Oklahoma State Textbook Committee

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STATE TEXTBOOK COMMITTEE (STC)

Special Meeting:
Oklahoma State Department of Education; Oliver Hodge Building
State Board Room, Suite 1-20; 2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

MEETING AGENDA: February 27, 2024 at 1:00 p.m.

1. Call to Order – Kendra Wesson, State Textbook Chair DESIGNEE.

2. Pledge of Allegiance, Salute to the Oklahoma State Flag *(I salute the flag of the State of Oklahoma. Its symbols of peace unite all people)*, and Prayer.

3. Roll/Determination of quorum – Shanda Finnell, Oklahoma State Department of Education

4. Welcome! Agenda posted per Open Meeting Act: –Kendra Wesson, DESIGNEE

5. Presentation: Content Review Rubrics for Fine Arts, Computer Science, and Technology Education
    a. Editing Gateway 4, Indicator 4q to match language of the law and formatting

6. ACTION ITEM: Discussion and possible action:
    - Accepting the changes of Gateway 4, Indicator 4q for the three rubrics

7. Presentation: Rubric Review for McGraw-Hill: K-2 and 3-5 70 O.S. §§ 16-102(F), (G). Anthony Purcell

8. ACTION ITEM: Discussion and possible action on verifying the review process has been conducted in a scrupulous and fair manner for McGraw-Hill: Math K-2 and 3-5; OAC 720:1-1-2(11).

9. ACTION ITEM: Discussion and possible action:
    - careful examination of all books submitted for adoption;
    - select textbooks in each subject area called for in the adoption;
    - adopt a final rating for each textbook prior to including it on the textbook list required [70 O.S. §§ 16-102, -104. OAC 720:1-1-2(4, 5, 12).
        a. Mathematics (pre-K through 12th grade):
            1. McGraw-Hill: K, 1, 2
            2. McGraw-Hill: 3, 4, 5

10. ACTION ITEM: Adjournment- Kendra Wesson, Chair DESIGNEE

Gateway 4: Statutory and Regulatory Fidelity

Gateway 4 examines the statutory and regulatory fidelity of the program.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators to each criterion. **If the reviewer response is Yes, then score 0 points. If the reviewer response is No, then score 1 point.**

Gateway 4 Overview		
Criterion	**Indicators**	**Available Points**
Criterion 4.1: Materials align with Oklahoma statute 70 O.S. § 24-157.	**4a-4h**	**8**
Criterion 4.2: Materials align with Oklahoma Administrative Code 720:10-5-3.	**4i-4u**	**13**
		21

Criterion 4.1 Statutory and Regulatory Fidelity	Oklahoma statute 70 O.S. § 24-157	
Indicators	**Score**	**Comments**
4a. Do the instructional materials teach or promote the idea that one race or sex is inherently superior to another race or sex?	0 1	
4b. Do the instructional materials teach or promote the idea that an individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously?	0 1	
4c. Do the instructional materials teach or promote the idea that an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex?	0 1	
4d. Do the instructional materials teach or promote the idea that members of one race or sex cannot and should not attempt to treat others without respect to race or sex?	0 1	
4e. Do the instructional materials teach or promote the idea that an individual's moral character is necessarily determined by his or her race or sex?	0 1	
4f. Do the instructional materials teach or promote the idea that an individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex?	0 1	
4g. Do the instructional materials teach or promote the idea that any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex?	0 1	

4h. Do the instructional materials teach or promote the idea that meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race?		0 1	
Criterion 4.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 7-8 **Approaching Quality:** 5-6 **Not Representing Quality:** 0-4	**/8**	

Criterion 4.2 Statutory and Regulatory Fidelity	Oklahoma Administrative Code 720:10-5-3	
Indicator	**Score**	**Comments**
4i. Are the instructional materials subjective in content and partial in interpretations?	0 1	
4j. Do the instructional materials encourage or condone civil disorder, social strife, or disregard for the law?	0 1	
4k. Do the instructional materials degrade or avoid teaching, where appropriate, high moral standards, including: ● **Honesty?** ● **Respect for parents, teachers, and those properly in authority?** ● **The importance of the work ethic in achieving personal goals?** ● **The existence of absolute values of right and wrong?**	0 1	
4l. Do the instructional materials de-emphasize or play down the importance of the family as the core of American society, and do they degrade traditional roles of men and women, boys and girls?	0 1	
4m. Do the instructional materials exclude or undermine the principles of the free enterprise system and the effectiveness of the free enterprise system?	0 1	
4n. Do the instructional materials include extraneous material unrelated to the subject of the textbook, negatively impacting the intellectual development of the child's instruction in reading, writing and arithmetic?	0 1	

4o. Are the instructional materials designed to neglect or suppress an awareness of the religious and classical culture of the western world and its significance to the preservation of the liberties of the American people?	0 1	
4p. Do the instructional materials present imbalanced and nonfactual treatments to controversial, political, and social movements with biased editorial judgments?	0 1	
4q. Do the instructional materials promote: • **Illegal lifestyles?** • **Illegal sexual behavior?** • **Sadistic behavior?** • **Degrading behavior?**	0 1	
4r. Do the instructional materials include blatantly offensive language or illustrations?	0 1	
4s. Do the instructional materials include violence for reasons of excitement, sensationalism or as an excuse for relevance? • **If violence does appear in the instructional materials, do the instructional materials treat the violence without context of cause or consequence?**	0 1	
4t. Do the instructional materials treat the subject of historical origins of humankind in a subjective and biased manner?	0 1	
4u. Do the instructional materials invade the privacy of the pupils or the pupils' parents?	0 1	

Criterion 4.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 10-13 **Approaching Quality:** 7-9 **Not Representing Quality:** 0-6	**/13**	

Gateway 4 Points Available	Rating Levels	Gateway 4 Points Achieved	Gateway 4 Rating
21	**Exemplifies Quality: 16-21**	**/21**	
	Approaching Quality: 11-15		
	Not Representing Quality: 0-10		
Gateway 4 Comments			

Gateway 4: Statutory and Regulatory Fidelity

Gateway 4 examines the statutory and regulatory fidelity of the program.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators to each criterion. **If the reviewer response is Yes, then score 0 points. If the reviewer response is No, then score 1 point.**

Gateway 4 Overview		
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		21

High-Quality Instructional Materials

OFFICE OF STANDARDS and LEARNING

PK-2 Mc Graw Hill

OKLAHOMA Education


Reveal
MATH
Application
Station Cards
Game Station
Resource Book
Student Practice Book

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		**Gateway 2** Building Student Knowledge		**Gateway 3** Teacher and Student Supports and Usability
	Exemplifies Quality →		Exemplifies Quality →	
	Approaching Quality →		Approaching Quality →	
	Not Representing Quality ☒		Not Representing Quality ☒	

Titles of Material(s)	Reveal Math	**Grade(s) Evaluated**	Elementary K, 1st, 2nd
Publisher	McGraw-Hill, LLC	**Reviewer**	PK-2 Math Content Review Team

