i.e., pacing guide). ● Explanations of the instructional approaches of the program and identification of research-based strategies used in the materials. 	<ul style="list-style-type: none"> ● Are there chapter or lesson overviews that explain the progression of the content and how this specific course connects to previous and upcoming courses? ● Is there clear documentation that aligns standards to lessons, chapters, units, and/or topics? ● Is there clear documentation that provides estimated instructional time for lessons, chapters, units, and/or topics? ● Do the materials contain an explanation of the instructional approaches to the program? ● Do the materials contain research-based strategies? Are these strategies identified? 	0 1 2	A syllabus provided to teachers includes the Common Core standards that are covered in each chapter.
<p>3k. The materials provide strategies for informing families about the mathematics program and suggestions for how they can help support student progress and achievement.</p>	<ul style="list-style-type: none"> ● Do the materials include strategies to inform families about the mathematical program and how they can support student progress? ● Do the materials contain suggestions for how parents or caregivers can support student progress and achievement? 	0 1 2	There are no materials explicitly intended for distribution to families. However, projects throughout the text direct students to engage with the financial situation of their own family. These projects include: <ul style="list-style-type: none"> ● Interviewing the parent/guardian about health insurance (pg 651)

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			<ul style="list-style-type: none">• discussing tax planning, organization, and filing practices (pg 385)• help your family to create a file of important documents and assets for their insurance policy (pg 457)• discussing stock and retirement assets with parents or guardians (pg 651)
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	Rating Levels	Sub-Total	Rating
Criterion 3.2 Summary	Exemplifies Quality: 8 - 10 Approaching Quality: 6 - 7 Not Representing Quality: 0 - 5	10 / 10	Exemplifies Quality

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Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
<p style="text-align: center;">20</p>	<p>Exemplifies Quality: 16 - 20</p>	<p>20/20</p>	<p>Exemplifies Quality</p>
	<p>Approaching Quality: 11 - 15</p>		
	<p>Not Representing Quality: 0 - 10</p>		