

IMRA Tier-One Rubric Revision Side-
By-Side with Rationales
Mathematics K–12 Rubric

Implementation Quality

1. Intentional Instructional Design

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

1.1 Course-Level Design

1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.	1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.	The consensus for this guidance is the word “knowledge” is redundant since it is the “K” in TEKS.
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	No changes proposed.
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	No changes proposed.
1.1d	Materials include protocols with corresponding guidance for unit and lesson internalization.	1.1d	Materials include protocols with corresponding guidance for unit and lesson internalization.	Edit to reduce redundancy in wording and clarify the requirement for a protocol with guidance, ensuring a more streamlined, cohesive approach to unit and lesson internalization.
1.1e	Materials include resources and guidance for t instructional leaders to support teachers with implementing the materials as designed.	1.1e	Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.	Discussion resulted in the recommendation that instructional leaders encompassed a variety of individuals that support implementation. The inclusion of “to support teachers” was intended to underline the supportive role for classroom implementation since report evidence from the IMRA 2024 review sometimes included solely administrative or technical support for implementation.

1.2 Unit-Level Design

1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	No changes proposed.
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1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	No changes proposed.
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1.3 Lesson-Level Design

1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).	1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).	Feedback indicated the math rubric content standards should be aligned with the TEKS and language standards should be aligned with the ELPS.
1.3b	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.	1.3b	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.	This edit is streamlining 1.3b and 1.3c. The working group members agreed these items are usually located in the same place in the materials.
			Guidance Removed	Merged with 1.3b (see above).
1.3c	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1.3c	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	The only change is to the numbering. This guidance would be 1.3c after the combination of the two preceding guidance bullets.

2. Progress Monitoring

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

2.1 Instructional Assessments

2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	No changes proposed.
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	No changes proposed.
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	No changes proposed.
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	No changes proposed.
2.1e	Instructional assessments include TEKS-aligned items at varying levels of complexity.	2.1e	Instructional assessments include TEKS-aligned items at varying levels of complexity.	The feedback indicated that the word “standards” should be replaced with TEKS anywhere in the rubrics to achieve consistency but also clarity.

2.2 Data Analysis and Progress Monitoring

2.2a	Instructional assessments and scoring information provide guidance for interpreting student performance.	2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	The consensus was that 2.2a should focus on interpreting student performance and 2.2b should focus on responding to student performance.
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	No changes proposed.
2.2c	Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.	2.2c	Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.	Feedback indicated publishers often responded in their appeals that they had a tracking chart, but it was only a teacher-facing material and included publisher rationales that it could be used for students. Delineating tools for teachers and tools for students would help clarify.

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

3.1a	Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3.1a Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	The consensus was that it should be “and,” not “and/or” because all three should be required.
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	3.1b Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	No changes proposed.
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skill.	3.1c Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skill.	No changes proposed.

3.2 Instructional Methods

3.2a	Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.	3.2a Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.	The working group members’ feedback indicated explicit should be moved to the forefront of the guidance to reflect its placement in other guidance later in the rubric, and that modeling and explaining are both forms of communicating, so remove the general term, “communicating.”
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	3.2b Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	No changes proposed.

3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	3.2c Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	No changes proposed.
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3.3 Support for Emergent Bilingual Students

3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	3.3a Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	No changes proposed.
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	3.3b Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	No changes proposed.
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	3.3c Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	No changes proposed.
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	3.3d If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	No changes proposed.

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

4.1a	Practice opportunities over the course of a lesson and/or unit (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.	4.1a	Practice opportunities over the course of a lesson and/or unit (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.	No changes proposed.
4.1b	Questions and tasks progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics TEKS.	4.1b	Questions and tasks progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics TEKS.	Alignment with supplemental math working groups and focus groups. The term “standards” should be replaced with “TEKS.”

4.2 Coherence of Key Concepts

			Guidance Removed	Working groups agreed that 4.2a is framed similarly to the revisions in 1.1a. Since 1.1a encompasses vertical and horizontal alignment and alignment guide, 4.2a can be removed to eliminate redundancy.
4.2a	Materials demonstrate coherence across units by explicitly connecting patterns, big ideas, and relationships between mathematical concepts.	4.2a	Materials demonstrate coherence across units by explicitly connecting patterns, big ideas, and relationships between mathematical concepts.	Renumbered due to deletion of earlier guidance.
4.2b	Materials demonstrate coherence across units by connecting the content and language learned in previous courses/grade levels and what will be learned in future courses/grade levels to the content to be learned in the current course/grade level.	4.2b	Materials demonstrate coherence across units by connecting the content and language learned in previous courses/grade levels and what will be learned in future courses/grade levels to the content to be learned in the current course/grade level.	Renumbered due to deletion of earlier guidance.
4.2c	Materials demonstrate coherence at the lesson level by connecting students’ prior knowledge of concepts and procedures from the current and prior grade level(s) to new mathematical knowledge and skills.	4.2c	Materials demonstrate coherence at the lesson level by connecting students’ prior knowledge of concepts and procedures from the current and prior grade level(s) to new mathematical knowledge and skills.	Renumbered due to deletion of earlier guidance.

4.3 Spaced and Interleaved Practice

4.3a	Materials provide spaced retrieval opportunities with previously learned skills and concepts across lessons and units.	4.3a	Materials provide spaced retrieval opportunities with previously learned skills and concepts across lessons and units.	No changes proposed.
4.3b	Materials provide interleaved practice opportunities with previously learned skills and concepts across lessons and units.	4.3b	Materials provide interleaved practice opportunities with previously learned skills and concepts across lessons and units.	No changes proposed.