PK-2

Review Summary				
Gateway		**Criterion**	**Score**	**Rating**
1	**Alignment with the Oklahoma Academic Standards and Coherence**	**1.1 Alignment with the Oklahoma Academic Standards**	8 / **14**	Approaching Quality
		1.2 Learning Progressions and Coherence	8 / **10**	Exemplifies Quality
		Gateway 1 Sub-Total	16 / **24**	Approaching 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	10 / **12**	Exemplifies Quality
		2.3 Assessment	13 / **14**	Exemplifies Quality
		Gateway 2 Sub-Total	37 / **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 **Exemplifies Quality:** All Gateways are Exemplifies Quality **Approaching Quality:** All Gateways are Approaching Quality or Better **Not Representing Quality:** Any Gateway is Not Representing Quality			**Total Score**	**Final Rating**
			73 / **84**	Exemplifies Quality

Gateway 1: Alignment to the Oklahoma Academic Standards and Coherence

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**
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.	• Do the materials prompt students to relate and connect numbers? • Do the materials include a variety of models to develop number sense concepts?	0 1 2 1 out of 2	Lessons include a number sense routine, offering opportunities for students to develop skills; however, supplementary resources are needed to align with Oklahoma standards. Concepts are taught out of order, like introducing numbers up to 120 before addressing addition to 10, and using a challenging reverse algorithm for addition (e.g., 5=_+2) at an early stage. The curriculum's addition and subtraction activities do not align with Oklahoma standards and must be adjusted. While some OAS for this strand are well-covered with varied models, nine standards in this grade band rely solely on a limited supplemental workbook in Oklahoma, missing necessary teacher supports. Nonetheless, lessons comprehensively address Oklahoma Academic Standards for Math in the Numbers and Operations strand. Each teacher's edition contains a chart illustrating where objectives are taught, emphasizing their interconnected nature (e.g., Kindergarten Teacher's Edition pg. xxxviii).
1b. The materials provide students with opportunities to understand patterns, represent and analyze mathematical situations involving unknowns, use mathematical models to represent and understand quantitative relationships, and analyze change in various contexts, as represented in the Oklahoma Academic Standards for Mathematics Algebra and Algebraic Reasoning strands.	• Do the materials embed tasks that require students to use pattern-based thinking to understand and represent mathematical and contextual situations? • Do the materials include tables, pictures, graphs, open sentences, equations or inequalities, rules, and functions to model relevant situations where grade appropriate? • Do the materials include opportunities for students to form and verify generalizations based on observations of patterns and relationships?	0 1 2 1 out of 2	Each lesson actively prompts students to identify patterns in problems, utilizing tables and pictures, fostering whole and small group discussions and collaboration. While the curriculum offers opportunities for students to engage with patterns, number relationships, and diverse mathematical models, it omits the requirement for first-grade students to count by 2's or 5's. The materials effectively fulfill algebraic reasoning standards through various tools such as rules, tables, and models. Lessons comprehensively address Oklahoma Academic Standards for Math within the Algebra and Algebraic Reasoning strand, supported by a teacher's edition chart indicating where objectives are taught throughout the course, highlighting their interconnectedness (e.g., Kindergarten Teacher's Edition pg. xxxviii).

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**
1c. The instructional materials provide students with opportunities to analyze characteristics of two-and three-dimensional objects; categorize and compare objects based on geometric relationships; utilize visualization, spatial reasoning, and geometric modeling to solve problems; understand measurable attributes of objects and 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.	• 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?	0 1 2 _1 out of 2	At every grade level, students encounter a variety of opportunities to engage with 2D and 3D shapes, although measurement and time standards deviate from alignment with the Oklahoma standards. For instance, second-grade students are expected to tell time to the 5-minute mark, while Oklahoma standards focus on telling time to the quarter hour. Kindergarten standards are satisfactorily met with supporting lessons. In the first grade, while standards are met, several are only addressed through a small supplemental workbook, lacking the teacher supports offered for other standards. Second-grade content doesn't encompass all necessary tasks to meet the geometry and measurement strand (2.GM.1.4). Teacher's editions include a chart showcasing where objectives are taught across the course, emphasizing their interconnectedness (e.g., Kindergarten Teacher's Edition pg. xxxviii).
1d. The instructional materials provide students with opportunities to formulate questions that can be addressed with data, and should provide students with opportunities to collect, organize, and display relevant data, as represented in the Oklahoma Academic Standards for Mathematics Data and Probability strand.	• 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?	0 1 2 _1 out of 2	The curriculum is engaging and relatable, incorporating real-world experiences into its stories. It encompasses both academic and mathematical vocabulary and includes a section for teachers to enhance their understanding of standards and concepts. While the curriculum addresses the data strand, it doesn't align with Oklahoma standards perfectly, notably postponing topics like bar graphs until a later grade than required. The coverage of the data strand lacks the necessary depth to fully support the standards. Lessons do offer coverage of the Oklahoma Academic Standards for Math's Data and Probability strand, with a clear chart indicating where objectives are taught throughout the course, promoting an integrated approach rather than isolated teaching of objectives

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**
***1e. The materials address the full intent of the grade-level objectives and are aligned with the Oklahoma Academic Standards for Mathematics.**	• 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?	0 2 4 2 out of 4	The curriculum's listed standards are tailored to specific Oklahoma Standards. However, due to its misalignment with the Oklahoma standards, it falls short of fully addressing their intended scope within each grade level, necessitating teachers to draw from adjacent grades for targeted alignment. Each lesson begins with Learning Targets and Mathematical Actions and Processes, as observed in the 1st Grade Teacher's Edition on page 3A.
1f. The instructional materials connect the content of the Oklahoma Academic Standards for Mathematics to relevant experiences.	Do the materials include tasks that connect relevant learning experiences, as called for by the Oklahoma Academic Standards?	0 1 2 2 out of 2	The material effectively embodies the Oklahoma Standards, incorporating sections that link students to the standards and facilitate learning. While the experiences are engaging and pertinent, they lack alignment with the Oklahoma standards. The materials offer a wealth of learning experiences, reflections, and explorations when covered in the main text. These learning experiences remain relevant to standards, and targeted intervention support is available in learning resources through the Digital Platform.
Criterion 1.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 12 - 14 **Approaching Quality: 8 - 11** **Not Representing Quality: 0 - 7**	8 **/ 14**	Approaching 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 2 out of 2	The curriculum spans an academic year, and each lesson features a "Coherence" session linking content across grade levels. While the provided content is sufficient, building fluency and a strong foundation according to Oklahoma standards may require supplemental materials from teachers. The curriculum's coherence sections outline past, present, and future learning. Lessons offer thorough coverage of the Oklahoma Academic Standards, Numbers and Operations strand, with an accompanying chart indicating objective alignment across lessons, promoting integration rather than isolation (Example: Kindergarten Teacher's Edition pg. xxxviii).
1h. The materials are consistent with the progressions in the Oklahoma Academic Standards for Mathematics. ● **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.**	● Are the materials consistent with the progression in the standards? ● Is grade-level content connected to specific standards from earlier grades?	0 1 2 2 out of 2	The material aligns with OK standards and maintains connections to previous grades. However, some standards are misaligned, for example, Kindergarten and First Grade addition and subtraction. Nonetheless, the curriculum thoroughly addresses the Oklahoma Academic Standards for Math. Lessons are interconnected rather than isolated, as demonstrated by objective alignment across the curriculum (Example: Kindergarten Teacher's Edition pg. xxxviii).
***1i. The instructional materials provide all students with comprehensive and extensive opportunities to engage with grade-level activities.**	● Do materials concentrate on the mathematics of the grade as referenced in the Oklahoma Academic Standards? ● Do the materials support student engagement with appropriate grade-level activities?	0 2 4 2 out of 4	The curriculum's lack of alignment with the Oklahoma Academic Standards results in occasional presentation of concepts from different grade levels. A concern arises with the placement of the Oklahoma addendum lessons, which are separate and not well-integrated within the units. The curriculum includes teacher edition material for these additional lessons. Learning experiences remain aligned with standards, and there's valuable targeted intervention support available through learning resources on the Digital Platform
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 2 out of 2	The curriculum ensures learning experiences align with standards and offers valuable targeted intervention support through the Digital Platform's learning resources. Improved coherence within each grade level would be achieved by closely following the grade level standards.

