



# Nevada Instructional Materials Review K-12 Mathematics (Summer 2024)

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## Narrative

The following instructional materials for K-12 Mathematics Education were reviewed by educators from the following districts: Carson City School District, Clark County School District, Doral Academy of Nevada, Douglas County School district, Lyon County School District, and Washoe County School District. A minimum of three individuals reviewed each material and came to a consensus on whether that material would be recommended to the State Board of Education for adoption.

Pursuant to Nevada Revised Statute (NRS) 389.850, the instructional materials appeals listed below have been reviewed and determined to be aligned with the Nevada Academic Content Standards (NVACS) for K-12 Mathematics and Social Justice criteria.

## Summary of K-12 Mathematics Instructional Materials Recommendations

<b>Vendor</b>	<b>Course Name</b>	<b>Grade Level</b>	<b>Standards Alignment Score (out of 18)</b>	<b>Social Justice Alignment Score (out of 12)</b>	<b>Status</b>
Houghton Mifflin Harcourt Publishing Company (HMH)	HMH Into Math	K-5	18	12	RECOMMENDED
Kendall Hunt Publishing	Illustrative Mathematics by Kendall Hunt	K-5	18	12	RECOMMENDED
Pathway2Careers	Pre - Algebra	9-12	18	12	RECOMMENDED
Pathway2Careers	Algebra I	9-12	18	12	RECOMMENDED

## Houghton Mifflin Harcourt Publishing Company (HMH) – Into Math

**Vendor Name:** Houghton Mifflin Harcourt Publishing Company (HMH)

**Course Name:** Into Math

**Grade Levels:** K-5

**Appeal Status:** RECOMMENDED

**Justification for Approval:**

HMH demonstrated alignment to the Nevada Academic Content Standards through the materials, with specific focus on the sections labeled ‘Spark your Interest’. There are many connections to student lived experiences. The strength of this program is the development of mathematical thought. Additional evidence of diversity was provided to reviewers. Teachers are prompted to support students in mathematical discussion and sense making.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Vertical alignment is evident. SMPs are embedded in questioning and tasks.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are developmentally appropriate
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	There is a pacing guide, but not all sequencing was considered actionable.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Discussion prompts are a strength.
	B2. Materials help students think more critically about a topic.	2	1	0	Conceptual understanding development is a strength.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Discussion prompts are a strength.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Prompts for facilitation are provided in teaching materials.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Some problem solving is over scaffolded and would limit creativity and problem-solving skill development. STEM tasks are included. Turn and Talk embedded - Sample Guided Questions for discussion.
	C3. Materials are relevant to students' lives.	2	1	0	Materials have real world connections.
<b>Column Totals:</b>		18	0	0	<b>OVERALL SCORE: 18</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Additional evidence of diversity was presented.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	Math careers and connections are in each unit.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Additional evidence of diversity was presented.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Spanish teacher and student edition. Discourse opportunities (Turn and Talk, Guided Discussions) are available.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Discussion prompts are a strength.

<b>Criteria</b>	<b>Metric</b>	<b>ME</b>	<b>NI</b>	<b>IA</b>	<b>Justification</b>
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Professional learning will be necessary to highlight the potential for student centered work.
	<b><i>Column Totals:</i></b>	12	0	0	<b>OVERALL SCORE: 12</b>



## Kendall Hunt Publishing – Illustrative Mathematics

**Vendor Name:** Kendall Hunt Publishing

**Course Name:** Illustrative Mathematics

**Grade Levels:** K-5

**Appeal Status:** RECOMMENDED

**Justification of Approval:**

This provider of Illustrative Mathematics meets content alignment criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics. The publisher provided additional evidence to support the social justice criteria (Category 2 Rubric). A strength of this material is the particular focus on inquiry and student voice.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	Grade level standards are addressed. For differentiation, some standards outside of grade level are included.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Material is developmentally appropriate.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Details are provided in the teacher materials.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Instructional Routines are included (Warm-up Routines and Lesson Activity Routines) allow for mathematical discussion. Open-ended questions have potential to create student discourse.
	B2. Materials help students think more critically about a topic.	2	1	0	Open-ended questions embedded in the teacher materials which push students to reason.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Open-ended questions are included.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	Included in embedded instructional routines.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Included in the teacher materials (prompts and supports).

Criteria	Metric	ME	NI	IA	Justification
	C3. Materials are relevant to students' lives.	2	1	0	Reflection question for the teacher regarding how they related the materials to their students' lives.
	<i>Column Totals:</i>	18	0	0	<b>OVERALL SCORE: 18</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	EL supports included, Students with Disabilities supports included. Publisher provided additional detail related to diversity components.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	Requires the use of the teacher supports to connect to prior knowledge, but the inquiry does allow for real-life connections.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Writer history/biographies were provided by the publisher.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Opportunities for students to work with partners. Questions are embedded in the instructional materials for the teacher to pose. Discourse would rely on teacher actions.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Partner work is evident.

