SBOE Math Ad Hoc Committee Meeting

IMRA Tools for Mathematics

August 18, 2025

Agenda

1. IMRA TEKS Alignment and Review
2. IMRA Quality Rubric Overview
3. IMRA Mathematics Quality Rubric
4. IMRA Evidence Guides Overview

Objectives

- Understand how instructional materials are reviewed for standards alignment.
- Understand the foundational principles of the IMRA Mathematics K–12 quality rubrics.
- Learn how the evidence guide serves as a resource for indicator-level evidence collection.

Instructional Materials Standards Alignment

Texas Education Agency

SBOE Instructional Materials Review and Approval (IMRA) Criteria

Standards Alignment Percentage

Materials cover a minimum percentage of standards as determined by SBOE (100%)

Suitable and Appropriate*

Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))

* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22

Quality Review

Material quality supports student's ability to demonstrate proficiency in the standards

Also ensures compliance with three-cuing ban

Factual Errors

Materials do not contain factual errors

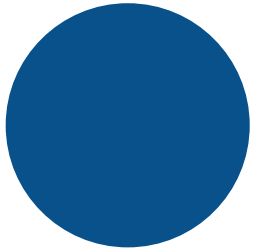
Physical and Electronic Specifications

Material components meet physical and digital requirements

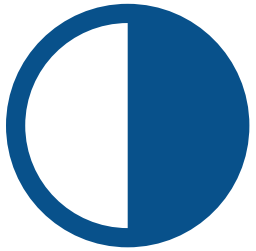
Parent Portal

Materials included on parent portal that meet transparency requirements

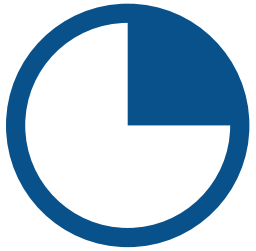
Approval Requirements: 19 TAC §67.25



Full-subject, tier-one materials must cover 100% of the student expectations for the grade level or course (e.g., math, grade 1).



Partial-subject, tier-one materials must cover 100% of the student expectations identified for the grade level or course (e.g., phonics, kindergarten).



Supplemental materials must cover at least one student expectation and must cover 100% of the student expectations to which the publisher has claimed to cover.

Math Content Standards Example

Knowledge and Skills (KS) Statement

Knowledge and Skills Strand

(2) Number and Operations. The student applies mathematical process standards to represent and use rationale numbers in a variety of forms.

The student is expected to:

(A) Classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers;

(B) Identify a number, its opposite, and its absolute value;

(C) Locate, compare, and order integers and rational numbers using a number line;

(D) Order a set of rational numbers arising from mathematical and real-world contexts; and

Student Expectation

Math TEKS Process Standards

- Are intentionally placed as a point of entry at the beginning of the knowledge and skills for each grade level.
- Weave the other knowledge and skills together so that students may be successful problem solvers, use math efficiently, and effectively in daily life.

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace;

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

(E) create and use representations to organize, record, and communicate mathematical ideas;

(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

TEKS Citation Requirements

To demonstrate coverage of a student expectation, publishers must provide at least two citations for each breakout— one narrative and one activity citation.

Process standards can have one narrative and one activity citation or two activity citations for each breakout.

Standards must be covered in the student and teacher materials.

Student Expectations vs. Breakouts

- TEA uses the language in the student expectations (SEs) to create the breakouts.
- Breakouts are the smaller parts of the larger SE that outline what students should know and be able to do to demonstrate grade-level proficiency.
- Each associated breakout must be addressed for an SE to be considered thoroughly addressed in instructional materials.
- The SEs are separated into breakouts using specific rules.

Breakout Rules

- **“And”** typically must be broken out
- **“Between/among”** must be kept together
- **“Or”** must be kept together and materials may include one or the other (both not necessary)
- **“Including”** must be broken out
- **“Such as”** is not included in the breakout

