

Criteria for the Common Core State Standards for Mathematics

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

Title of Textbook and Materials \_\_\_\_\_

Grade Level \_\_\_\_\_

Publisher \_\_\_\_\_

Copyright date \_\_\_\_\_

	Criterion	Met	Not Met	Notes
1. <b>FOCUS</b> on Major Work	In any single grade, students and teachers using the materials as designed spend the large majority of their time, approximately three-quarters, on the major work of each grade.			
2. Focus in Early Grades	Materials do not assess any of the topics in Table 2 before the grade level indicated, or pattern problems in K–5 that do not support the focus on arithmetic, such as “find the next one” problems.			
3. Focus and <b>COHERENCE</b> through Supporting Work	Coherence is about making math make sense. Supporting content does not detract from focus, but rather enhances focus and coherence simultaneously by engaging students in the major work of the grade.			
4. <b>RIGOR</b> and Balance: Materials and tools reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by all of the following:	Developing students’ <b>conceptual understanding</b> of key mathematical concepts, where called for in specific content standards or cluster headings.			
	Giving attention throughout the year to individual standards that set an expectation of <b>fluency</b> .			
	Allowing teachers and students using the materials as designed to spend sufficient time working with engaging <b>applications</b> , without losing focus on the major work of each grade.			

5. Consistent Progressions: Materials are consistent with the progressions in the Standards, by all of the following:	Basing content progressions on the grade-by-grade progressions in the Standards.			
	Giving all students extensive work with grade-level problems.			
	Relating grade level concepts explicitly to prior knowledge from earlier grades.			
6. Coherent Connections: Important math ideas are developed by expanding and connecting to other important math ideas in such a way as to build understanding of math as a unified whole.	Including learning objectives that are visibly shaped by CCSSM cluster headings, with meaningful consequences for the associated problems and activities.			
	Including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.			
7. 8 Standards of Mathematical Practice: Materials meaningfully connect content standards and 8 Standards of Mathematical Practice.	1. Make sense of problems and persevere in solving them.			
	2. Reason abstractly and quantitatively.			
	3. Construct viable arguments and critique the reasoning of others.			
	4. Model with mathematics.			
	5. Use appropriate tools strategically.			
	6. Attend to precision.			
	7. Look for and make use of structure.			
	8. Look for and express regularity I repeated reasoning.			
8. Support for English language learners and members of other special populations is appropriate.	Structuring of the materials allows all learners to meet the same standards. Materials can structure interactions in a variety of ways.			
9. Support Materials	Comprehensive Teacher's Materials			
	Appropriate Technology Resources			
	Variety of Intervention Materials			