

# 2025 Mathematics Instructional Materials Review Rubric

**ALL PEARSON RESPONSES BELOW APPLY TO ALL MATH TITLES SUBMITTED TO THE UTAH MATERIALS ADOPTION – FALL 2025.**

## Compliance with State Law (Required)

Sensitive Materials and Prohibited Submission [53G-10-103](#) and [R277-628](#)

**All titles comply with Utah's Sensitive Materials and Prohibited Submission requirements.**

Prohibited discriminatory practices [53G-2-105](#), [53B-1-118](#) and [67-27-107](#)

**All titles comply with Utah's Prohibited discriminatory practices requirements.**

Maintaining constitutional freedom in the public schools. [53G-10-202](#)

**All titles comply with Utah requirements to maintain Constitutional freedom in public schools .**

Free from advertising, e-commerce, or political interest

**All titles are free of advertising, e-commerce, and political interest, as per Utah's requirements.**

## FOCUS AND COHERENCE: Non-Negotiable

Non-negotiable materials must focus coherently on the Major Work of the grade in a way that is consistent with the progressions in the standards.

\_\_\_\_\_ Student and teachers using the materials as designed devote the majority of time to the Major Work of the grade.

**The content in MyLab is designed to fulfill the requirements of an entire course or can be used in segments to supplement.**

\_\_\_\_\_ Supporting Work enhances focus and coherence simultaneously by also engaging students in the Major Work of the grade.

**Questions in MyLab are designed to use real world examples and relevance while scaffolding difficulty levels to ensure students are met with various rigor.**

\_\_\_\_\_ Materials follow the grade-by-grade progressions in the Standards. Content from previous or future grades does not unduly interfere.

**MyLab features cater to differing aspects of the course education. Pre Requisite review and skill building are individual features that can be used as needed and allow the teachers to utilize other features that focus on course level content.**

\_\_\_\_\_ Lessons that only include mathematics from previous grades are clearly identified. Materials that do not meet the non-negotiable requirements for Focus and Coherence will not be recommended as primary resources. Please continue with the review to determine if the materials may be recommended for supplemental use.

**Integrated Review is a feature that focuses on prerequisite knowledge gaps. Study Plan identifies areas of weakness of the course level content as the students complete their course assignments.**

## RIGOR AND BALANCE

**Alignment Criterion 1: Material must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.**

The materials support the development of students' conceptual understanding of key mathematical concepts, especially where called for in specific standards or cluster headings.

***In the Assignment Manager, questions can be identified not only by Chapter and Section but also by Objective. In the Gradebook, as students complete their assignments, Performance Analytics and Topic Analysis will break down performance data by student, class, objective, etc.***

\_\_\_\_ Meets \_\_\_\_ Partially Meets \_\_\_\_ Does not Meet

The materials are designed so that students attain the fluencies and procedural skills required by the Standards.

***Correlations to the UT standards provided demonstrate how our materials build fluencies and procedural skills.***

\_\_\_\_ Meets \_\_\_\_ Partially Meets \_\_\_\_ Does not Meet

The materials are designed so that teachers and students spend sufficient time working with applications, without losing focus on the Major Work of each grade. (Are there single and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving?)

***There are a variety of problem types including Multiple Choice, Free Response, and Interactive Figures. Some problem types have multiple steps and MyLab allows you to provide partial or full credit for those depending on preference. There are also problem specific Learning Aids (Help Me Solve This and View an Example) that break the problem down into steps and walk students through mastery.***

\_\_\_\_ Meets \_\_\_\_ Partially Meets \_\_\_\_ Does not Meet

## STANDARDS FOR MATHEMATICAL PRACTICE

**Alignment Criterion 2: Materials must authentically connect content standards and practice standards.**

Materials address the practice standards in such a way as to enrich the Major Work of the grade; practice standards strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.

***Correlations to the UT standards provided demonstrate how our materials enrich the work of the grad, strengthen practice standards for both teachers and students.***

\_\_\_\_ Meets \_\_\_\_ Partially Meets \_\_\_\_ Does not Meet

Tasks and assessments of student learning are designed to provide evidence of students' proficiency in the Standards of Mathematical Practice.

***All sections and objectives include a variety of question types allowing students to demonstrate proficiency through various response types.***

\_\_\_\_ Meets \_\_\_\_ Partially Meets \_\_\_\_ Does not Meet

Materials support the Standards' emphasis on mathematical reasoning.

***Our correlations to the UT standards demonstrate how our materials emphasize how our materials strengthen and support the mathematical reasoning skills.***

\_\_\_\_ Meets \_\_\_\_ Partially Meets \_\_\_\_ Does not Meet

## ACCESS TO THE STANDARDS FOR ALL STUDENTS

### Alignment Criterion 3: Materials must provide supports for English Language Learners and other special populations

Support for English Language learners and other special populations is thoughtful (evidence-based) and helps those students meet the same Standards (and rigor) as all other students. The language in which problems are posed is carefully considered.