Breakout Example: *and*

Mathematics, Grade 6

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace

(i) apply mathematics to problems arising in everyday life

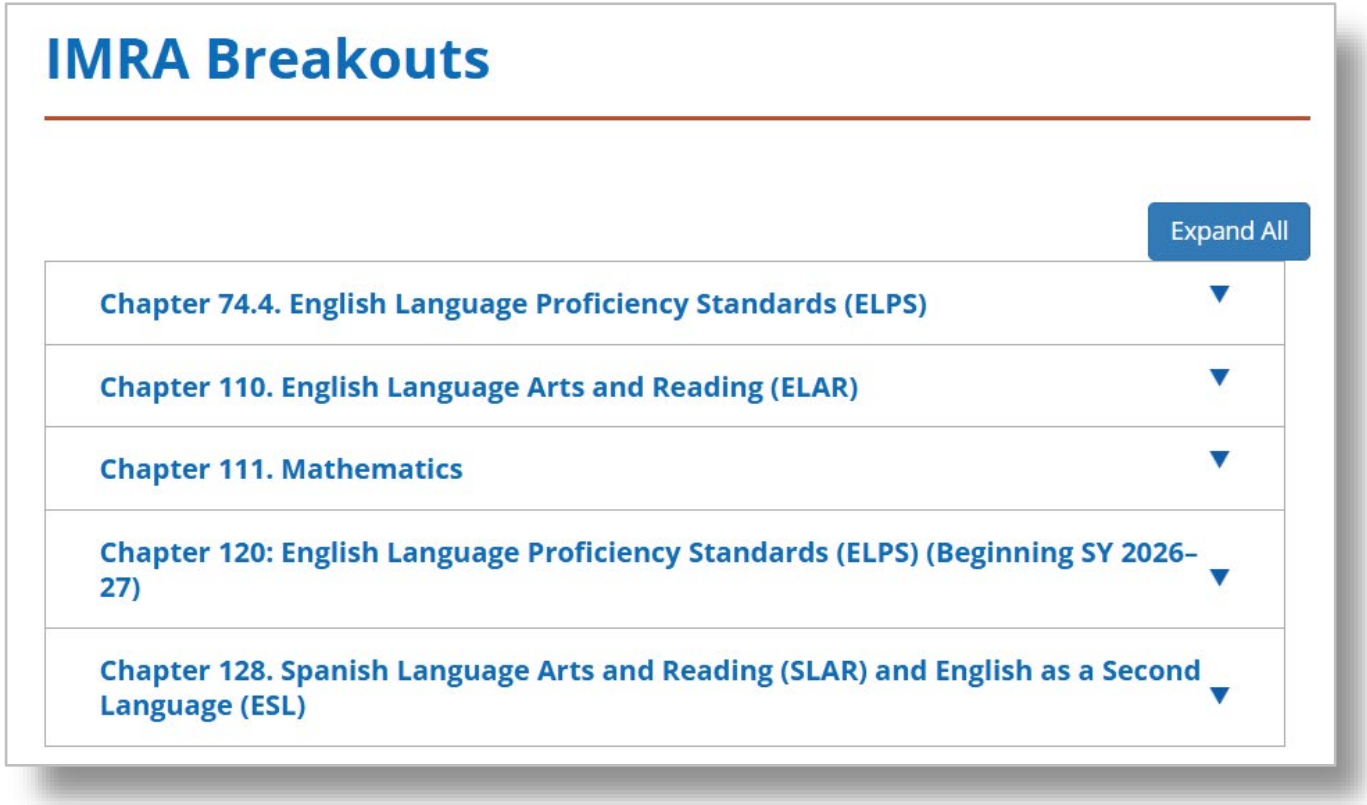
(ii) apply mathematics to problems arising in society

(iii) apply mathematics to problems arising in the workplace

Breakout Documents

We have created and published the breakouts on the TEA website.

- Mathematics: Chapter 111
- English Language Proficiency Standards: Chapter 74.4



Narrative vs Activity Citation

Narrative Citation

- An opportunity for the teacher to teach the component of the knowledge or skill
- An opportunity for the student to learn the component of the knowledge or skill

Activity Citation

- An opportunity for the student to demonstrate the component of the knowledge or practice the skill

IMRA Quality Rubric Overview

Texas Education Agency

SBOE Instructional Materials Review and Approval (IMRA) Criteria

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Quality Review

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Definition of Instructional Materials

An **instructional material** is any content that conveys the essential knowledge and skills of a subject through any medium or combination of media. The term includes:

a) material used by a **teacher**, including a lesson plan, answer key, assessments, grading rubric, or unit plan;

b) material used by a **principal** or **campus instructional leader** to support instruction; and

c) material used by a **student**, including a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, on-line services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open education resource instructional material.

Source: Texas Education Code, §31.002

HB 1605 Established Three Categories of Instructional Materials

Full-subject, Tier-one

Instructional material designed to provide a student with mastery of the essential knowledge and skills adopted by the State Board of Education (SBOE) for **a certain subject and grade level** in the required curriculum under Section 28.002 or for prekindergarten without the need for supplementation, if implemented as designed.

