

Core Questions Rubric

This serves as the rubric used for evaluation of all instructional materials bid for K-4 Mathematics Intervention Materials state adoption.

Content

- 1. A. Alignment with Intervention Requirements:** The content aligns with the state's standards, benchmarks and clarifications for subject, grade level and learning outcomes.
- 2. A. Alignment with Intervention Requirements:** The content is written to the correct skill level of the standards, benchmarks and clarifications in the course.
- 3. A. Alignment with Intervention Requirements:** The materials are adaptable and useful for classroom instruction.
- 4. B. Level of Treatment:** The materials provide sufficient details for students to understand the significance of topics and events.
- 5. B. Level of Treatment:** The content matches the standards for applicable areas of emphasis and corresponding courses.
- 6. B. Level of Treatment:** The content matches the student needs, abilities and grade level through horizontal and vertical alignment of each benchmark .
- 7. B. Level of Treatment:** The content matches the time period allowed for teaching.
- 8. C. Expertise for Content Development:** The primary and secondary sources cited in the materials reflect expert information for the subject.
- 9. C. Expertise for Content Development:** The primary and secondary sources contribute to the quality of the content in the materials.
- 10. D. Accuracy of Content:** The content is presented accurately. (Material should be devoid of typographical or visual errors.)
- 11. D. Accuracy of Content:** The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature.)
- 12. D. Accuracy of Content:** The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards and models used with the subject area.)
- 13. D. Accuracy of Content:** The content of the material is factually accurate. (Materials should be free of mistakes and inconsistencies.)
- 14. E. Currency of Content:** The content is up-to-date according to current research and standards of practice.
- 15. E. Currency of Content:** The content is presented to the standards, benchmarks, clarifications and examples in an appropriate and relevant context.
- 16. E. Currency of Content:** The content is presented in an appropriate and relevant context for the intended learners.
- 17. F. Authenticity of Content:** The content includes connections to life in a context that is meaningful to students.
- 18. F. Authenticity of Content:** The material includes interdisciplinary connections which are intended to make the content meaningful to students.

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| <p>19. G. Accurate Representation: The portrayal of sex, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section.)</p> |
| <p>20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values, and exclude pornography, materials harmful to minors under s. 847.012, F.S., and inhumane treatment. (An exception may be necessary for units covering animal welfare.)</p> |
| <p>21. In general, is the content of the benchmarks and standards for this course covered in the material?</p> |

| Presentation |
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| <p>1. A. Comprehensiveness of Student and Teacher Resources: The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.</p> |
| <p>2. B. Alignment of Instructional Components: All components of the major tool align with the Intervention program and each other.</p> |
| <p>3. C. Organization of Instructional Materials: The materials are consistent and logical organization of the content for the subject area.</p> |
| <p>4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.</p> |
| <p>5. E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.</p> |
| <p>6. F. Ease of Use of Materials: The materials are designed for practical use in the classroom and school and are easy to store and identify.</p> |
| <p>7. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the Universal Design for Learning questionnaire.)</p> |
| <p>8. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section.)</p> |

| Learning |
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| <p>1. A. Motivational Strategies: Intervention materials include features to maintain learner motivation.</p> |
| <p>2. B. Explicit Instruction: The materials contain clear statements of information and outcomes.</p> |
| <p>3. C. Guidance and Support: The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p> |
| <p>4. C. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p> |
| <p>5. D. Active Participation of Students: The materials engage the physical and mental activity of students during the learning process.</p> |
| <p>6. D. Active Participation of Students: The materials include organized activities that are logical extensions of content, goals and objectives.</p> |

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| 7. E. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. |
| 8. E. Targeted Instructional Strategies: The intervention strategies incorporated in the materials are effective in teaching the targeted outcomes through the horizontal and vertical alignments within the Areas of Emphasis for each benchmark in the B.E.S.T. Standards for Mathematics. |
| 9. E. Targeted Instructional Strategies: The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes. |
| 10. F. Targeted Assessment Strategies: The materials correlate assessment strategies to the desired learning outcomes. |
| 11. F. Targeted Assessment Strategies: The assessment strategies incorporated in the materials are effective in assessing the learners’ performance with regard to the targeted outcomes. |
| 12. G. Tiered Instruction: Materials integrate instruction and intervention, which is delivered to all students in varying intensities (multiple tiers) based on student need. |
| 13. G. Tiered Instruction: Materials incorporate a comprehensive array of explicit instruction principles, as well as provide an appropriate dosage for student response and feedback from the teacher. |
| 14. Universal Design for Learning: This submission incorporates strategies, materials, activities, etc. that consider the needs of all students. |
| 15. B.E.S.T. Standards Application: Do you observe the appropriate application of English Language Arts Expectations and/or Mathematical Thinking and Reasoning Standards as applicable? |

| Florida Statutes and State Board of Education Rule |
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| 1. Critical Race Theory: Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials? |
| 2. Culturally Responsive Teaching: Do instructional materials omit Culturally Responsive Teaching as it relates to CRT? |
| 3. Social Justice: Do instructional materials omit Social Justice as it relates to CRT? |
| 4. Social Emotional Learning: Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards? |
| 5. Principles of Individual Freedom: Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles: <ul style="list-style-type: none"> <i>(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex</i> <i>(b) No race is inherently superior to another race.</i> <i>(c) No person should be discriminated against or receive adverse treatment solely or partly on the bases of race, color, national origin, religion, disability, or sex.</i> <i>(d) Meritocracy or traits such as hard work ethic are not racist but fundamental to</i> |

the right to pursue happiness and be rewarded for industry.

(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.

(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

6. Student Welfare: Do instructional materials align to s. 1001.42(8)(c)3., F.S., in grades K-8 to EXCLUDE instruction regarding sexual orientation or gender identity except as provided by ss. 1003.42(2)(n)3. and 1003.46, F.S.? If such instruction is provided in grades 9 through 12, is the instruction age-appropriate or developmentally appropriate for students in accordance with state standards?