

The Mississippi High Quality Instructional Materials Mathematics Review Rubric (HQIM²R²)

Textbook Publisher's
Orientation

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Ensuring a bright future for every child

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Ensuring a bright future for every child

MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1 All Students Proficient and Showing Growth in All Assessed Areas 	2 Every Student Graduates from High School and is Ready for College and Career 	3 Every Child Has Access to a High-Quality Early Childhood Program 	4 Every School Has Effective Teachers and Leaders 	5 Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes 	6 Every School and District is Rated "C" or Higher 
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Our Goal & Our Partnership

To increase the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest-quality instructional materials.



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Mississippi High Quality Instructional Materials Mathematics Review Rubric (HQIM²R²)

The Mississippi High Quality Instructional Materials Mathematics Review Rubric (HQIM²R²) K-8 identifies the criteria and indicators for high quality instructional materials.

The HQIM²R² is complemented by Evidence Guides that support the identification of evidence, and scoring criteria.

Mississippi High Quality Instructional Materials Mathematics Review Rubric (HQIM²R²)

The HQIM²R² tool supports a sequential review process through **three gateways** that reflect the importance of **alignment to the fundamental design elements of the standards** and then considers other **high-quality attributes of curriculum** as recommended by educators.

The Review Process

1. Review indicators for Gateway 1.

- ★ If instructional materials **meet** or **partially meet** expectations for Gateway 1, move to step 2.

2. Review indicators for Gateway 2.

- ★ If instructional materials **meet** expectations for **both** Gateways 1 and 2, move to step 3.

3. Review indicators for Gateway 3, Rating Sheets 1-6.



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Gateway 1 - Focus & Coherence

- **Focus** indicators determine whether instructional materials assess the appropriate grade-level content and spend the majority of class time on the major clusters of each grade.
- **Coherence** indicators determine whether instructional materials attend to supporting work to enhance focus, are viable for one year, are consistent with the progressions of the standards, and are coherent within a single grade.



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Gateway 2 – Rigor & the Mathematical Practices

- **Rigor** indicators determine if each grade’s instructional materials reflect the balances in the standards by helping students develop conceptual understanding, procedural skill and fluency, and application.
- The **Mathematical Practice** indicators determine how well materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.

Gateway 3 – Rating Sheets

- **Rating Sheet 1:** Use and design to facilitate student learning
- **Rating Sheet 2:** Teacher planning and learning for success with MS - CCR Standards
- **Rating Sheet 3:** Assessment
- **Rating Sheet 4:** Differentiation, scaffolding, and supports for all learners
- **Rating Sheet 5:** Effective use of technology
- **Rating Sheet 6:** Supplemental Materials

Materials with an EdReports.org Review

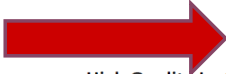
Review Teams will:

- Use the existing reports at www.edreports.org
- Review MS-specific (NEW) Indicators 3ei, 3piii, 3piv, and Rating Sheet 6 - Supplemental Materials

HQIM²R² Protocol for MS-Specific (New) Indicators

Indicators:

- **3ei.** The materials incorporate a glossary, footnotes, recording, pictures, and/or other features that aid students and teachers in using the book effectively.
- **3piii.** The assessment materials include embedded assessments that reflect a variety of knowledge levels.
- **3piv.** Multiple types of formative and summative assessments (performance based tasks, questions, research, investigations, and projects) are embedded into the content materials and assess the learning targets.
- **Rating Sheet 6.** Supplemental materials reinforce core instruction and provide ample and a variety of resources to support student learning.



Please note: This is an Overview of the (HQIM²R²) used for training purposes

The long version of the HQIM²R² tool is located on the table for all attendees.

High Quality Instructional Materials Math Review Rubric (HQIM²R²)

Subject: Mathematics K-8

Evaluator _____

Rating Committee _____

Publisher _____

Title of Textbook Series/Instructional Program _____

Grade Range of Textbook Series/Instructional Program _____ Specific Grade Evaluated _____

Mississippi defines High-Quality Instructional Materials (HQIM) as material that are aligned with the Mississippi College- and Career-Readiness Standards, externally validated, comprehensive, and include engaging texts, which include books-both digital and print; and multimedia material, rigorous problems, and aligned assessments. HQIM can be used to identify students' areas of strength and opportunities for growth and are sequentially mapped and designed to prepare students to graduate ready for college and the workforce, educative for teachers, and accessible to students with differentiated needs.