Partial-subject, Tier-one

Instructional material designed to provide a student with mastery in a **portion** of the essential knowledge and skills adopted by the SBOE for a **certain subject and grade level** in the required curriculum under Section 28.002 or for prekindergarten without the need for supplementation in the essential knowledge and skills covered, if implemented as designed.

Supplemental

Instructional material designed to assist in the instruction of **one or more** of the essential knowledge and skills adopted by the SBOE for **a subject** in the required curriculum under Section 28.002 or for prekindergarten.

This year, reviewers will evaluate products that fall in the Full-Subject, Tier-1 and the Supplemental categories.

Instructional Materials

Materials **teachers** use to plan and teach

+

Materials **students** use to learn and practice

Quality Review Rubrics | Design Overview

The design of quality review rubrics is based on:

what **educators tell us they need** to effectively implement instructional materials,

the **evidence that exists** about the **best ways to teach each subject**, and

the **evidence that exists** on the most **effective ways for learning to occur.**

Quality Review Rubrics | Design Categories

Quality review rubrics are designed with two categories: **Implementation Quality** and **Learning Quality**

Implementation Quality is similar for all content areas.

- Are the components that support effective implementation present in the materials?

Learning Quality is unique to the subject being reviewed.

- Are the components quality and aligned with research on the best ways to teach the subject?
- When taught as designed, do the components support a student reaching grade-level proficiency on the standards?

Quality Review Rubrics | Math K–12 Rubric Design (1/3)

Each category has **multiple sections**.

Implementation Quality

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course, unit, and lesson-level design.

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

Learning Quality

4. Depth and Coherence of Key Concepts

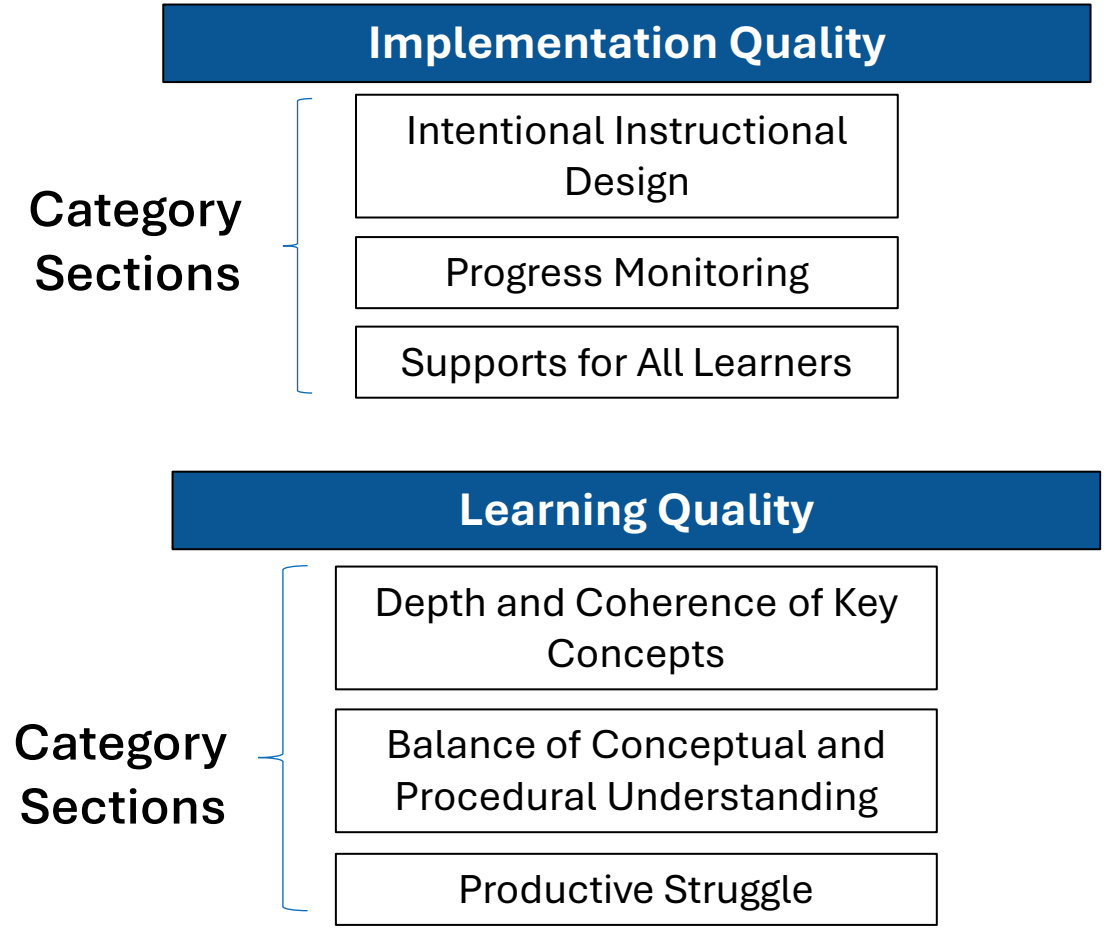
Materials are designed to meet the rigor of the standards while connecting concepts within and across grade levels/courses.