5. Balance of Conceptual and Procedural Understanding

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

5.1 Development of Conceptual Understanding

5.1a	Questions and tasks require students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations.	5.1a	Questions and tasks require students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations.	Wording changes to align with supplemental mathematics working group suggestions.
5.1b	Questions and tasks require students to create models to represent mathematical situations.	5.1b	Questions and tasks require students to create models to represent mathematical situations.	Wording changes to align with supplemental mathematics working group suggestions.
5.1c	Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts.	5.1c	Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts.	No changes proposed.

5.2 Development of Fluency

5.2a	Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level tasks.	5.2a	Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level tasks.	No changes proposed.
5.2b	Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures within the lesson and/or throughout a unit.	5.2b	Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures within the lesson and/or throughout a unit.	No changes proposed.

5.2c	Materials provide opportunities for students to evaluate procedures, processes, and solutions for efficiency, flexibility, and accuracy within the lesson and throughout a unit.	5.2c	Materials provide opportunities for students to evaluate procedures, processes, and solutions for efficiency, flexibility, and accuracy within the lesson and throughout a unit.	No changes proposed.
5.2d	Materials contain embedded supports for teachers to guide students toward increasingly efficient approaches.	5.2d	Materials contain embedded supports for teachers to guide students toward increasingly efficient approaches.	No changes proposed.

5.3 Balance of Conceptual Understanding and Procedural Fluency

5.3a	Materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed.	5.3a	Materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed.	No changes proposed.
5.3b	Questions and tasks include the use of concrete models and manipulatives, pictorial representations (figures/drawings), and abstract representations, as required by the TEKS.	5.3b	Questions and tasks include the use of concrete models and manipulatives, pictorial representations (figures/drawings), and abstract representations, as required by the TEKS.	“As required by the TEKS” added to demonstrate alignment with 5.3a and supplemental math rubric working groups.
5.3c	Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.	5.3c	Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.	“As required by the TEKS” added to demonstrate alignment with 5.3a and supplemental math rubric working groups.

5.4 Development of Academic Mathematical Language

5.4a	Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, and other language development strategies.	5.4a	Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, and other language development strategies.	Supplemental working group feedback indicated that the word “their” was unnecessary.
5.4b	Materials include embedded teacher guidance to scaffold and support students’ development and use of academic mathematical vocabulary in context.	5.4b	Materials include embedded teacher guidance to scaffold and support students’ development and use of academic mathematical vocabulary in context.	Changes in language to align with supplemental mathematics rubric. Change to teacher guidance to streamline wording.
5.4c	Materials include embedded teacher guidance to support the application of appropriate mathematical language to include vocabulary, syntax, and discourse to include guidance to support mathematical conversations that provide opportunities for students to hear, refine, and use math language with peers and develop their math language toolkit over time as well as guide teachers to support student responses using exemplar responses to questions and tasks.	5.4c	Materials include embedded teacher guidance to support the application of appropriate mathematical language to include vocabulary, syntax, and discourse to include guidance to support mathematical conversations that provide opportunities for students to hear, refine, and use math language with peers and develop their math language toolkit over time as well as guide teachers to support student responses using exemplar responses to questions and tasks.	Change to teacher guidance to streamline wording.

5.5 Process Standards Connections

5.5a	TEKS process standards are integrated appropriately into the materials.	5.5a	TEKS process standards are integrated appropriately into the materials.	Supplemental math working group feedback was that there needs to be an explicit indication to the TEKS.
5.5b	Materials include a description of how TEKS process standards are incorporated and connected throughout the course.	5.5b	Materials include a description of how TEKS process standards are incorporated and connected throughout the course.	Supplemental math working group feedback was that there needs to be an explicit indication to the TEKS.
5.5c	Materials include a description for each unit of how TEKS process standards are incorporated and connected throughout the unit.	5.5c	Materials include a description for each unit of how TEKS process standards are incorporated and connected throughout the unit.	Supplemental math working group feedback was that there needs to be an explicit indication to the TEKS.
5.5d	Materials include an overview of the TEKS process standards incorporated into each lesson.	5.5d	Materials include an overview of the TEKS process standards incorporated into each lesson.	Supplemental math working group feedback was that there needs to be an explicit indication to the TEKS.

6. Productive Struggle

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

6.1 Student Self-Efficacy

6.1a	Materials provide opportunities for students to think mathematically, persevere through solving problems, and to make sense of mathematics.	6.1a	Materials provide opportunities for students to think mathematically, persevere through solving problems, and to make sense of mathematics.	No changes proposed.
6.1b	Materials support students in understanding, explaining, and justifying that there can be multiple ways to represent and solve problems and complete tasks.	6.1b	Materials support students in understanding, explaining, and justifying that there can be multiple ways to represent and solve problems and complete tasks.	The addition of “represent and” was added as a recommendation from the ESC focus group for the supplemental mathematics rubric, to align with the importance of representation in the mathematics TEKS.
6.1c	Materials are designed to require students to make sense of mathematics through multiple opportunities for students to do, write about, and discuss math with peers and teachers.	6.1c	Materials are designed to require students to make sense of mathematics through multiple opportunities for students to do, write about, and discuss math with peers and teachers.	Recommended changes would align to supplemental math. An overarching concern among former reviewers who participated in focus and working groups was that some indicators needed to be revised for specificity. Here, for example, it is to ensure multiple opportunities are present in the materials.

6.2 Facilitating Productive Struggle

6.2a	Materials support teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.	6.2a	Materials support teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.	No changes proposed.
6.2b	Materials include prompts and guidance to support teachers in providing explanatory feedback based on student responses and anticipated misconceptions.	6.2b	Materials include prompts and guidance to support teachers in providing explanatory feedback based on student responses and anticipated misconceptions.	Rubric language refined by supplemental math working group to increase clarity and directness of the guidance.