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**	8 **/ 10**	Exemplifies Quality

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
24	**Exemplifies Quality: 20 - 24** **Approaching Quality: 13 - 19** **Not Representing Quality: 0 - 12**	16	Approaching Quality

Gateway 1 Comments

Does not align directly with OAS, includes an addendum lesson book but it wasn't clear where those lessons fit into the units; addendum lessons had materials included; digital platform had great resources for teachers; program has been improved compared to what is currently available

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.

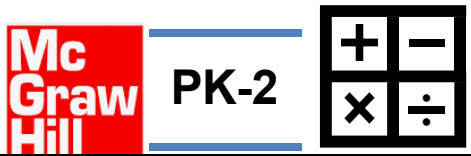
To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- **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 instructional 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 instructional 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**
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.	• 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?	0 1 2 2 out of 2	Students use various strategies to develop a deep understanding of math, such as using base ten blocks, number lines, and number bonds. Overarching math themes were apparent within the lessons of each unit. Units were organized in a sequence that made sense. Students are often given the opportunity to apply mathematics in non-routine situations. The materials show coherence across grade levels, with connections to Oklahoma Academic Standards and Math Actions and Processes.
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.	• 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?	0 1 2 2 out of 2	The material offers problem-solving activities and reviews for students to recall. However, the standard algorithm for addition and subtraction is not taught in second grade, which may pose a challenge. Lessons focus on procedural fluency, with online Spiral Review and Number Routine pieces. Hands-on activities and discussions are provided. It would be beneficial if the program included more investigative activities.

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 include opportunities for students to construct viable arguments and analyze the arguments of others concerning key grade-level mathematics details in the content standards.	• 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 2 out of 2	The material has the Explore and Develop layout that shows conversation activities and math talks. Teachers are prompted to encourage student discussion through the Notice and Wonder, Language of Math, and Reflection boxes of each lesson. Students are given opportunities to complete hands on activities during independent and small group practice. Students can discuss work with each other or the teacher during this time.
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.	• 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 2 out of 2	The material reviews Math language and includes it in lessons, encouraging student reflection. Teachers use clear vocabulary, grade-appropriate math and academic terms, and Notice & Wonder routines for mathematical communication. However, more strategies specific to ELL students would be beneficial.
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.	• 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?	0 1 2 2 out of 2	Material has a reflection section to allow for different problem solving strategies. Performance Tasks are included at the end of each chapter to allow students the opportunity to solve real life problems relating to the chapter content. Multiple problem solving strategies based on the Oklahoma Academic Standards are introduced, taught, and used.



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.	• 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 2 out of 2	The first unit in each grade level is titled Math Is…..These units help students understand the ideas of MAPs on their level. References to these math mindset objectives are referenced throughout the content units. The materials encourage deeper thinking, collaboration and reflection through engaging independent and small group practice activities.
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.	• 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 2 out of 2	The material gives a variety of questioning strategies. Math is Explaining is a key component throughout each lesson. Students are encouraged to discuss their understanding and reasoning. The materials consistently provide opportunities to make predictions and connections between ideas. These are provided in whole group activities. It would be beneficial to have more purposeful questioning on predictions.
Criterion 2.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 12 - 14 **Approaching Quality: 8 - 11** **Not Representing Quality: 0 - 7**	14 / **14**	Exemplifies Quality

Criterion 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**
***2h. Materials include explicit student learning goals that solicit observable evidence of student learning within progressions that guide instructional decisions.**	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?	0 2 4 _4 out of 4	Math objectives are clearly stated for each lesson and at the beginning of each chapter. The unit overview give teacher tools and activities to lead daily learning connections.
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.	Do the materials support the development of procedures or algorithms as a result of problem solving experiences, allowing for multiple and individualized approaches?	0 1 2 __1__ out of 2	Materials include opportunities for students to problem solve and discuss with peers. There are number routines to help students build operational fluency. The program is lacking in teaching standard algorithms.
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.	Do the materials include problems that can be approached from a variety of methods and emphasize connections between representations and context?	0 1 2 _2 out of 2	A variety of methods are used to teach concepts in order to build a strong foundation of understanding. Materials include multiple methods and strategs that esily relate model and representations to context. The range of numbers and wording differs from the Oklahoma Academic Standards.

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.	• 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 2 out of 2	The materials incluce a "Facilitate Meaningful Discourse " to scaffold teachers in using mathematical dialogue. The materials do inluce discussion for students to work together to answer questions.
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 1 out of 2	The material connects to real-world pictures and careers but could be stronger in depth and alignment to the Oklahoma Academic Standards.
Criterion 2.2 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 10 - 12 **Approaching Quality: 7 - 9** **Not Representing Quality: 0 - 6**	10 / **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 and guidance 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 2 out of 2	The material offers strategies and transitions for deeper understanding, but lacks formative assessment probes. Each unit has a Readiness Diagnostic for pre-assessment, and a guided intervention lesson for skills lacking. Assessments gauge prior knowledge. The assessments found were aligned to Common Core.
2n. The materials provide opportunities for ongoing, relevant practice and review for students in learning concepts and skills and receiving feedback.	• 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 2 out of 2	The material offers practice and connection sections, differentiation and exploration options, and varied tasks for mathematical processes. It encourages reflection on learning and provides practice opportunities, focusing on common core connections. Exit tickets are provided with each lesson.
***2o. The materials offer multiple types of assessments including ongoing formative, interim/benchmark, and summative, that clearly denote which academic standards are the focus.**	• 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 provided opportunities to demonstrate their understanding of mathematics through a variety of performance assessments (e.g., posters, projects, videos, skits, conversations)?	0 2 4 4 out of 4	The material offers a variety of assessments, including formative, diagnostic, unit readiness, exit tickets, and unit assessments. It includes traditional and rubric-based assessments, with charts indicating the DOK of each item and the standard being assessed. Teachers can track progress and track their progress. The material has multiple performance tasks. Assessment were aligned to Common Core.