The High-Quality Instructional Materials Mathematics Review Rubric K-8

The High-Quality Instructional Materials Mathematics Review Rubric K-8 (HQIM²R²) identifies the criteria and indicators for high quality instructional materials. The K-8 Evidence Guides complement the K-8 Quality Instructional Materials Review Tool by elaborating details for each indicator including the purpose of the indicator, information on how to collect evidence, guiding questions and discussion prompts, and scoring criteria.

The HQIM²R² is comprised of three sections:

- Section 1: Alignment to Standards, Learning Progressions, and Coherence - This is a requirement for submission.
- Section 2: Alignment to Rigor, and the Standards for Mathematical Practice - This is a requirement for submission.
- Section 3: Usability and Design of Materials



HQIM²R² Section 1: Alignment to Standards, Learning Progressions, and Coherence - This is a requirement for submission.

- Criterion 1.1: Alignment and Accuracy - How well do the instructional materials align to the Standards for Mathematical Content?
- Criterion 1.2: Learning Progressions and Coherence - How well do the instructional materials attend to the learning progressions emphasized in the standards, so that the curriculum is coherent both within grades and across grade bands?

HQIM²R² Section 2: Alignment to Rigor and The Standards for Mathematical Practices - This is a requirement for submission

- Criterion 2.a - 2.d: Rigor - Are all aspects of rigor (conceptual understanding, procedural skill and fluency, application, and balance across all three) attended to in the instructional materials?
- Criterion 2e - 2giii: Standards for Mathematical Practice - Are the Standards for Mathematical Practice addressed so that students have opportunities to demonstrate independent mastery of these standards?

HQIM²R² Section 3: Instructional Support, Usability, and Assessment

- Criterion 3.1 Use and Design to facilitate student learning - Are materials well designed and take into account effective lesson structure and pacing?
- Criterion 3.2 Teacher Planning and Learning for Success with the Mississippi College and Career Ready Standards - Do materials support teacher planning, learning, and understanding of the Standards? Do materials provide teachers with guidance to build their own knowledge of mathematics and to give all students extensive opportunities and support to explore key concepts?
- Criterion 3.3 Assessment - Do materials offer teachers resources and tools to collect ongoing data about student progress on the Standards? Do materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed standards?
- Criterion 3.4 Differentiation, Scaffolding, and Supports for all Learners - Do materials give all students extensive opportunities and support to explore key concepts?
- Criterion 3.5 Effective use of technology - Do materials support effective use of technology to enhance student learning? Are digital materials accessible and available in multiple platforms?
- Criterion 3.6 Supplemental Materials - Do supplemental materials reinforce core instruction and provide ample and a variety of resources to support student learning?

The State Textbook Review Committee Process will include Evidence Guides

The K-8 Mathematics Evidence Guides are designed to support review teams to have a shared understanding of the criterion and indicators for each of the three Gateways.

GUIDANCE FOR Indicator 1d

CRITERION Each grade's instructional materials are coherent and consistent with the Standards.

INDICATOR The amount of content designated for one grade level is viable for one academic school year in order to foster coherence between grades.

Can the instructional materials reasonably be completed in one academic school year?

WHAT IS THE PURPOSE OF THIS INDICATOR?
This indicator along with indicators 3c, 3e, and 3f, determines the **ability of Coherence**. This indicator examines the materials to determine if the amount of time suggested in the materials is appropriate for one academic school year and if the expectations of the materials are reasonable for both teachers and students to complete in the suggested timeframe.

EVIDENCE COLLECTION

Evidence Collection: Guiding Questions

- Can the instructional materials be completed in a school year (approximately 140-190 days of instruction)?
- What is the length of the lesson according to the publisher? (For example, 60 minutes)

Evidence Collection: Locating Evidence Sources

Review the table of contents, any pacing guides, and scope and sequence provided by the publisher.

DISCUSSION POINTS FOR REVIEW TEAM MEETING

- Can students master ALL grade-level Standards in the time frame stated?
- Is there too much or too little material to cover in one academic school year?
- Was there any information you learned from the publisher's orientation that was valuable for this indicator? If so, include this information in the report.