5. Balance of Conceptual and Procedural Understanding

Materials are designed to balance conceptual understanding, procedural skills, and fluency.

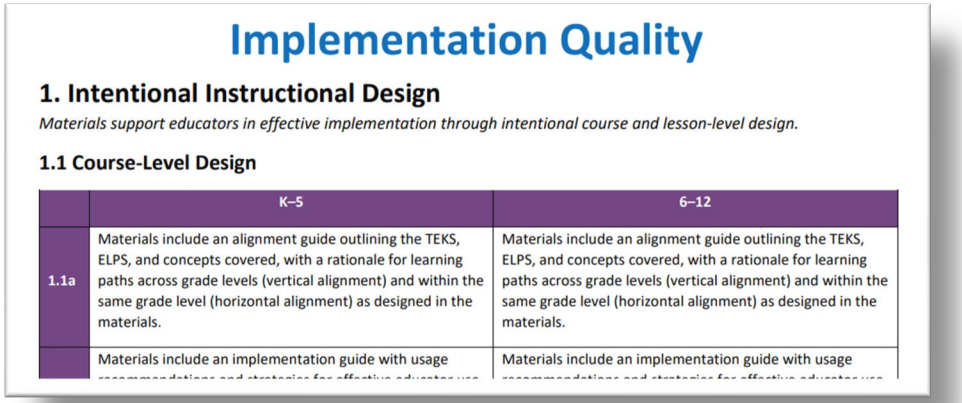
6. Productive Struggle

Materials support students in applying disciplinary practices to productive problem-solving, including explaining and revising their thinking.



Quality Review Rubrics | Math K–12 Rubric Design (2/3)

Categories and sections are **color-coded** in the rubrics for easy identification.



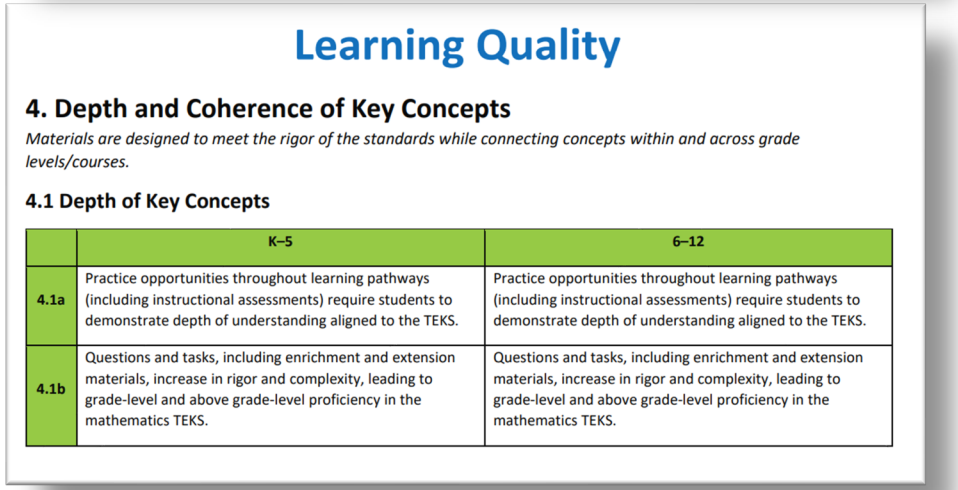
Implementation Quality

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course and lesson-level design.

1.1 Course-Level Design

	K–5	6–12
1.1a	Materials include an alignment guide outlining the TEKS, ELPS, and concepts covered, with a rationale for learning paths across grade levels (vertical alignment) and within the same grade level (horizontal alignment) as designed in the materials.	Materials include an alignment guide outlining the TEKS, ELPS, and concepts covered, with a rationale for learning paths across grade levels (vertical alignment) and within the same grade level (horizontal alignment) as designed in the materials.
	Materials include an implementation guide with usage	Materials include an implementation guide with usage



Learning Quality

4. Depth and Coherence of Key Concepts

Materials are designed to meet the rigor of the standards while connecting concepts within and across grade levels/courses.