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**
2p. The materials provide students with resources to monitor their own progress and set academic goals.	• 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 _2_ out of 2	The curriculum includes reflection questions and exit tickets for each lesson, encouraging students to gauge their understanding. It also encourages students to share their mathematical goals and daily learning targets. The curriculum focuses on the common core connection, providing opportunities for understanding.
2q. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	• 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 _1 out of 2	The assessment offers various accommodations for students to demonstrate skills, with teachers administering these accommodations. Tasks have multiple methods, and timing, setting, and responses can be adjusted for individual needs.
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.	• 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 _2 out of 2	The curriculum offers teacher support through a book and online resources, including rubrics and scoring guidance for end-of-chapter assessments, Math Probes and Performance Tasks, and exit tickets with follow-up suggestions. Professional development videos and rubrics are also available for teachers.

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**
Criterion 2.3 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 12 - 14 **Approaching Quality: 8 - 11** **Not Representing Quality: 0 - 7**	13 **/ 14**	Exemplifies Quality

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
40	**Exemplifies Quality: 32 - 40** **Approaching Quality: 21 - 31** **Not Representing Quality: 0 - 20**	37	Exemplifies Quality

Gateway 2 Comments

Students use various strategies to develop a deep understanding of math including problem solving activities, manipulative's, questioning, and discussion. There are number routines and strategies to build operational fluency. There are a variety of assessments. There are clear learning goals and accommodations for a variety of learners.

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. – 3k.**	**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**
3a. The materials sequence math tasks in a way that is intentional and supports student learning.	• 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 build student background knowledge and enable students to apply what they have learned in past lessons and grade levels to develop proficiency in new mathematics concepts?	0 1 2 2 out of 2	The material sequences concepts from concrete to abstract. It provides teachers with meaningful tasks and opportunities for independent and small group practice, enhancing learning on background knowledge.
3b. Manipulatives or models are faithful, accurate, and appropriate representations of the mathematical objects they represent and connected to a variety of math tasks found in the materials.	• 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?	0 1 2 2 out of 2	The material features realistic, engaging models, manipulatives, visuals, and pictoral representations of mathematical objects, all suitable for hands-on tasks and promoting student support throughout lessons.
3c. The materials are presented in an organized and visually stimulating way that supports students in engaging thoughtfully with the subject.	• 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?	Narrative Evidence Only	The materials are well-organized, visually stimulating, and consistent in layout. More color and pictoral graphics for students may be beneficial.

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 _2_ out of 2	The material offers aids for students and teachers. A glossary, English/Spanish glossary, math replay videos, and interactive online components are available for students and teachers.
3e. The materials include opportunities for teachers to personalize learning for all students.	• 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 _2_ out of 2	The material offers teachers adaptable lessons for students at different levels of learning and English Language Learners. It includes reteaching activities, extensions, and English language support. Digital tools, tangible manipulatives, and differentiation resources are available for lesson and activity adaptations.
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.	• 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	Digital materials are web-based, compatible with most browsers, and can be used on multiple devices. Online materials meet school needs, but evaluator cannot determine platform neutrality.

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**
3g. Materials provide teachers with strategies for meeting the needs of a range of learners.	• 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)?	0 1 2 2 out of 2	The material has sections for different levels of learners, offers grouping and intervention opportunities, can be personalized, and includes reteaching activities, extensions, and English language support. It includes Exit Ticket pieces, differentiated resources, and English Learner Scaffolds for effective instruction.
Criterion 3.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 8 - 10 **Approaching Quality: 6 - 7** **Not Representing Quality: 0 - 5**	10 / **10**	Exemplifies Quality

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**
3h. The materials support teachers in planning and delivering effective instruction by providing: ● **Techniques to guide students' mathematical development.** ● **Common student errors and misconceptions with ways to identify and address these errors and misconceptions.**	● Are there embedded resources that explain common misconceptions and how the teacher can navigate through,or leverage, the misconception to progress learner understanding? ● Do the techniques provided help teachers guide students' math development (e.g., question stems, facilitation guides, suggestions for differentiation)?	0 1 2 2 out of 2	Lessons are structured with clear plans, vocabulary, guided questions, teaching points, and reteaching. Common misconceptions are highlighted, and teacher question stems are embedded for easy identification. Work Together sections highlight common errors. Resources for planning and instruction are available in teacher guides and digital platforms.
***3i. The materials include a teacher's edition that contains:** ● **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).**	● 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?	0 2 4 4 out of 4	Teacher manuals provide organized instruction with step-by-step routines, annotations, and suggestions for effective teaching practices. They cover pacing, objectives, mindset, vocabulary, rigor, standards, focus, coherence, MAPs, and more. The print Teacher Edition is functional and user-friendly, while the digital version enhances learning for all students

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**
3j. The materials include an outline and justification of its contents, including: • **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.**	• 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 _2 out of 2	The teacher editions provide detailed instructions for each chapter and lesson, with recommended completion dates and time frames. They are organized in a coherent sequence, connecting content to future needs. The editions also offer resources to support effective instruction and provide overviews and pacing suggestions.
3k. The materials provide strategies for informing families about the mathematics program and suggestions for how they can help support student progress and achievement.	• 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 _2 out of 2	Family letters are available for each unit, providing an overview of key concepts and home activities. They are found online under Courses under Unit Resources and include resources for family support.

Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 8 - 10 **Approaching Quality: 6 - 7** **Not Representing Quality: 0 - 5**	10 **/ 10**	Exemplifies Quality

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
20	**Exemplifies Quality: 16 - 20** **Approaching Quality: 11 - 15** **Not Representing Quality: 0 - 10**	20	Exemplifies Quality

Gateway 3 Comments

There are supports for a variety of learners. The materials are engaging and include models, visuals, and pictorial representations. The materials are well-organized with a consistent layout. It includes reteaching activities, extensions, and English language support. Digital materials are compatible with most browsers and common digital tools. There are resources to support families.

High-Quality Instructional Materials

OFFICE OF STANDARDS and LEARNING

3-5

McGraw Hill

OKLAHOMA Education


Reveal MATH
Application Station Cards
Game Station
Resource Book
Student Practice Book

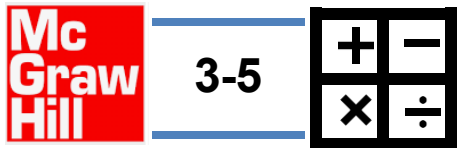
Oklahoma Mathematics Instructional Materials Evaluation Rubric

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.

