

Introduction:

The following Instructional Materials Scoring Rubric for Mathematics is designed to score materials in the following categories:

- Instructional Focus
- Math Practices
- Aspects of Rigor
- Accessibility Features

Scoring:

Each section is to be scored using a 0, 1, or 2. For all sections, except for Rigor, use the following rubric when deciding on the appropriate rating:

- 0: The metric is not present within the material.
- 1: The metric is present within the material. The intent and/or frequency component of the metric is not fully met.
- 2: A rating of 2 indicates the metric is present and all aspects of the metric are fully met.

For Rigor:

- 0: The standard is not instructionally present within the material.
- 1: The standard is instructionally present but does not have an instructional focus on the indicated type of rigor.
- 2: The standard is instructionally present and has a clear instructional focus on the indicated type of rigor.

Note: Some standards appear under multiple aspects of rigor (i.e., Conceptual Understanding, Procedural Fluency, or Application). When scoring these standards, only score the part of the standard relevant to that aspect of rigor, which is identified by a bold, italics, larger font.

Gateway: The publisher must provide a Tennessee standards alignment guide as a part of the scope and sequence for the material. If this gateway is not met, the materials will not be scored.

Instructional Focus				
	0	1	2	Evidence
Connections to content from prior grades are clearly identified and explicitly related to grade-level work.				
Materials embed a minimum of 3 tasks in every unit. Each task has multiple entry-points and can be solved using a minimum of 2 solution strategies and/or representations.				
Materials give students opportunities to work problems within each lesson. Each problem set: <ul style="list-style-type: none"> Covers the full breadth of the standard(s) covered in the lesson Is aligned to on grade level expectations as identified in the standard(s) 				
Teacher resources indicate common student misconceptions in every unit and provide guidance on how to instructionally address the identified misconceptions.				
Materials provide educative supports (e.g., adult level explanations of the standards) in every lesson for teachers to ensure standards are taught accurately and to the appropriate level of rigor (i.e., conceptual understanding, procedural fluency, and application) as indicated by the standards.				
Materials develop student understanding of multiple representations (i.e., concrete, representational, abstract) for relevant standards which are identified in the state's Instructional Focus Documents.				
Materials include problems and activities in every unit that connect two or more grade level standards in a domain (e.g., 7.EE.A.1 and 7.EE.A.2).				
Materials include problems and activities in every unit that connect two or more grade level domains. (e.g., 7.RP.A.3 and 7.EE.B.3)				
Materials provide opportunities for students to participate in a spiraled review in every unit.				
Total				

Gateway: The publisher must provide a Tennessee standards alignment guide as a part of the scope and sequence for the material. If this gateway is not met, the materials will not be scored.

Mathematical Practices				
Math Practices/Literacy Skills for Math Proficiency	0	1	2	Evidence
Materials embed the eight math practice standards in every unit.				
Math practice standards are clearly identified in both teacher and student materials.				
Materials use appropriate math vocabulary which is aligned to the grade level standards.				
Materials support students in discussing and articulating mathematical ideas. Within each lesson students either write or verbally justify their thoughts.				
Total				

Accessibility Features				
Digital Materials	0	1	2	Evidence
All lessons within the materials are available in digital form and include a printable option.				
In every lesson, materials include recommended supports, accommodations, and modifications for Students with Disabilities and English Language Learners that will support their regular and active participation in accessing on grade level material (e.g., modifying vocabulary words within word problems, sentence starters, etc.).				
Total				

Aspects of Rigor				
Conceptual Understanding: The materials support the intentional development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content standards or clusters.	0	1	2	Evidence
6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. Make a distinction between ratios and fractions.				
6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$. Use rate language in the context of a ratio relationship.				
6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).				
6.RP.A.3a Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.				
6.RP.A.3d Use ratio reasoning to convert customary and metric measurement units (within the same system); manipulate and transform units appropriately when multiplying or dividing quantities.				
6.NS.A.1 Interpret and compute quotients of fractions, and solve real-world and mathematical problems involving division of fractions by fractions (e.g., connecting visual fraction models and equations to represent the problem is suggested).				
6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm and making connections to previous conceptual work with each operation.				
6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation as well as describing situations in which opposite quantities can combine to make 0.				