4.1 Depth of Key Concepts

	K–5	6–12
4.1a	Practice opportunities throughout learning pathways (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.	Practice opportunities throughout learning pathways (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.
4.1b	Questions and tasks, including enrichment and extension materials, increase in rigor and complexity, leading to grade-level and above grade-level proficiency in the mathematics TEKS.	Questions and tasks, including enrichment and extension materials, increase in rigor and complexity, leading to grade-level and above grade-level proficiency in the mathematics TEKS.

Implementation Quality

Category Sections

- Intentional Instructional Design
- Progress Monitoring
- Supports for All Learners

Learning Quality

Category Sections

- Depth and Coherence of Key Concepts
- Balance of Conceptual and Procedural Understanding
- Productive Struggle

Quality Review Rubrics | Math K–12 Rubric Design Breakdown (3/3)

Each section has **indicators** and **reviewer guidance.**

Reviewer guidance provides the “look-fors” to support reviewers in gathering evidence during the quality review process.

Learning Quality

Category Sections

- 4. Depth and Coherence of Key Concepts
- 5. Balance of Conceptual and Procedural Understanding

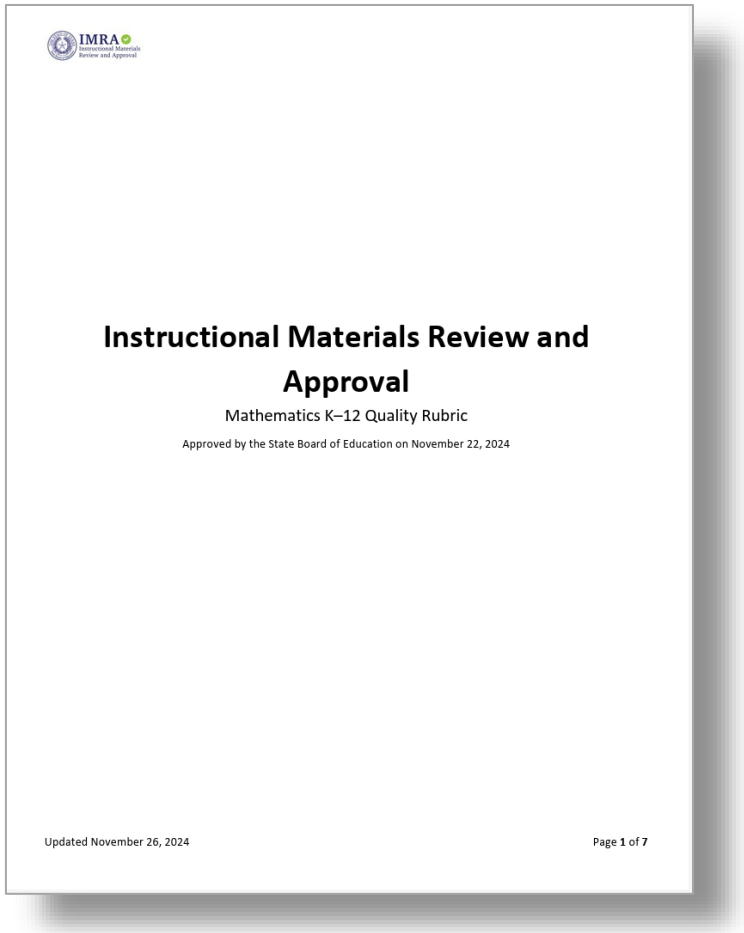
Indicators

- 5.1 Development of Conceptual Understanding
- 5.2 Development of Fluency

Reviewer Guidance

	K–5	6–12
5.2a	Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level mathematical tasks.	Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level mathematical tasks.
5.2b	Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout learning pathways.	Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout learning pathways.
5.2c	Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways.	Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways.
5.2d	Materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems.	Materials contain guidance to support students in selecting the most efficient approaches when solving mathematics problems.

Let’s look at the Mathematics K–12 Quality Rubric


IMRA Instructional Materials Review and Approval

Instructional Materials Review and Approval

Mathematics K–12 Quality Rubric

Approved by the State Board of Education on November 22, 2024

Updated November 26, 2024

Page 1 of 7

Mathematics
K–12 Quality Rubric

Insert links

IMRA Mathematics Quality Rubric

Texas Education Agency

Mathematics — Implementation Quality

Section	
Intentional Instructional Design	 **Implementation Quality**
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Intentional Instructional Design (1/2)

Section	Question
Intentional Instructional Design	**Are the materials well-designed at the course and lesson level?**
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Intentional Instructional Design (2/2)