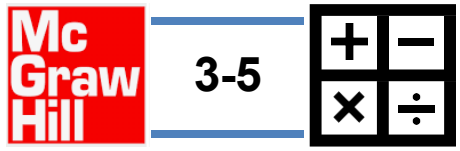
All scores should be based on evidence observed from the instructional materials themselves, rather than what might be inferred. The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. If instructional materials meet the thresholds for Exemplifies Quality 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		**Gateway 2** Building Student Knowledge		**Gateway 3** Teacher and Student Supports and Usability
	Exemplifies Quality →		Exemplifies Quality →	
	Approaching Quality →		Approaching Quality →	
	Not Representing Quality ☒		Not Representing Quality ☒	

Titles of Material(s)	Reveal Math	**Grade(s) Evaluated**	Elementary 3rd, 4th, 5th
Publisher	McGraw-Hill, LLC	**Reviewer**	3-5 Math Content Review Team



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	8 / 10	Exemplifies Quality
		Gateway 1 Sub-Total	22 / 24	Exemplifies Quality
2	Building Student Knowledge	2.1 Student Opportunities to Engage in Mathematical Actions and Processes	12 / 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	38 / 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 **Exemplifies Quality:** All Gateways are Exemplifies Quality **Approaching Quality:** All Gateways are Approaching Quality or Better **Not Representing Quality:** Any Gateway is Not Representing Quality			Total Score	Final Rating
			80 / 84	Exemplifies Quality



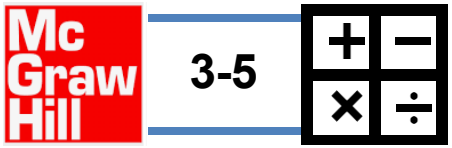
Gateway 1: Alignment to the Oklahoma Academic Standards and Coherence

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.

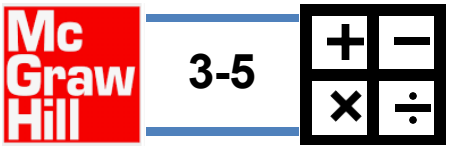
To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

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**
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.	• Do the materials prompt students to relate and connect numbers? • Do the materials include a variety of models to develop number sense concepts?	0 1 2 2 out of 2	The materials present a variety of lessons and examples relating to OAS Numbers and Operations. Games, extra practice, and center activities are all available for students to explore and use individually or in pairs. Tables, manipulatives, and projects use a variety of approaches to help students develop a mastery of each skill. Some rounding expectations are not met for grades 3 and 4.
1b. The materials provide students with opportunities to understand patterns, represent and analyze mathematical situations involving unknowns, use mathematical models to represent and understand quantitative relationships, and analyze change in various contexts, as represented in the Oklahoma Academic Standards for Mathematics Algebra and Algebraic Reasoning strands.	• Do the materials embed tasks that require students to use pattern-based thinking to understand and represent mathematical and contextual situations? • Do the materials include tables, pictures, graphs, open sentences, equations or inequalities, rules, and functions to model relevant situations where grade appropriate? • Do the materials include opportunities for students to form and verify generalizations based on observations of patterns and relationships?	0 1 2 2 out of 2	These materials address CCSS. An extra practice book specifically for Oklahoma is included in the materials. Students are challenged to "Notice and Wonder" with open-ended questions at the beginning of a lesson, fostering discussion of different answers. Some items had multiple opportunities to explore and observe patterns while some just had one. The materials have patterns and input/output machines along with solving for unknowns.



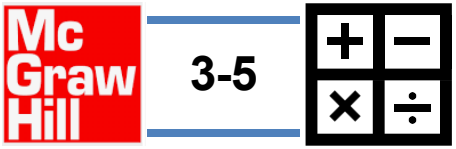
Criterion 1.1 Alignment to the Oklahoma Academic Standards	The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	**Guiding Questions**	**Score**	**Comments**
1c. The instructional materials provide students with opportunities to analyze characteristics of two-and three-dimensional objects; categorize and compare objects based on geometric relationships; utilize visualization, spatial reasoning, and geometric modeling to solve problems; understand measurable attributes of objects and 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.	• 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?	0 1 2 2 out of 2	The materials provide students with opportunities to analyze and describe 2D and 3D shapes. The ignite portion of the curriculum utilizes visualization, spatial reasoning, and geometric modeling. At the end of each unit, students identify and explain their thinking. The supplemental resources address any OAS not met during the Unit.
1d. The instructional materials provide students with opportunities to formulate questions that can be addressed with data, and should provide students with opportunities to collect, organize, and display relevant data, as represented in the Oklahoma Academic Standards for Mathematics Data and Probability strand.	• 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?	0 1 2 2 out of 2	Each grade level has a variety of data for the students to collect, organize, and explain. Varieties of data are explored, and information is included in tables and bar graphs. Some skills could not be located in the materials (line plots and timelines), but the majority of OAS for Data and Probability Strand are present.



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**
***1e. The materials address the full intent of the grade-level objectives and are aligned with the Oklahoma Academic Standards for Mathematics.**	• 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?	0 2 4 4 out of 4	The Oklahoma Academic Standards are supported either in the textbook or the supplemental textbook for just Oklahoma Standards. There is appropriate depth to support the student learning.
1f. The instructional materials connect the content of the Oklahoma Academic Standards for Mathematics to relevant experiences.	Do the materials include tasks that connect relevant learning experiences, as called for by the Oklahoma Academic Standards?	0 1 2 2 out of 2	The materials provide learners with a diverse array of learning experiences that include real-life experiences with different learning strategies. The materials emphasize incorporating different subjects into math.
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 2 out of 2	McGraw Hill allows for completion in one academic year. It has roughly 150 teachable lessons There are several Common Core lessons that can be swapped with the Oklahoma Academic Standards supplemental lessons. McGraw Hill Grades 3-5 begins every year with "Math Is...," connecting real world math and developing math thinking from the previous grades.
1h. The materials are consistent with the progressions in the Oklahoma Academic Standards for Mathematics. ● **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.**	● Are the materials consistent with the progression in the standards? ● Is grade-level content connected to specific standards from earlier grades?	0 1 2 2 out of 2	The materials show a progression of the standards. The lessons start with patterns, then estimation, and lastly working on the stated objective. The materials provide lessons with clarification on prerequisites and how they tie to current and future learning. Notes are provided in the Teachers Edition that demonstrate coherence, listing skills learned in the year previous to the current objectives. Previous standards are spelled out in these notes. There are also notes on what is to be covered in the following year with those standards listed as well.
***1i. The instructional materials provide all students with comprehensive and extensive opportunities to engage with grade-level activities.**	● Do materials concentrate on the mathematics of the grade as referenced in the Oklahoma Academic Standards? ● Do the materials support student engagement with appropriate grade-level activities?	0 2 4 2 out of 4	McGraw Hill's alignment to CCSS not OAS-M makes it challenging to reference OAS-M at specific grade levels even though their Oklahoma Reveal fills the standard gaps. Be Curious asks students to notice and wonder, which is grade-level appropriate and supports student engagement. Activities include interactive lessons, games, and STEM application.
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 2 out of 2	Multiple standards connect within a lesson. For example, in grade 4 lesson 6-1 covers 3 OAS number and operation standards. Spiral review is available as a separate component.

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**	8 **/ 10**	Exemplifies Quality



Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
24	Exemplifies Quality: 20 - 24 Approaching Quality: 13 - 19 Not Representing Quality: 0 - 12	22 out of 24	Exemplifies Quality

Gateway 1 Comments

The materials offer a variety of lessons and examples on OAS Numbers and Operations, including games, extra practice, and center activities. The materials address Common Core, but include an extra practice book for Oklahoma. Students are challenged to ""Notice and Wonder"" with open-ended questions, explore patterns, and solve for unknowns. The curriculum includes visualization, spatial reasoning, and geometric modeling. The materials also provide data for each grade level, including line plots and timelines. The materials support the Oklahoma Academic Standards and emphasize incorporating different subjects into math.