6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.				
6.NS.C.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself.				
6.NS.C.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.				
6.NS.C.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.				
6.NS.C.7 Understand ordering and absolute value of rational numbers.				
6.NS.C.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.				
6.NS.C.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts.				
6.NS.C.7c Understand the absolute value of a rational number as its distance from 0 on the number line and distinguish comparisons of absolute value from statements about order in a real-world context..				
6.EE.A.1 <i>Write</i> and evaluate numerical expressions involving whole-number exponents .				
6.EE.A.2 <i>Write, read,</i> and evaluate expressions in which variables stand for numbers .				
6.EE.A.2a Write expressions that record operations with numbers and with variables.				
6.EE.A.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.				
6.EE.A.3 Apply the properties of operations (including, but not limited to, commutative, associative, and distributive properties) to generate equivalent				



expressions. (The distributive property of multiplication over addition is prominent here. Negative coefficients are not an expectation at this grade level.)				
6.EE.A.4 Identify when expressions are equivalent (i.e., when the expressions name the same number regardless of which value is substituted into them).				
6.EE.B.5 <i>Understand that a solution to an equation or inequality is the value(s) that makes that statement true.</i> Use substitution to determine whether a given number in a specified set makes an equation or inequality true.				
6.EE.B.6 <i>Use variables to represent numbers</i> and write expressions when solving real-world and mathematical problems; <i>understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</i>				
6.EE.B.7 <i>Solve</i> real-world and mathematical problems by <i>writing and solving one-step equations of the form $x + p = q$, $px = q$, $x - p = q$, and $x/p = q$</i> for cases in which p , q , and x are all nonnegative rational numbers and $p \neq 0$. (Complex fractions are not an expectation at this grade level.)				
6.EE.B.8 Interpret and write an inequality of the form $x > c$, $x < c$, $x \leq c$, or $x \geq c$ which represents a condition or constraint in a real-world or mathematical problem. Recognize that inequalities have infinitely many solutions; represent solutions of inequalities on number line diagrams.				
6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another.				
6.EE.C.9a Write an equation in the form of $y = px$ where y , p , and x are all non-negative and $p \neq 0$, to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.				
6.EE.C.9b Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.				
6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by <i>composing into rectangles or decomposing into triangles and other shapes; know and apply these techniques</i> in the context of solving real-world and mathematical problems.				
6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and <i>show that the volume is the same as would be found by multiplying the edge lengths of the prism.</i> Apply the formulas $V = lwh$ and $V = Bh$ where B is the area of the base to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.				

6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.				
6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.				
6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its measures of center (mean, median, mode), measures of variation (range only), and overall shape.				
6.SP.A.3 Recognize that a measure of center (mean, median, mode) for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.				
6.SP.B.5 Summarize numerical data sets in relation to their context.				
6.SP.B.5a Report the number of observations.				
6.SP.B.5b Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.				
6.SP.B.5c Give quantitative measures of center (median and/or mean) and variability (range) as well as describing any overall pattern with reference to the context in which the data were gathered.				
6.SP.B.5d Relate the choice of measures of center to the shape of the data distribution and the context in which the data were gathered.				
Procedural Skill and Fluency: The materials provide intentional opportunities for students to develop procedural skills and fluencies, especially where called for in specific content standards or clusters	0	1	2	Evidence
6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).				
6.RP.A.3a Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.				
6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.				

<p>6.RP.A.3d Use ratio reasoning to convert customary and metric measurement units (within the same system); manipulate and transform units appropriately when multiplying or dividing quantities.</p>				
<p>6.NS.A.1 Interpret and <i>compute quotients of fractions, and solve</i> real-world and mathematical <i>problems involving division of fractions by fractions</i> (e.g., connecting visual fraction models and equations to represent the problem is suggested).</p>				
<p>6.NS.B.2 Fluently divide multi-digit numbers using a standard algorithm.</p>				
<p>6.NS.B.3 <i>Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm</i> and making connections to previous conceptual work with each operation.</p>				
<p>6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p>				
<p>6.NS.C.8 Solve real-world and mathematical problems by <i>graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</i></p>				
<p>6.EE.A.1 Write and <i>evaluate numerical expressions involving whole-number exponents.</i></p>				
<p>6.EE.A.2 Write, read, and <i>evaluate expressions in which variables stand for numbers.</i></p>				
<p>6.EE.A.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p>				
<p>6.EE.A.3 Apply the properties of operations (including, but not limited to, commutative, associative, and distributive properties) to <i>generate equivalent expressions</i>. (The distributive property of multiplication over addition is prominent here. Negative coefficients are not an expectation at this grade level.)</p>				