<b>Criteria</b>	<b>Metric</b>	<b>ME</b>	<b>NI</b>	<b>IA</b>	<b>Justification</b>
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Student direction is a strength of this instructional material.
	<b>Column Totals:</b>	12	0	0	<b>OVERALL SCORE: 12</b>

## Pathway2Careers – Pre-Algebra

**Vendor Name:** Pathway2Careers

**Course Name:** Pre-Algebra

**Grade Level:** 9-12

**Appeal Status:** RECOMMENDED

**Justification for Approval:**

Pathway2Careers – Pre-Algebra meets content alignment criteria based on Nevada Academic Content Standards for Math. Furthermore, the Instructional Material (IM) meets expectations on clear, actionable, scope and sequence, and instructional pathways. It meets expectations in providing educators with tools to foster deep academic discussion. It spark student’s dialogue and support further exploration. It offer students opportunities to engage in meaningful, authentic learning activities that reinforce the course. It fosters creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building) and all social justice criteria meets expectations as described in the rubric below. Thus, this instruction material is recommended for adoption.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The IM meets expectations on targeting the most critical and impactful content. The content is aligned to NVACS.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The IM meets expectations on accuracy, well-written, and appropriate content for the grade level. Evidence supports it is at the grade level readiness scale.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways. On the teacher resources exist an alignment document for NVACS; Learning Progression Framework; Learning Goals; and Standards mastery guide.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The IM meets expectations in providing educators with tools to foster deep academic discussion. The IM have mathematical content discussion activity guide for students and teachers. In the Teacher view, it have guidance on how to support academic discussion.
	B2. Materials help students think more critically about a topic.	2	1	0	The IM meets expectations in helping students think more critically about a topic. It offers a variety of opportunities to open-ended questions to promote critical thinking: Challenge, Choose a Method, and Critical Thinking. Other form of critical thinking strategies that are embedded: Error Analysis, Looking Ahead, Multiple Representations, Open Ended, and Reasoning.

Criteria	Metric	ME	NI	IA	Justification
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The IM meets expectations for having activities or tasks that create a spark of student dialogue and support further exploration. The IM paradigm to spark interest or engagement is to explore career-connect learning strategies. Embedded on the IM are 300 career connection personal interview and 150 of it is related to those students with disabilities now gainfully employed in their career of interest.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2	1	0	The IM meets expectations in providing relevance to students' lives. Every math lesson answers the question: "When are we going to use this?". Data from Labor Statistics and O*Net is also embedded to support the real-life application discussion. Lastly the worded problems tie the mathematical content to occupational task in authentic application of job duties.
<b>Column Totals:</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>OVERALL SCORE: 18</b>



### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs. The IM offers researched based and ready to implement comprehensive Culturally and Linguistically Responsive Teaching (CLRT) framework available in Teacher’s Resources/View and embedded in every lesson.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. Featured Occupation is presented in application lessons or worded problems giving the students the opportunities skills and concepts in Math. Critical Pedagogy is an employed in the IM where teachers draw student’s attention to the details of the occupational careers and its connection to the math content being taught and the student’s culture and life experiences.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and	2	1	0	The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that

Criteria	Metric	ME	NI	IA	Justification
	routines, and structures that promote inclusion of students' background.				promote inclusion of students' backgrounds. The Teaching Strategies and Guidance document containing the Culturally and Linguistically Responsive Teaching (CLRT) cites the research of Sharroky Hollie, Carrie Eicher, Zaretta Hammond, Ivonne Garcia, Joe Kincheloe, Jeff Zwiers. The works and philosophies of Esther Michela, Grant Wiggins, Jay McTighe, J. Dewey, R.J. Marzano, D.J. Pickering, and K. Rix on Universal Design for Learning (UDL) and Understanding by Design (UBD) were used in the formulation of differentiation, assessments, and lesson planning of the IM.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The IM meets expectation on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype-free, and barrier-free instruction for every student. The IM features equity data tools, text, images, examples, stories are implemented in a diverse manner encompassing inclusive and wide variety of cultural background. When it comes to the technology the IM employs the latest Web Content Accessibility Guidelines (WCAG), MathML, and Accessible Rich Internet Application (ARIA) attributes and other customization tools to better the user or student experience.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning	2	1	0	The IM meets expectations on providing the opportunity for students to work cooperatively

<b>Criteria</b>	<b>Metric</b>	<b>ME</b>	<b>NI</b>	<b>IA</b>	<b>Justification</b>
	experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.				or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. The IM have Math Conversation Cards which can be printed or online to be used in the student's activities as talking points or guides providing various opportunities of cooperative learning or discourse.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The IM meets expectations in providing learning and tasks that are predominantly student-centered. There are various learning tasks that are student centered as mentioned in the Category I – Content Alignment Rubric.
	<b>Column Totals:</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>OVERALL SCORE: 12</b>