The materials offer 150 teachable lessons with some Common Core lessons and Oklahoma Academic Standards supplemental lessons. The materials progress through patterns, estimation, and objectives. They provide notes on previous standards and cover the following year's objectives. However, McGraw Hill's alignment to CCSS makes it difficult to reference OAS-M at specific grade levels. Be Curious, an interactive lesson, supports student engagement, and lessons connect multiple standards.

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 instructional 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 instructional 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

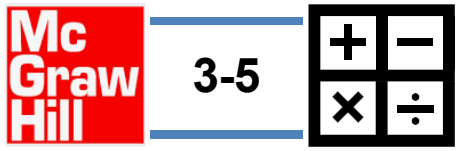
Criterion 2.1 Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)	The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.		
Indicators	**Guiding Questions**	**Score**	**Comments**
2a. Attention 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.	• 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?	0 1 2 2 out of 2	McGraw Hill has an overarching mathematical concept per unit that has subsequent lessons based on the theme. There is a focus question at the beginning of each unit that is meant to tie together the tasks and lessons. Lessons are created with a focus on conceptual understanding as outlined in the pacing guide. Non-routine opportunities for students to apply math are sprinkled throughout the McGraw Hill curriculum from the STEM videos, Be Curious, Ignite, Fluency Talks, and opportunities to generalize.
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.	• 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?	0 1 2 2 out of 2	Students apply and solve a variety of problems that build upon procedures that have been taught previously. Fluency practice includes strategies, models, and explanations of math procedures. Numberless word problems in the "Be Curious" section develop procedural understanding and help analyze concepts.

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 include opportunities for students to construct viable arguments and analyze the arguments of others concerning key grade-level mathematics details in the content standards.	• 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 2 out of 2	Students are asked to justify what and why with open-ended math questions. Collaborative activities, math talks, and conversation stems are all evident. There are frequent error analysis questions included in the lessons.
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.	• 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 2 out of 2	Mathematical language is carried throughout the materials with STEM connections and reflections at the end of lessons. Students are prompted to write and explain using math language. The Unit Review has a vocabulary section. There are periodic opportunities for students to communicate mathematically with partner work.
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.	• 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?	0 1 2 1 out of 2	The materials have an opportunity at the end of each lesson for students to reflect on their mathematical thinking. Materials use different examples to solve concepts. More opportunities for students to discuss and compare strategies would be helpful.

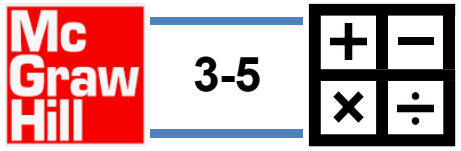
Criterion 2.1 Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)	The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.		
Indicators	**Guiding Questions**	**Score**	**Comments**
2f. Attention 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.	• 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 2 out of 2	The materials include components such as Work Together, Be Curious, and Math Talks that help students expand and reflect on their mindset about mathematics to move beyond procedural activities. The ideas of exploring, planning, persevering, thinking, making connections, responsibility, and focus are included in lessons. Students have many opportunities to collaborate. Teachers are encouraged to circulate throughout the room asking questions and guiding students.
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.	• 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 1 out of 2	Students are asked to extend their thinking with the "on my own" portion of lessons that connects learning to material previously taught, at a deeper level of understanding. Estimating is used to show how reasonable an answer may be. Students have opportunities to explain their reasoning in lessons, but there are few chances for students to make predictions.
Criterion 2.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 12 - 14 **Approaching Quality: 8 - 11** **Not Representing Quality: 0 - 7**	12 / **14**	Exemplifies Quality

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**
***2h. Materials include explicit student learning goals that solicit observable evidence of student learning within progressions that guide instructional decisions.**	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?	0 2 4 _4 out of 4	Each lesson follows a clear routine. Objectives are clearly stated with a connection to previous and next skills in the coherence section at the beginning of a lesson. There is a clear progression on what students would have previously been taught and the next topic that will be taught. Each lesson has Learning Targets that are listed as "I can" statements.
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.	Do the materials support the development of procedures or algorithms as a result of problem solving experiences, allowing for multiple and individualized approaches?	0 1 2 _2 out of 2	McGraw Hill does a great job moving from discovery and investigating to collectively working on varied solution strategies. There is the opportunity for students to come to multiple conclusions on a question in the Be Curious lesson openers.
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.	Do the materials include problems that can be approached from a variety of methods and emphasize connections between representations and context?	0 1 2 _2 out of 2	McGraw Hill 3-5 offers and provides many opportunities to make connections between representations and context. For example, In the 5th grade book, Lesson 6-5 references the distributive property to find the area of a rectangle, discusses "tiling" it to find the area, and also allows for discussion of using an algorithm to find the area.

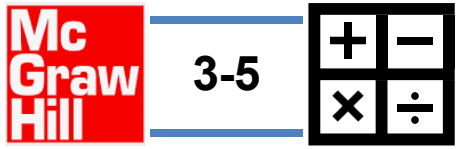
Criterion 2.2 **The Actions and Processes of the Oklahoma Academic Standards for Mathematics**	The materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.		
Indicators	**Guiding Questions**	**Score**	**Comments**
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.	• 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 2 out of 2	Lessons provide teachers with questions to guide the students in explaining their work and how they came to that conclusion. Error analysis allows for discussion and reasoning as in grade 5 lesson 2-5. Work Together and Extend Your Thinking allows for students to construct viable mathematical arguments and critique the reasoning of others and create their own reasoning.
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 2 out of 2	McGraw Hill includes a STEM narrative that describes a specific STEM job (for example, a programmer) and the narrative explains how she uses multiplication to do her job. The materials use relatable questions like the area of a trampoline (3rd grade) and converting a person's height from centimeters to meters (5th grade). Sports, carnivals, food, and clothes are also used as topics. Materials use everyday objects to solve real-world math. For example, in grade 3 lesson 3-2, arrays are explained with eggs in a carton.
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



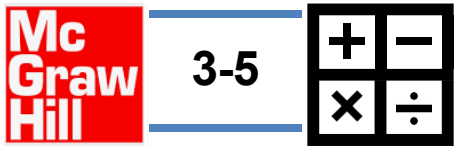
Criterion 2.3 Assessment	The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.		
Indicators	**Guiding Questions**	**Score**	**Comments**
2m. The materials provide strategies and guidance for 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 2 out of 2	At the beginning of the unit, there is a Readiness Diagnostic that teachers can use to assess the needs of the students. Each unit also has its own diagnostic. Exit tickets for each lesson give a 2-3 question formative assessment of grade-level content. Exit ticket scores give teacher recommendations for next lesson or activities.
2n. The materials provide opportunities for ongoing, relevant practice and review for students in learning concepts and skills and receiving feedback.	• 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 2 out of 2	There are problems and projects that allow students to make connections. Each unit contains a Math Probe that gives students an opportunity to explain their reasoning and illustrate it on given problems. The practice and reflect portion of the curriculum guides students to work together and solve and discuss a learning objective through the solving of a particular word-problem and each lesson practice section ends with a reflect.
***2o. The materials offer multiple types of assessments including ongoing formative, interim/benchmark, and summative, that clearly denote which academic standards are the focus.**	• 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 provided opportunities to demonstrate their understanding of mathematics through a variety of performance assessments (e.g., posters, projects, videos, skits, conversations)?	0 2 4 4 out of 4	Each Assessment has a key in the Teacher's Edition noting item numbers and the standards connected to each. Chapter Diagnostic, Exit ticket, Readiness Diagnostic, Unit Assessments, and the Course Diagnostic all match assessment item numbers to Oklahoma Standards. Differentiation allows for students to demonstrate understanding through games, application, and additional practice.



