

Publisher/Developer: *[Enter Publisher/Developer Name]*

Program Title: *[Enter Program Title]*

Draft – Pending Approval of the State Board of Education

Components: *[Enter Components]*

Criteria Map Template–2025 Mathematics Adoption

(Download and use to cite where instructional resources fully address each criterion)

Category 1: Mathematics Content/Alignment with the Standards

Mathematics materials should support teaching to the *California Common Core State Standards for Mathematics with California Additions* (CA CCSSM) as further interpreted through this curriculum framework. To be eligible for adoption, programs must include a well-defined sequence of instructional opportunities that provides a path for all students to become proficient in the standards. All programs must include the following features:

Criterion	Mathematics Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.1	Instructional materials, as defined in <i>Education Code (EC) Section 60010(h)</i> , must be aligned to the CA CCSSM Content Standards and Standards for Mathematical Practice (SMPs), adopted by the California State Board of Education (SBE) in August 2010 and modified in January 2013.				

Criterion	Mathematics Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.2	<p>Instructional materials must be consistent with the content of the 2023 <i>Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve (Mathematics Framework)</i>, and the depth of understanding of mathematics and mathematics instruction as described in the Publishers' and Content Developers' Guide to the <i>Mathematics Framework</i> section in this chapter. Materials develop conceptual understanding of key mathematical concepts and offer engaging applications of mathematics, using real-world examples and data as a means to spark inquiry and apply mathematical concepts.</p>				
1.3	<p>Instructional materials shall be accurate and use proper grammar and spelling (<i>EC</i> Section 60045).</p>				

Criterion	Mathematics Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.4	Instructional materials include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the SBE (<i>Public Resources Code</i> Section 71301) where practicable and aligned to the guidance in the <i>Mathematics Framework</i> .				

Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of mathematics. Instructional materials must have strengths in these areas to be considered suitable for adoption:

Criterion	Program Organization	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
2.1	The instructional materials are consistent with the progressions in the CA CCSSM and guidance in this curriculum framework for relating content to the concepts of the Big Ideas in previous and future grades, and fully integrate content into strategically designed opportunities for students to use the mathematical practices. Further information regarding the Big Ideas of mathematics may be found in the Publishers' and Content Developers' Guidance Section in this chapter (Chapter 13).				
2.2	In each grade in the kindergarten through grade eight sequence, the instructional materials are designed for students and teachers to spend the majority of their time on mathematical investigations that address the Big Ideas of that grade, as described above, and in the grade band chapters of the <i>Mathematics Framework</i> .				

Criterion	Program Organization	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
2.3	Materials drawn from other subject-matter areas are consistent with the currently adopted CA CCSSM at the appropriate grade level, including the California Career Technical Education Model Curriculum Standards where applicable.				
2.4	Intervention components, if included, are designed to help teachers respond to students' progress in mathematics, with opportunities to reclaim missed concepts from prior grades, to give growth mindset messages and communicate that all students can be successful, and to give students access to rich, connected ideas, helping them to develop number flexibility as defined in the <i>Mathematics Framework</i> .				
2.5	Instructional materials include supporting activities that provide students opportunities to access grade-level mathematics and reason mathematically in age-appropriate contexts, with scaffolds that provide needed foundations or expand depth to provide additional challenges targeted to deeper understanding.				

Criterion	Program Organization	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
2.6	Teacher and student materials contain an overview of the chapters or units, clearly identify the target mathematical concepts and practices, and include clear organizers. These may include tables of contents, indexes, and glossaries that clarify important mathematical terms, and/or their technology-based resource equivalents.				
2.7	The grade-level standards, Big Ideas, and the SMPs shall be explicitly stated in the student editions demonstrating alignment with student lessons.				
2.8	The instructional materials shall include content, including assessments and all instruction-related activities, for the equivalent of instruction to address a full school year in each grade.				
2.9	A list of the CA CCSSM, organized around and within the major concepts, is included in the teacher guidance, together with page-number citations or other references that demonstrate alignment with the content standards and SMPs.				

Category 3: Assessment

Instructional materials should contain strategies and tools for continually assessing student understanding and opportunities for new learning. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

Criterion	Assessment	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
3.1	Student and teacher materials include formative assessments to provide multiple methods to assess student understanding to inform instruction, such as graphic organizers, student observation, student interviews, journals and learning logs, mathematics portfolios, self- and peer evaluations, tests and quizzes, self-reflection, and performance tasks.				
3.2	Student and teacher materials include summative assessments to provide multiple methods of assessing what students have learned and are able to do, such as selected response, constructed response, real-world problems, performance tasks, rubrics, and open-ended questions.				
3.3	Assessments integrate mathematics content and the language needed to participate in the SMPs.				