## Pathway2Careers – Algebra 1

**Vendor Name:** Pathway2Careers

**Course Name:** Algebra 1

**Grade Level:** 9-12

**Appeal Status:** RECOMMENDED

**Justification for Approval:**

Pathway2Careers – Algebra I meets content alignment criteria based on Nevada Academic Content Standards for Math. Furthermore, the Instructional Material (IM) meets expectations on clear, actionable, scope and sequence, and instructional pathways. It meets expectations in providing educators with tools to foster deep academic discussion. It spark student’s dialogue and support further exploration. It offer students opportunities to engage in meaningful, authentic learning activities that reinforce the course. It fosters creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building) and all social justice criteria meets expectations as described in the rubric below. Thus, this instruction material is recommended for adoption.

### Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The IM meets expectations on targeting the most critical and impactful content. The content is aligned to NVACS.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The IM meets expectations on accuracy, well-written, and appropriate content for the grade level. Evidence supports it is at the grade level readiness scale.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways. On the teacher resources exist an alignment document for NVACS; Learning Progression Framework; Learning Goals; and Standards mastery guide.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The IM meets expectations in providing educators with tools to foster deep academic discussion. The IM have mathematical content discussion activity guide for students and teachers. In the Teacher view, it have guidance on how to support academic discussion.
	B2. Materials help students think more critically about a topic.	2	1	0	The IM meets expectations in helping students think more critically about a topic. It offers a variety of opportunities to open-ended questions to promote critical thinking: Challenge, Choose a Method, and Critical Thinking. Other form of critical thinking strategies that are embedded: Error Analysis, Looking Ahead, Multiple Representations, Open Ended, and Reasoning.

Criteria	Metric	ME	NI	IA	Justification
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The IM meets expectations for having activities or tasks that create a spark of student dialogue and support further exploration. The IM paradigm to spark interest or engagement is to explore career-connect learning strategies. Embedded on the IM are 300 career connection personal interview and 150 of it is related to those students with disabilities now gainfully employed in their career of interest.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2	1	0	The IM meets expectations in providing relevance to students' lives. Every math lesson answers the question: "When are we going to use this?". Data from Labor Statistics and O*Net is also embedded to support the real-life application discussion. Lastly the worded problems tie the mathematical content to occupational task in authentic application of job duties.
<b>Column Totals:</b>		<b>18</b>	<b>0</b>	<b>0</b>	<b>OVERALL SCORE: 18</b>

### Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs. The IM offers researched based and ready to implement comprehensive Culturally and Linguistically Responsive Teaching (CLRT) framework available in Teacher’s Resources/View and embedded in every lesson.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. Featured Occupation is presented in application lessons or worded problems giving the students the opportunities skills and concepts in Math. Critical Pedagogy is an employed in the IM where teachers draw student’s attention to the details of the occupational careers and its connection to the math content being taught and the student’s culture and life experiences.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and	2	1	0	The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that

Criteria	Metric	ME	NI	IA	Justification
	routines, and structures that promote inclusion of students' background.				promote inclusion of students' backgrounds. The Teaching Strategies and Guidance document containing the Culturally and Linguistically Responsive Teaching (CLRT) cites the research of Sharroky Hollie, Carrie Eicher, Zaretta Hammond, Ivonne Garcia, Joe Kincheloe, Jeff Zwiers. The works and philosophies of Esther Michela, Grant Wiggins, Jay McTighe, J. Dewey, R.J. Marzano, D.J. Pickering, and K. Rix on Universal Design for Learning (UDL) and Understanding by Design (UBD) were used in the formulation of differentiation, assessments, and lesson planning of the IM.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The IM meets expectation on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype-free, and barrier-free instruction for every student. The IM features equity data tools, text, images, examples, stories are implemented in a diverse manner encompassing inclusive and wide variety of cultural background. When it comes to the technology the IM employs the latest Web Content Accessibility Guidelines (WCAG), MathML, and Accessible Rich Internet Application (ARIA) attributes and other customization tools to better the user or student experience.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning	2	1	0	The IM meets expectations on providing the opportunity for students to work cooperatively



<b>Criteria</b>	<b>Metric</b>	<b>ME</b>	<b>NI</b>	<b>IA</b>	<b>Justification</b>
	experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.				or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. The IM have Math Conversation Cards which can be printed or online to be used in the student's activities as talking points or guides providing various opportunities of cooperative learning or discourse.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The IM meets expectations in providing learning and tasks that are predominantly student-centered. There are various learning tasks that are student centered as mentioned in the Category I – Content Alignment Rubric.
	<b>Column Totals:</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>OVERALL SCORE: 12</b>