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**
2p. The materials provide students with resources to monitor their own progress and set academic goals.	• 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 2 out of 2	Exit tickets contain self reflection to help students self-monitor their learning and understanding. There are also open ended questions throughout each lesson that would lend themselves to student reflection and self-monitoring. Throughout the book/workbook, there are places for students to set goals and discuss what their goals are for themselves.
2q. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	• 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 2 out of 2	There are many different ways for students to work through problems. There are accommodations provided to help students. The assessments provide different ways for the students to solve problems. Performance tasks present students with alternative methods or approaches for solving problems.
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.	• 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 2 out of 2	Teachers edition provides answer keys, rubrics, and scoring guidance. Sample answers are given if open-ended questions are asked. Each lesson provides further teaching for struggling students, on-level students, and enrichment for those who have the skill mastered.



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**
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



Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
40	**Exemplifies Quality: 32 - 40** **Approaching Quality: 21 - 31** **Not Representing Quality: 0 - 20**	38 out of 40	Exemplifies Quality

Gateway 2 Comments

McGraw Hill's curriculum focuses on conceptual understanding through a focus question at the beginning of each unit. It includes STEM videos, Be Curious, Ignite, Fluency Talks, and opportunities to apply math. Lessons include fluency practice, open-ended questions, collaborative activities, and error analysis. The curriculum encourages students to reflect on their mathematical thinking, explore, plan, and make connections.

McGraw Hill's lessons follow a clear routine with objectives connected to previous skills and progressions. They encourage discovery, investigation, and problem-solving with connections between representations and context. Lessons provide teachers with questions, error analysis, and STEM narratives. They use relatable questions, everyday objects, and everyday objects to solve real-world math problems.

The curriculum includes a Readiness Diagnostic, unit assessments, and exit tickets for each lesson, providing formative assessments and recommendations for next lessons. It includes problems, projects, Math Probes, practice and reflect sections, differentiation, self-reflection, and goal setting. The Teacher's Edition provides answer keys, rubrics, and scoring guidance, catering to struggling, on-level, and advanced students.

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. – 3k.**	**10**
		20

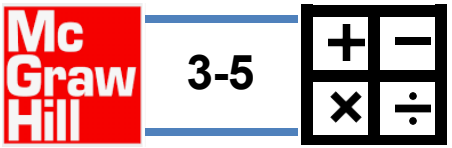
Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners	The materials give all students extensive opportunities and support to explore key concepts.		
Indicators	**Guiding Questions**	**Score**	**Comments**
3a. The materials sequence math tasks in a way that is intentional and supports student learning.	• 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 build student background knowledge and enable students to apply what they have learned in past lessons and grade levels to develop proficiency in new mathematics concepts?	0 1 2 2 out of 2	Each unit begins with a Readiness Assessment that ties in the previous grades' skills related to the skill being taught. Lessons begin developing conceptual understanding, and each lesson progresses deeper into the skill being taught. In the Be Curious activity and the Explore and Develop part of the lesson, students are given hands-on activities to develop understanding and reach mastery.
3b. Manipulatives or models are faithful, accurate, and appropriate representations of the mathematical objects they represent and connected to a variety of math tasks found in the materials.	• 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?	0 1 2 2 out of 2	Manipulatives represent a variety of math concepts with dice, counters, and grid paper. There are online manipulatives for whole-group learning. Models are found consistently in every lesson. Unit foldables are also incorporated into unit lessons.
3c. The materials are presented in an organized and visually stimulating way that supports students in engaging thoughtfully with the subject.	• 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?	Narrative Evidence Only	The layout of each lesson is consistent in structure. There is a combination of pictures, words, workspace, and examples. Representations and models are meaningful and focus on the skill being developed. Models are clear and colorful, but not over-done nor distracting.

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 2 out of 2	Glossaries, notes, recordings, and other visual aids are all provided and appropriately explained with guidance provided for teacher use. Glossaries are available in both English and Spanish. A Math Replay video is provided with each lesson to review explanations and instructions for the lesson.
3e. The materials include opportunities for teachers to personalize learning for all students.	• 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 2 out of 2	Digital etoolkit has manipulatives that can be displayed on a screen or interactive whiteboard. Digital games are included. Teachers are guided through reteaching and extensions based on student responses. Math replay, Go Online, Stem Videos, and Math Probes are all integrated interactive tools that provide a dynamic and engaging experience for students. It allows for adapting lessons and activities and provides students with needed experiences.
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.	• 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	McGraw Hill is a "platform neutral" web-based program. It is compatible with all internet browsers. There is no one platform required to run their materials.

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**
3g. Materials provide teachers with strategies for meeting the needs of a range of learners.	• 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)?	0 1 2 2 out of 2	The materials provide teachers with the means to reach a wide range of learners. The Ignite and Be Curious sections support gifted learning through developing math thinking, talking, and explaining. Extend your Thinking and Learn differentiates learning as well by providing multiple ways to solve the problem. The Spanish edition is online, and math language routines guide and support multilingual learners.
Criterion 3.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 8 - 10 **Approaching Quality: 6 - 7** **Not Representing Quality: 0 - 5**	10 / **10**	Exemplifies Quality

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**
3h. The materials support teachers in planning and delivering effective instruction by providing: ● **Techniques to guide students' mathematical development.** ● **Common student errors and misconceptions with ways to identify and address these errors and misconceptions.**	● Are there embedded resources that explain common misconceptions and how the teacher can navigate through,or leverage, the misconception to progress learner understanding? ● Do the techniques provided help teachers guide students' math development (e.g., question stems, facilitation guides, suggestions for differentiation)?	0 1 2 2 out of 2	There are questions throughout the lessons to guide students' math development. There are differentiation lessons to assist all levels of students within each lesson - below grade level to enrichment lessons. McGraw Hill actually has a section in each lesson called Common Misconceptions that also explains what teachers can do to fix them. The materials provide plenty of detail on how to teach the content, different approaches, and various methods to enhance learning for all students.
***3i. The materials include a teacher's edition that contains:** ● **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).**	● 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?	0 2 4 4 out of 4	Each lesson is annotated with explanations and examples of the math concepts being taught. Teaching tips in the lessons provide explanations for specific areas in the content. The lesson is laid out step-by-step on how to present. Technology supports include online extensions and tools.