<p>6.EE.B.5 Understand that a solution to an equation or inequality is the value(s) that makes that statement true. <i>Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</i></p>				
<p>6.EE.B.6 <i>Use variables to represent numbers and write expressions when solving real-world and mathematical problems;</i> understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>				
<p>6.EE.B.7 Solve real-world and mathematical problems by writing and <i>solving one-step equations of the form $x + p = q$, $px = q$, $x - p = q$, and $x/p = q$ for cases in which p, q, and x are all nonnegative rational numbers and $p \neq 0$.</i> (Complex fractions are not an expectation at this grade level.)</p>				
<p>6.G.A.1 <i>Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes;</i> know and apply these techniques in the context of solving real-world and mathematical problems.</p>				
<p>6.G.A.2 <i>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.</i> Apply the formulas $V = lwh$ and $V = Bh$ where B is the area of the base to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>				
<p>6.G.A.3 <i>Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side that joins two vertices (vertical or horizontal segments only).</i> Apply these techniques in the context of solving real-world and mathematical problems.</p>				
<p>6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and <i>use the nets to find the surface area of these figures.</i> Apply these techniques in the context of solving real-world and mathematical problems.</p>				
<p>6.SP.B.4 Display a single set of numerical data using dot plots (line plots), box plots, pie charts and stem plots.</p>				
<p>Applications: The materials support the intentional development of students' ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters.</p>	0	1	2	Evidence
<p>6.RP.A.3 Use ratio and rate reasoning to <i>solve real-world and mathematical problems</i> (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p>				

<p>6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed.</p>				
<p>6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); <i>solve problems involving finding the whole, given a part and the percent.</i></p>				
<p>6.NS.A.1 Interpret and compute quotients of fractions, and <i>solve real-world and mathematical problems involving division of fractions by fractions</i> (e.g., connecting visual fraction models and equations to represent the problem is suggested).</p>				
<p>6.NS.C.8 <i>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.</i> Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>				
<p>6.EE.A.3 <i>Apply the properties of operations (including, but not limited to, commutative, associative, and distributive properties) to generate equivalent expressions.</i> (The distributive property of multiplication over addition is prominent here. Negative coefficients are not an expectation at this grade level.)</p>				
<p>6.EE.B.6 Use variables to represent numbers and write expressions when <i>solving real-world and mathematical problems</i>; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>				
<p>6.EE.B.7 <i>Solve real-world and mathematical problems by writing and solving one- step equations of the form $x + p = q$, $px = q$, $x - p = q$, and $x/p = q$ for cases in which p, q, and x are all nonnegative rational numbers and $p \neq 0$.</i> (Complex fractions are not an expectation at this grade level.)</p>				
<p>6.EE.B.8 <i>Interpret and write an inequality of the form $x > c$, $x < c$, $x \leq c$, or $x \geq c$ which represents a condition or constraint in a real-world or mathematical problem.</i> Recognize that inequalities have infinitely many solutions; represent solutions of inequalities on number line diagrams.</p>				
<p>6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; know and <i>apply these techniques in the context of solving real-world and mathematical problems.</i></p>				
<p>6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. <i>Apply the formulas $V = lwh$ and $V = Bh$ where B is the area of the base to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</i></p>				

<p>6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side that joins two vertices (vertical or horizontal segments only). Apply these techniques in the context of solving real-world and mathematical problems.</p>				
<p>6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>				
<p>6.SP.B.5 Summarize numerical data sets in relation to their context.</p>				
<p>6.SP.B.5c Give quantitative measures of center (median and/or mean) and variability (range) as well as describing any overall pattern with reference to the context in which the data were gathered.</p>				
<p>6.SP.B.5d Relate the choice of measures of center to the shape of the data distribution and the context in which the data were gathered.</p>				
Total				