Inclusion of Nebraska Mathematics Standards in EdReports.org Reports

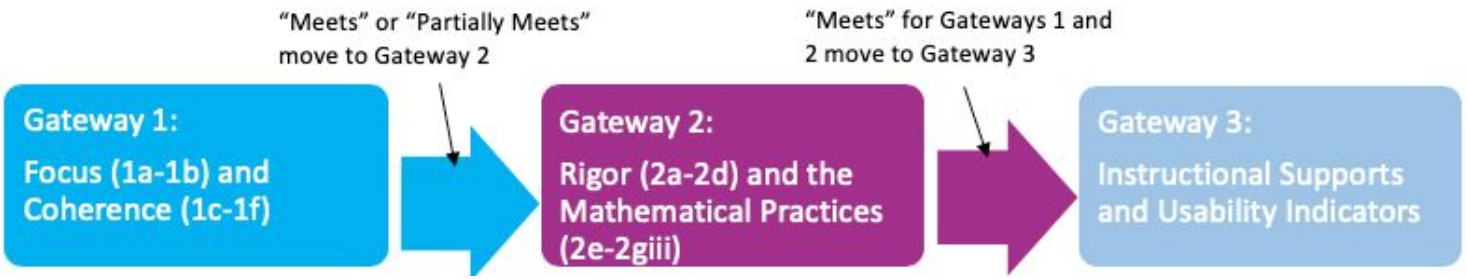
NEBRASKA INSTRUCTIONAL MATERIALS COLLABORATIVE

Because materials matter for all Nebraska students.

Content-area standards provide a framework for ensuring quality teaching and learning. Recent revisions and updates to Nebraska content standards, per Nebraska Revised Statute 79-760.01, require a number of key shifts that are essential to fulfilling the vision of Nebraska's College and Career Readiness (CCR) Standards for Mathematics. For K-12 mathematics instruction in Nebraska, the shifts are: ***focus*** on fewer concepts, understand mathematics through ***coherence***, and experience ***rigor***ous mathematical content.

These instructional shifts are also a part of the Quality Instructional Materials Review Tool for K-8 mathematics from EdReports.org. EdReports.org developed its tool to provide educators, stakeholders, and leaders with independent and useful information about the quality of instructional materials (whether digital, traditional textbook or blended) for those who will be using them in classrooms. Expert educators use the tool to evaluate full sets of instructional materials in mathematics against non-negotiable criteria.

The tool has three major gateways to guide the evaluation process. Reviewers apply the three gateways sequentially to ensure EdReports.org communicates to the field the extent to which materials are aligned and usable by educators. Along with the Quality Instructional Materials Review Tool, the K-8 Mathematics Evidence Guides provide educator reviewers with guidance to identify, collect, calibrate, and report on instructional materials aligned to the standards for mathematical content, the standards for mathematical practice, and the usability of the instructional materials. Those materials that meet or partially meet the expectations for Gateway 1 (***focus,*** *indicators 1a-1b,* and ***coherence,*** *indicators 1c-1f,*) move to Gateway 2 (***rigor,*** *indicators 2a-2d,* and mathematical practices, indicators 2e-2giii,). Only those materials that meet the expectations for both Gateway 1 and Gateway 2 move to Gateway 3 (usability).



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Because the Nebraska College and Career Ready Standards for Mathematics and the EdReports.org tool share the instructional shifts of ***focus***, ***coherence***, and ***rigor*** the reports provide a strong starting point for Nebraska districts, schools, and educators to use as a part of their materials selection process for K-8 mathematics. Since EdReports.org produces reports for use in all states, there are some aspects of individual state standards that are not captured by EdReports.org, and the table below identifies aspects that aren't captured for Nebraska and offers possible ways in which these aspects might be addressed.

Grade Level	Inclusion of NE Mathematics Standards in the EdReports.org reports	NE Mathematics Standards that are not included in the EdReports.org reports	Implementation of Selected Materials
K	EdReports.org reports include 100% of the Nebraska mathematics standards.		Implement selected materials as intended.
1	EdReports.org reports include 100% of the Nebraska mathematics standards.		Implement selected materials as intended.
2	EdReports.org reports include 100% of the Nebraska mathematics standards.		Implement selected materials as intended.
3	EdReports.org reports include 97% (36 of 37) of the Nebraska mathematics standards. One standard is not addressed.	3.1.2.d - Use words and symbols to explain the meaning of the Zero Property and Identity Property of multiplication.	Implement selected materials as intended. Supplemental materials might be needed to address 3.1.2.d.
4	EdReports.org reports include 100% of the Nebraska mathematics standards.		Implement selected materials as intended.
5	EdReports.org reports include 89% (25 of 28) of the Nebraska mathematics standards. Three standards are not addressed.	5.3.1.b - Identify faces, edges, and vertices of rectangular prisms. 5.4.2.a - Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (e.g.,	Implement selected materials as intended. Supplemental materials might be needed to address 5.3.1.b, 5.4.2.a, and 5.4.2.b.

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		frequency charts) and bar graphs. 5.4.2.b - Formulate questions that can be addressed with data and make predictions about the data.	
6	EdReports.org reports include 100% of the Nebraska mathematics standards.		Implement selected materials as intended.
7	EdReports.org reports include 92% (33 of 36) of the Nebraska mathematics standards. Three standards are not addressed.	7.4.1.a - Represent data using circle graphs. 7.4.2.a - Solve problems using information presented in circle graphs. 7.4.3.h - Identify complementary events and calculate their probabilities.	Implement selected materials as intended. Supplemental materials might be needed to address 7.4.1.a, 7.4.2.a, and 7.4.3.h.
8	EdReports.org reports include 100% of the Nebraska mathematics standards.		Implement selected materials as intended.