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**
3j. The materials include an outline and justification of its contents, including: • **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.**	• 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 2 out of 2	Standards are addressed throughout that show progression between grades and concepts. The chapter overviews explain the chapter and specific connections to lessons before and after. Each unit planner spells out the pacing for each unit. The philosophy and teaching strategies are discussed at the beginning of the book. Research-based strategies are embedded throughout.
3k. The materials provide strategies for informing families about the mathematics program and suggestions for how they can help support student progress and achievement.	• 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 2 out of 2	The McGraw Hill curriculum starts each Unit Opener with a family letter. Each letter presents an overview of the math in the unit and home activities to support student learning.



Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 8 - 10 **Approaching Quality: 6 - 7** **Not Representing Quality: 0 - 5**	10 / **10**	Exemplifies Quality

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
20	**Exemplifies Quality: 16 - 20**	20 out of 20	Exemplifies Quality
	Approaching Quality: 11 - 15		
	Not Representing Quality: 0 - 10		

Gateway 3 Comments

McGraw Hill is a platform-neutral web-based program that provides a variety of math activities, manipulatives, and resources for students. It begins with a Readiness Assessment and progresses deeper into the skill, with hands-on activities and online manipulatives. The program is compatible with all internet browsers and caters to a wide range of learners, including gifted and multilingual learners.

McGraw Hill's math curriculum includes differentiation lessons for all levels, common misconceptions sections, and detailed teaching tips. Lessons are annotated, step-by-step, and supported by technology. Standards, chapter overviews, unit planners, philosophy, and research-based strategies are discussed throughout.

January 25, 2024

Dear State Textbook Committee,

Thank you for reviewing and provisionally accepting McGraw Hill's *Oklahoma Reveal Math ©2022* program. We are excited to have the opportunity to continue to develop strong math classrooms and student outcomes throughout the state of Oklahoma.

Oklahoma Reveal Math is rooted in the latest research on effective mathematics teaching and learning practices, and embeds instructional strategies designed to unlock the full potential of every student. These include fostering student agency to help students build proficiency with important grade-level concepts and skills as well as the thinking habits of proficient math learners. These thinking habits are embodied in the mathematical actions and processes that are part of the expectations for Oklahoma and many other state standards for mathematics.

Subsequent to the Oklahoma's State Textbook Committee ("Committee") meeting on November 17, 2023 ("November meeting"), we received notice that the Committee voted to accept our K-2 and 3-5 math product "on a provisional basis, contingent on the removal of 'math thoughts' and 'math is…' in the student edition, teacher's edition, and online web-based textbook(s)." As the Committee request did not identify specific pages or statements, we interpret this removal request to include removing the entirety of Unit 1 of each grade titled "*Math is*" and the feature within the course titled "*Math is*" which appears throughout the Student and Teacher Editions.

We believe that this content is essential to driving critical math outcomes for students. Learning mathematics can be a uniquely stressful experience for some students – so much so that the research has identified "math anxiety" as a key blocker to learning (Dowker et al., 2016; Ramirez et al., 2018). At McGraw Hill, we work to help students and teachers to remove blockers that hinder outcomes for students. Our *"Math is"* content is designed to promote opportunities – strictly within the context of learning mathematics – for students to discuss the ways they work together to collaborate, listen to each other's strategies and ideas, engage in productive academic discussions, and develop proficiency in the mathematical actions and processes.

Our *Reveal Math © 2022* program has been widely adopted in its entirety in every state in which it has been presented, including states with rigorous review processes such as Florida, Georgia, and Indiana. We believe that our *"Math is"* Unit and embedded prompts provide opportunities for students to engage in *"reflective thinking, persistence, and learning from the ideas of others"* as referenced in Guiding Principle 3 of Oklahoma's Academic Standards for Mathematics. Throughout the program, the *"Math is"* content engages students in exploring and thinking about math, making connections to the real world, sharing their ideas, hearing the ideas of others, and finding patterns and making connections with mathematics. These prompts are deeply integrated within the lesson and serve to widen students' experience with math to help increase student access. This is integral to supporting students to "develop a productive mathematical disposition" as called for in the Oklahoma Mathematical Actions and Processes (see pp. 6-7).

We are confident that our *Oklahoma Reveal Math* product fully aligns to the academic math standards and practices set by the state of Oklahoma, as demonstrated by the "Exemplifies Quality" rating our product received for both our K-2 and 3-5 program in Gateway 2 of Oklahoma's Mathematics Instruction Material Evaluation Rubric.[1, 2]

Per Okla. Admin. Code 720:1-1-2, the Committee is empowered to develop the criteria for selecting textbooks submitted for review to ensure alignment with the standards outlined by the State Board of Education. As signified by the Oklahoma review team's awarding *Oklahoma Reveal Math © 2022* the highest possible rating of "Exemplifies Quality" then by definition, the review team determined that our product aligns with those standards. *See* 70 OK Stat. Ann. tit. 70, § 16-102 (2022). We believe that the Committee's provisional acceptance of our product, conditioned on mandatory removal of certain content, exceeds the scope of the Committee's authority. As explained in the 2000 OK AG Opinion (2000 OK AG 7, Question Submitted by: The Honorable Penny Williams, Oklahoma State Senator, District 33), under Okla. Stat. Ann. tit. 70, § 16-104, the "*most the Committee can do outside of rejecting a bid is conditionally adopt a book which contains significant inaccuracies or outdated information, delaying final adoption until the publisher makes the necessary corrections.*" Here, the information that the Committee requires to be removed cannot be plausibly characterized as "*significant inaccuracies or outdated information,*" and there is no contention that the content in question is factually inaccurate (let alone significantly so) or out-of-date. Additionally, our product in its unaltered state meets the full criteria defined by Oklahoma Administrative Rule 720:10-5-3 as required by the statement included in the Committee Meeting Slides from the November meeting "[T]he Committee shall consider [these] materials according to the criteria defined by Oklahoma Administrative Rule 720:10-5-3."

We request that the Committee fully approve *Oklahoma Reveal Math © 2022* grades K-2 and 3-5 as reviewed by Oklahoma's expert reviewers who designated this curriculum with the highest possible rating of "Exemplifies Quality." We believe this curriculum will empower teachers and students with the strongest possible materials to drive mathematical learning across these critical grades for students.

Best,

Katie McClarty, Ph.D.
Chief Academic Officer
McGraw Hill

[1] This is evidence by the comments by the review team on the Mathematics Instructional Material Evaluation Rubric Section 2.1 indicator 2f (as located here on the Oklahoma SDE website) that states "The first unit in each grade level is titled Math Is.... These units help students understand the ideas of MAPs on their level. References to these math mindset objectives are referenced throughout the content units. The materials encourage deeper thinking, collaboration, and reflection through engaging independent and small group practice activities."

[2] This is evidence by the comments by the review team on the Mathematics Instructional Material Evaluation Rubric Section 2.1 indicator 2g (as located here on the Oklahoma SDE website) that states "The material gives a variety of questioning strategies. Math is Explaining is a key component throughout each lesson. Students are encouraged to discuss their understanding and reasoning. The materials consistently provide opportunities to make predictions and connections between ideas. These are provided in whole group activities. It would be beneficial to have more purposeful questioning on predictions."