Section	Guidance
Intentional Instructional Design	To plan effectively, educators first need to know how the **course** is designed. At the **unit** level, educators need materials that build their background knowledge to teach the unit effectively. Materials should also include an overview of assessments for each unit and how to use them, along with resources for home-school connections. **Lessons** should be comprehensive, detailed, and structured, including everything a beginning teacher would need to teach effectively, and an experienced teacher could customize based on their expertise. Finally, the **visual design** of the materials should support students engaging with the concept without being distracting.
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Progress Monitoring (1/2)

Section	Question
Intentional Instructional Design	**Do the materials support educators and students through frequent, strategic opportunities to monitor and respond to student progress?**
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Progress Monitoring (2/2)

Section	Guidance
Intentional Instructional Design	Materials should include **aligned instructional assessments** and **progress monitoring tools**, which help identify what a student already knows (diagnostic) and where a student may need additional support (formative), and if a student has reached proficiency (summative). But assessments alone are not enough. Materials should also include **guidance** to help educators respond to the information collected through these assessments. This includes how to interpret the data efficiently and effectively, how to use tasks and activities to respond to student trends in performance, and how to support individual students based on their needs.
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Supports for All Learners (1/2)

Section	Question
Intentional Instructional Design	**Do the materials provide supports to help educators effectively teach all learners?**
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Supports for All Learners (2/2)

Section	Guidance
Intentional Instructional Design	This guidance includes **differentiation and scaffolds**, such as supports for students who have not yet reached grade-level proficiency, pre-teaching and embedded supports for vocabulary development and complex terms, and guidance for educators to design a learning environment that helps students focus on the content to be learned. Materials should support teachers with effective **instructional methods**, such as various instructional approaches, linking to what students have already learned, and flexible grouping. **Supports for multilingual learners** should be aligned to the English Language Proficiency Standards (ELPS), embedded throughout the materials, and designed to support dual language immersion (DLI) programs.
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Implementation Quality

Section	
Intentional Instructional Design	 **Implementation Quality**
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Learning Quality

Section	
Intentional Instructional Design	
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Depth and Coherence (1/3)

Section	Question
Intentional Instructional Design	**Do the materials meet the rigor of the standards while connecting concepts across grade levels/courses?**
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Depth and Coherence (2/3)

Section	Rationale
Intentional Instructional Design	"A focused, coherent progression of mathematics learning with an emphasis on proficiency with key topics, should become the norm in elementary and middle school mathematics curricula…by the term focused, [the authors] mean that curriculum must include (and engage with adequate depth) the most important topics underlying success in school algebra." (National Mathematics Advisory Panel, 2008) "It is imperative that teachers be provided with curricular materials that clearly lay out well-reasoned organizations of student learning progressions with regard to mathematical content and reasoning. (NCTM, 2016)
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

US Department of Education. (2008). Final report of the national mathematics advisory panel.
National Council of Teachers of Mathematics. (2016). Curricular coherence and open educational resources.

Mathematics — Depth and Coherence (3/3)

Section	Guidance
Intentional Instructional Design	Materials should include **practice opportunities** with **questions and tasks** that **increase in rigor and complexity** and require students to demonstrate depth of understanding aligned with the TEKS. Materials demonstrate **horizontal and vertical coherence** across concepts and grades/courses. This coherence should be evidenced at the lesson and activity level, connecting to students' prior knowledge and setting them up for future learning. **Spaced retrieval and interleaved practice opportunities** support students' continued knowledge of previously learned skills and concepts.
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Balance of Conceptual and Procedural (1/3)

Section	Question
Intentional Instructional Design	**Are the materials designed to balance conceptual understanding, procedural skill, and fluency?**
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Balance of Conceptual and Procedural (2/3)

Section	Rationale
Intentional Instructional Design	"To be mathematically proficient, students must develop conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition." (National Research Council, 2001) "With due consideration of contemporary literature and research regarding procedural and conceptual knowledge, [teachers should be aware that]: • We should be considering our practices to include Procedural knowledge *and* Conceptual knowledge, not Procedural Knowledge *or* Conceptual knowledge, [and] • Procedural knowledge and conceptual knowledge are both important and help to strengthen each other." (Hurrell, 2021)
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

National Research Council. (2001). Adding it up: Helping children learn mathematics.

Hurrell, Derek. (2021) Conceptual knowledge OR Procedural Knowledge OR Conceptual Knowledge AND Procedural knowledge: Why the conjunction is important for teachers. Australian Journal of Teacher Education.