***The eText offers a translation feature.***

\_\_\_\_\_ Meets \_\_\_\_\_ Partially Meets \_\_\_\_\_ Does not Meet

Materials provide scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrate their mathematical understanding independently.

***MyLab allows for tagging groups where you can have specific settings for individuals or groups of learners. Each question is tagged with "easy, moderate, or difficult". Questions include Learning Aids (Help Me solve This, View an Example) and allows the option to remove those same learning aids. All assignments can be personalized, allowing for follow up assignments targeting only topics the students have yet to demonstrate proficiency.***

\_\_\_\_\_ Meets \_\_\_\_\_ Partially Meets \_\_\_\_\_ Does not Meet

Design of lessons incorporates strategies such as using multiple representations, deconstructing/reconstructing the language of problems, providing suggestions for addressing common student difficulties, etc. to ensure grade-level progress for all learners.

***Both the text and the MyLab provide questions at various levels and opportunities for differentiation and scaffolding to meet the needs of a various types of students.***

\_\_\_\_\_ Meets \_\_\_\_\_ Partially Meets \_\_\_\_\_ Does not Meet

## ASSESSMENT

Multiple measurements of individual student progress occur at regular intervals ensuring success of all students.

***Study Plan identifies areas of weakness as students complete their coursework and offers remediation before a test. Homework, Quiz, Test are three different assignment types. Interactive Figures are digital manipulatives with guided steps to increase conceptual understanding. Early Alerts identify students that are likely to fail a test and notifies only the teacher.***

\_\_\_\_\_ Meets \_\_\_\_\_ Partially Meets \_\_\_\_\_ Does not Meet

Assessments measure what students understand and can do through well designed mathematical tasks and applications.

***Assessments in the MyLab platform provided teachers with insight into student understanding of mathematical tasks and applications by providing a variety of different question types and modalities where students can demonstrate their understanding of the concepts taught.***

\_\_\_\_\_ Meets \_\_\_\_\_ Partially Meets \_\_\_\_\_ Does not Meet

## Ethnic Studies

(Ethnic studies in core standards and curriculum should be a *narrowly tailored* incorporation of age-appropriate opportunities that *naturally arise* through education *without pretextual effort* in courses, programs, or activities where ethnic studies is not a primary focus.

The material should incorporate a curriculum of people and cultures that reflect the state's various demographics *without commentary that seeks to violate the neutrality* standard established in codes: [53B-1-118](#), [53G-2-103](#), [53G-2-104](#), [53G-2-105](#), [67-27-107](#),

**All titles comply with Utah's Ethnic Studies requirements.**

### Extensive-

In addition to the content outlined in "Adequate," this material offers multiple evidence-based supplemental resources and opportunities for learning about various forms of cultural philosophies and epistemologies from Utah, the United States, and worldwide. The materials provide cultural backgrounds, contemporary real-life experiences, and contexts that are relevant to local students. Some examples may include people with disabilities, various body types, and ages.

### Adequate-

This material demonstrates respect for diverse socio-cultural identities. The material provides opportunities to acknowledge and integrate the histories, cultures, contributions, and perspectives of people from the United States and worldwide. The material accurately represents the cultures, languages, traditions, beliefs, values, and customs of people from diverse backgrounds through a variety of texts, examples, scenarios, imagery, and applications.

### Inadequate-

The material has limited themes of social and cultural histories within the United States and globally. The material provides limited examples of inclusive or cultural real-life experiences and does not include diverse characters.

### Does not Meet-

The material does not meet the requirements within the ethnic studies core standards and curriculum requirements. (53E-4-204.1).

## Shared Values and Character Traits

**All titles comply with Utah's Shared Values and Character Traits requirements.**

### Extensive-

The material extends beyond the content outlined in "Adequate", it includes elements that connect Utahns to the world. The material offers multiple evidence-based supplemental resources and opportunities for cultivating character traits in students. Some examples may include characters with a variety of personalities, education, income, occupation, or behaviors that illustrate character traits.

### Adequate-

The material focuses on the shared values of diverse people and communities, the common elements that unite Utahns, and displays some character traits in its imagery and content. It aims to cultivate character traits in students, such as courage, leadership, intelligence, integrity, honesty, respect, morality, civility, duty, honor, and service, along with principles found in the Constitution.

**Inadequate-**

The material lacks a sense of shared values or common elements that unite Utahns. Furthermore, the material has limited resources addressing civic and character education.

**Does not Meet-**

The material does not meet the requirements within the ethnic studies core standards and curriculum requirements (53E-4-204.1) and civic and character education. (53G-10-204)

**REVIEWER COMMENTS**