SCORING

2 points	The suggested amount of time and expectations for teachers and students of the materials are viable for one academic school year as written and would not require significant modifications. For those materials on the borderline of having too little or too much content (130-139 days or 191-200 days), evidence should clearly explain how students would be able to master ALL the grade-level Standards within one academic school year.
1 point	The suggested amount of time provided by the materials raises some concerns as to whether coverage of the materials and/or the expectations for teachers and students are viable. Some significant modifications would be necessary for materials to be viable for one academic school year.
0 points	The suggested amount of time for the materials is not viable for one academic school year, and/or the expectations for teachers and students are unreasonable. Significant modifications would be necessary for the materials to be viable for one academic school year.

High School Reviews

- Part of the Mississippi Educators High School Review process will be to identify whether the instructional materials align to the HS course objectives/standards using a similar tool (as developed by EdReports)
- There are substantive differences in Gateways 1 and 2 between the K-8 tool and the High School tool
- EdReports.org's High School tool and evidence guides are designed to look at a complete series across HS courses regardless of how they are delivered (traditional Algebra/Geometry/Algebra2, or in an integrated approach).

Gateway 1 – Focus & Coherence

Overall Gateway 1 Rating: Focus and Coherence

- Reviewers should use data recorded in Rating Sheet 1 to determine the Gateway 1 final rating.

	CRITERIA	RATING SCORE	EVIDENCE
<p>GATEWAY 1: FOCUS AND COHERENCE: The instructional materials are coherent and consistent with “the high school standards that specify the mathematics which all students should study in order to be college and career ready” (p. 57 of CCSSM).</p> <p>Earned: ____ of 18 points</p> <p><input type="checkbox"/> Meets expectations (14-18 points)</p> <p><input type="checkbox"/> Partially meets expectations (10-13 points)</p> <p><input type="checkbox"/> Does not meet expectations (<10 points)</p>	<p>1a-1e. The instructional materials are coherent and consistent with “the high school standards that specify the mathematics which all students should study in order to be college and career ready” (p. 57 of CCSSM).</p>	<p>Point Totals from Rating Sheet(s):</p>	

MATERIALS MUST MEET EXPECTATIONS OR PARTIALLY MEET EXPECTATIONS FOR GATEWAY 1 TO MOVE ON TO GATEWAY 2.

Gateway 2 – Rigor & Mathematical Practices

Overall Gateway 2 Rating: Rigor and Mathematical Practices

- Reviewers should use data recorded in Rating Sheets 1 and 2 to determine the Gateway 2 final rating.

	CRITERIA	RATING SCORE	EVIDENCE
<p>GATEWAY 2: RIGOR AND MATHEMATICAL PRACTICES: The materials align with CCSS expectations for rigor and mathematical practices.</p> <p>Earned: __ of 16 points</p> <p><input type="checkbox"/> Meets expectations (14-16 points)</p> <p><input type="checkbox"/> Partially meets expectations (10-13 points)</p> <p><input type="checkbox"/> Does not meet expectations (<10 points)</p>	<p>2a-2d. The instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.</p>	<p>Point Totals from Rating Sheet(s):</p>	
	<p>2e-2h. Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.</p>	<p>Point Totals from Rating Sheet(s):</p>	

MATERIALS MUST MEET EXPECTATIONS FOR GATEWAY 1 AND GATEWAY 2 TO MOVE ON TO GATEWAY 3.

Gateway 3 – Instructional Supports & Usability

	CRITERIA	RATING	EVIDENCE
<p>Gateway 3: Instructional Supports and Usability Indicators:</p> <p>Materials support student learning and engagement and support teacher learning and understanding of the Standards. Materials also offer supports to differentiate instruction for diverse learners and enrich instruction through technology.</p> <p>Earned: ____ of 36 points</p> <p>Meets expectations (30-36 points)</p> <p>Partially meets expectations (22-29 points)</p> <p>Does not meet expectations (<22 points)</p>	<p>3a-3e. Materials are well designed and take into account effective lesson structure and pacing to facilitate student learning.</p>	<p>Point Totals from Ratings Sheet(s):</p>	
	<p>3f-3l. Materials support teacher learning and understanding of the Standards.</p>	<p>Point Totals from Ratings Sheet(s):</p>	
	<p>3m-3q. Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.</p>	<p>Point Totals from Ratings Sheet(s):</p>	
	<p>3r-3y. Materials support teachers in differentiating instruction for diverse learners within and across grades.</p>	<p>Point Totals from Ratings Sheet(s):</p>	
	<p>3z-3ad. Materials support effective use of technology to enhance student learning.</p>	<p>Unrated</p>	

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