Mathematics — Balance of Conceptual and Procedural (3/3)

Section	Guidance
Intentional Instructional Design	Materials should develop students' **understanding of models,** including how to interpret, evaluate, and create them. Models support the development and application of conceptual understanding to new contexts. In addition to building conceptual understanding, materials should support students' balanced development of **fluency** and **automaticity** appropriate to the grade-level TEKS. **Academic mathematical language** should be developed throughout the materials using visuals, manipulatives, and communication with peers and educators. The materials provide appropriate integration of the **TEKS process standards** in each lesson.
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Productive Struggle (1/3)

Section	Question
Intentional Instructional Design	**Do the materials provide support to students and educators to encourage persevering through problem solving and making sense of mathematics?**
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Productive Struggle (2/3)

Section	Rationale
Intentional Instructional Design	"…students expend effort to make sense of mathematics, to figure something out that is not immediately apparent…The struggle we have in mind comes from solving problems that are within reach and grappling with key mathematical ideas that are comprehensible but not yet well formed." (Hiebert et al., 2007) "…productive struggle comprises the work that students do to make sense of a situation and determine a course of action when a solution strategy is not stated, implied, or immediately obvious…every student must have the opportunity to struggle with challenging mathematics and to receive support that encourages their persistence without removing the challenge." (NCTM, 2017)
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

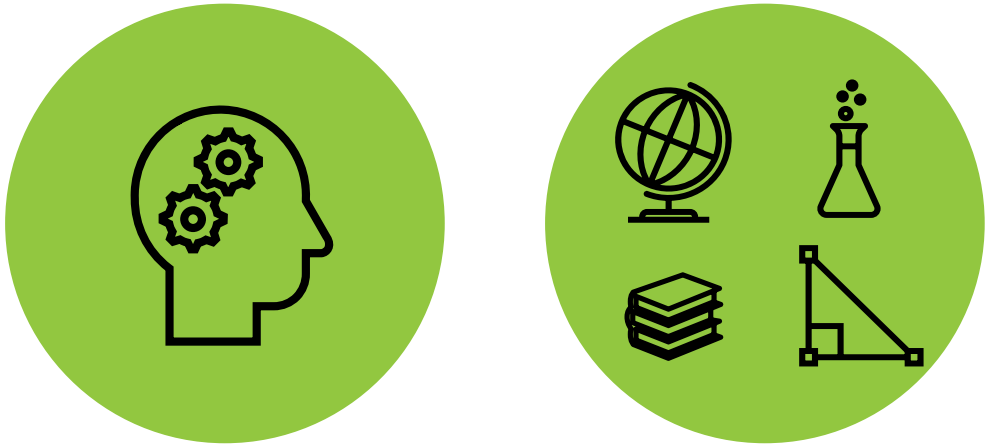
Hiebert, J., & Grouws, D.A. (2007). The effects of classroom mathematics teaching on students' learning, Second Handbook of Research in Mathematics Teaching and Learning.

NCTM. (2017). Taking action: Implementing effective mathematics teaching practices in grades 9-12.

Mathematics — Productive Struggle (3/3)

Section	Guidance
Intentional Instructional Design	Materials should support students in seeing themselves as **mathematical thinkers** who can solve problems and make sense of mathematics. Materials should also support educators in facilitating the **sharing of students' approaches to problem solving**.
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics — Learning Quality

Section	
Intentional Instructional Design	
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
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IMRA Evidence Guides

Texas Education Agency

What Are Evidence Guides?

- **Companion tools** designed to support understanding and application of the rubric.

- Help users **unpack indicator-level guidance** by offering overviews, scoring point allocations, examples, and non-examples.

- Bridge the gap between **high-level expectations** in the rubric and **what evidence looks like in instructional materials**.

Why Use Evidence Guides

- **Clarify Expectations:** Break down complex rubric language.
- **Support Consistency:** Establish a shared understanding of key “look-fors” within instructional materials.
- **Guide Evidence Collection:** Offer sample HQIM evidence to each guidance to support the review of instructional materials.
- **Provide Clear Point Allocations:** Ensure fair and consistent point allocations across all instructional materials.

Evidence Guide Component — Overview


Potential Misconceptions


Key Terms


Connections

1.1 Course-Level Design

Guidance	Guidance Description
1.1a	Materials include an alignment guide outlining the TEKS, ELPS, and concepts covered, with a rationale for learning paths across grade levels (vertical alignment) and within the same grade level (horizontal alignment) as designed in the materials.
1.1b	Materials include an implementation guide with usage recommendations and strategies for effective educator use in various contexts, such as just-in-time supports, advanced learning, or as a course.
1.1c	Materials include a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.
1.1d	Materials include protocols with corresponding guidance for unit and lesson internalization.
1.1e	Materials include resources and guidance for instructional leaders to support educators with implementing the materials as designed.