Criterion	Assessment	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
3.4	Teacher materials include suggestions on the use of assessment data to guide decisions about instructional practices, and on ways to modify instruction so that all students are consistently progressing toward meeting or exceeding the standards.				
3.5	At each grade level, instructional materials provide assessment practices (e.g., entry-level, diagnostic, formative, interim, skill-based, and summative) necessary to prepare all students for success in higher mathematics instruction.				
3.6	Teacher and student materials include curriculum-embedded assessments that permit teachers to scaffold student learning. Teacher materials should also provide guidance for diagnostic feedback.				

Category 4: Access and Equity

Resources should incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to the students. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners, at-risk, advanced learners, and students with learning disabilities. Instructional resources must have strengths in these areas to be considered for adoption:

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.1	Instructional materials include resources for specific student populations that would benefit from supports such as, but not limited to, culturally responsive materials for English learner and other linguistically and culturally diverse students; strategies that reflect Universal Designs for Learning; and scaffolds that allow for work along the learning progressions in response to student needs.				
4.2	Student materials are appropriate for use with a wide range of learners.				

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.3	Teacher materials include comprehensive teacher guidance and differentiation strategies that are tied to the <i>Mathematics Framework</i> , based on current and confirmed research, to adapt the curriculum to meet students identified special needs and to provide effective, efficient instruction for all students.				
4.4	Teacher materials include strategies for students who are English learners that are consistent with the <i>California English Language Development Standards: Kindergarten Through Grade 12</i> adopted under EC Section 60811. In addition, the resource Improving Education for Multilingual and English Learner Students: Research to Practice contains a wealth of guidance, resources, and tools for helping schools better meet the needs of multilingual and English learner students (CDE, 2020).				

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.5	Teacher materials include strategies to help students who have not yet achieved grade level proficiency in reading, writing, speaking, and listening in academic English to understand the mathematics content and practices that are tied to the <i>Mathematics Framework</i> .				
4.6	Suggestions for advanced learners that are tied to the <i>Mathematics Framework</i> and that allow students to study grade-level content in greater depth.				
4.7	The visual design of the materials does not distract from the mathematics, but instead serves to support students in engaging thoughtfully with the subject.				

Category 5: Instructional Planning and Support

Instructional materials must contain a clear road map to assist teachers when planning instruction for the specific needs and context of their students. The instructional resources should support Universal Design for Learning and culturally and linguistically responsive instruction to improve and optimize teaching and make learning more equitable for all people based on scientific insights into how humans learn. Instructional materials in mathematics should have strengths in many of these areas to be considered suitable for adoption:

Criterion	Instructional Planning and Support	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
5.1	A teacher's edition that explains the role of the grade-level mathematics concepts in the context of the overall mathematics curriculum for kindergarten through grade twelve.				
5.2	Materials provide teacher guidance that includes annotations and suggestions for how to utilize and implement the student and ancillary materials, with specific attention to engaging students to guide their mathematical development.				
5.3	Unit and/or lesson plans, including suggestions for organizing resources in the classroom and ideas for pacing or scope and sequence of instruction.				
5.4	A curriculum guide for the academic instructional year.				

Criterion	Instructional Planning and Support	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
5.5	Answer keys for any workbooks, quizzes, or other related student activities, where appropriate.				
5.6	Materials make use of concrete representations, including manipulatives, audiovisual, multimedia, and interactive technology resources that support instruction of the CA CCSSM, and include clear instructions in their use for teachers and students. Where materials integrate technology – such as interactive tools, virtual manipulatives/objects, and / or dynamic mathematics software – they do so in ways that engage students in applying the standards.				
5.7	Optional homework activities, if included, should extend and reinforce classroom instruction and provide additional practice of mathematical content, practices, and applications that have been taught.				
5.8	Materials provide examples of student work and representation of possible student strategies to orient teachers to student thinking and help teachers elicit, make sense of, and respond to student thinking.				

Criterion	Instructional Planning and Support	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
5.9	Specific strategies to support students in developing the language skills needed to meet the mathematical learning and language objectives that are explicitly and clearly associated with instruction and assessment.				
5.10	Teacher guidance that contains explanations and examples of mathematics concepts.				

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