Potential Misconceptions	
A potential misconception about supplemental mathematics products is that they follow the same unit structure as traditional tier-one math materials. However, these products may be organized differently; they are often grouped around themes or clusters of related concepts rather than following a sequential unit format. Unlike tier-one products, supplemental materials are typically designed to reinforce specific skills, address learning gaps, or extend understanding, and may offer more flexibility in pacing and order. As a result, their structure may appear less linear, focusing instead on learning paths that provide targeted practice, enrichment, or intervention aligned to individual student needs, rather than a full-year scope and sequence like a tier-one product.	
Key Terms	
advanced learning, alignment guide, correlation guide, diagnostic assessment, horizontal alignment, implementation guide, instructional leaders, just-in-time supports, learning path, lesson internalization, protocol, rationale, skill entry points, unit internalization, vertical alignment Visit the Glossary of terms for more information.	
Connections	
Standards Connection	Course-level design supports are relevant across all grade-level TEKS for this indicator.

Evidence Guide Component — Guidance Level

2.2a	**Instructional assessments include scoring information and guidance for interpreting student performance, including rationale for each correct and incorrect response.**
Score (3 pts)	Instructional assessments include: • scoring information and guidance for interpreting student performance. (1 pt) • a rationale for each correct response. (1 pt) • a rationale for each incorrect response. (1 pt)

What are the implications of this indicator guidance on teaching and/or learning?

- Scoring information provides a detailed breakdown of individual student performance for the teacher.
- Assessments provide a longitudinal view of student progress, revealing mastery and proficiency of the content over time.
- Clear assessment guidance enables teachers to help students set realistic learning goals.
- Analysis of assessments can reveal patterns in student misconceptions, and this data can help drive instruction.
- Assessments with detailed scoring information contribute to targeted support for student needs.

Example(s) from High-Quality Instructional Materials (HQIM)

K–12

- Performance tasks provide scoring rubrics with clear guidelines for interpreting student performance and responses.
- Assessment answer keys for adaptive or static materials include a brief explanation of why each answer is correct or incorrect. For each answer correct answer, the materials include a rationale for why the answer is correct and explain the steps necessary to arrive at the answer. For each incorrect answer, the materials provide possible misconceptions for incorrect responses and explain the steps to correctly solve the problem.
- Adaptive materials include digital quizzes that provide immediate scoring and personalized feedback. The teacher dashboard shows student performance and highlights when a student does not obtain a passing score.
- Adaptive materials include guidance for educators to intervene with identified students. The educator dashboard indicates a student has taken and failed a lesson quiz three times. The materials include information for the educator to work one-on-one with the student using manipulatives to explain the concept.
- Adaptive materials include scoring guides or rubrics that outline how student responses are scored. They include levels of performance with descriptors or criteria for each level.
- The materials guide teachers on how to interpret student performance on assessments and reflect on levels of understanding and/or proficiency.
- The materials provide guidance on interpreting scoring information to determine students' strengths, weaknesses and/or gaps, and common misconceptions.
- The materials provide scoring rubrics with proficiency levels and examples of student responses to guide teachers in interpreting performance.
- The materials provide guidance on running reports that help teachers interpret student data in multiple ways, such as:
  - item analysis reports to examine performance on specific skills.
  - TEKS mastery reports to track progress on standards.
  - question analysis reports to identify trends in student responses.
  - class achievement reports to compare individual and group performance.

Non-Example(s)

K–12

- The materials do not include scoring information.
- The materials provide educators with an answer key for each assessment but do not include guidance for interpreting student responses.
- The materials provide detailed rationales for incorrect responses but do not provide rationales for correct responses.
- The materials provide raw scores but do not offer detailed reports, such as item analysis, performance trends, or achievement comparisons, to help teachers make informed instructional decisions.
- Adaptive materials provide extensive data on student performance, such as time spent on each question and number of attempts but lack guidance for interpreting this data in relation to student understanding or instructional decision-making.
- Digital quizzes show student scores, or which questions were answered incorrectly, but they do not identify patterns or trends across students.

Total points and point allocations

Guidance implications in the classroom

Sample of high-quality evidence

Sample of poor-quality evidence

Session Takeaways

- **High-quality instructional materials** in mathematics are designed to cover the math student expectations.
- The **quality rubric** is the foundation of the quality review among the other tenants of the review.
- The **evidence guide** supports rubric application by clarifying indicator-level guidance and illustrating what quality evidence looks like in instructional materials through overviews, scoring details, examples, and non-examples.