ALABAMA MATHEMATICS COURSE OF STUDY TEXTBOOK ALIGNMENT TOOL

Usability & Coherence of Digital Materials	**1**	**2**	**3**	**4**
Content, instructional resources, tasks, and lessons are accessible in both print and digital platform.	Content, resources, and tasks are **only** available in print, which limits accessibility for both face-to-face and remote learning environments.	Content, resources, and tasks are somewhat available but not consistent throughout the material in both print and digital platforms to accommodate face-to-face and remote learning environments.	Content, resources, and tasks are provided throughout the material in both digital and print to accommodate for both face-to-face and remote learning environments while meeting the needs of traditional, blended, or remote learning environments.	Content, tasks, and instructional resources are consistently provided in both print and digital platforms and include scaffolding supports (resources, assignments, videos, etc.) for students who may have a learning plan with accommodations or modifications and parental supports.
Digital content supports accommodations and/or modifications for learners with diverse needs.	No evidence of instructional videos, content, and/or lessons, and assignments that accommodate for students with diverse needs. Examples: Read aloud, resize text or change font size, etc.	Some evidence of digital content supports in either instructional videos **or** content **or** lessons **or** assignments that accommodate for students with diverse needs but not present throughout the materials.	Evidence indicates that content, lessons, instructional videos, **and** assignments are consistently provided throughout the materials to accommodations for learners to access or input information but may or may not have a consistent mechanism for students to display mastery of standards outside of options available for all students.	Instructional videos, content, lessons, and assignments are provided for daily whole group instruction, as well as Tier II/III small group instruction, on targeted skills or concepts throughout the materials and assessment options are provided through assistive devices.
Family resources are accessible through a digital platform with a print option available also.	Little or no family resources are available in both print and digital options to support, review, or scaffold learning at home.	Family resources are minimally provided on both digital platform and print option but not throughout the material and with limited information.	Family resources are consistently provided throughout the materials on both digital platform and print option but without clear alignment or connection to skills or content. Example: Family video reviewing multiplication but no alignment to lesson(s) student would use resource with at home.	Family resources are provided through multiple means and are aligned to each learning goal/concept/lesson throughout the materials.
The digital content and platform are easily accessible and user-friendly for teachers and students.	Digital content and/or platform are available but not user-friendly for teacher and/or students and lack sufficient online assistance, help guides, or short digital tutorials.	Digital content and/or platform are available but not user-friendly for teacher and/or students and lack sufficient online assistance, help guides, or short digital tutorials.	Digital content and/or platform available and user-friendly but not consistently for all standards and lessons throughout the materials. Online assistance, help guides, and tutorial videos are available.	Digital content and/or platform are readily available, user-friendly for teachers and students, consistent throughout materials, and provide additional supports for adults assisting with the learning through online assistance, help guides, and tutorial videos on-demand.

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Rigor & Usability of Written Materials	1	2	3	4
Content is free of errors, biases, or stereotypes that could lead to confusion or misrepresentation of the Alabama mathematical standards and practices.	Content contains multiple errors, outdated materials, and evidence of bias or stereotypes throughout the material that could significantly impact students' understanding of content, skills, and standards.	Content may contain some errors, omissions, biases, or other material that may confuse or impact students' understanding of content and/or impact the level of rigor needed to acquire mastery of standards.	Content has minimal errors, clear alignment to Alabama Mathematics ACOS and standards for math practices through either clearly written information or through making an inference and is objective and non-discriminatory. Reference information may be cited.	Content has minimal to no errors, clear and concise alignment to Alabama Mathematics ACOS and standards for math practices without having to make inferences and is objective and non-discriminatory. Reference information is cited to ensure all materials are accurately depicted.
The academic vocabulary is grade appropriate, aligns to the content and skills, and provides visuals and other scaffolded supports within context of instruction.	Little or no use of academic vocabulary throughout, and when present, it is not appropriately aligned to content and task and is used primarily in isolation. Example: Define the words.	Academic vocabulary present throughout the content and tasks but only requires students to use at the lowest level and/or not in context with learning required for standards mastery.	Academic vocabulary present throughout content and tasks and requires students to use and apply in context to demonstrate mastery of related standards.	Academic vocabulary utilized throughout content and tasks in a manner that facilitates the application of academic vocabulary to understand, apply and problem solve, while also fostering student choice in illustrating standards mastery.
Content is aligned to the depth and rigor required to accurately teach and measure mastery of the Alabama standards.	Little or no exposure of verbs and adjectives throughout the materials that align to appropriate level of rigor required for students to master the standards.	Some reference or use within context of the appropriate verbs and adjectives that align to appropriate level of rigor required for standards mastery.	Content and tasks align to the rigor depicted in the verbs and adjective statements throughout the material depicted through Blooms and DOK but without clear indicators of the assigned DOK or Blooms level.	Content and tasks consistently align to standards mastery requirements as evidenced through Blooms or DOK alignment with appropriate use of verbs and adjective statements throughout the materials and with clearly labeled DOK or Blooms levels.
Content and tasks are aligned to stated or implied learning goals and align with ACOS and standards for mathematical practice(s).	Little or no relevancy to stated or implied with curricula standards to learning goals/outcomes and no connection to ACOS standards and standards for mathematical practices.	Minimal relevancy to stated or implied curricula standards and some assignments present that require application of knowledge and skill to connect learning to problem solving and inquiry and aligns to standards for mathematical practices.	Relevancy of content and tasks present throughout material with consistent alignment to mathematical practices that require connections to another content area and tasks that solicit application of content, skills, and knowledge to meet the learning goal stated or implied.	Content and tasks regularly align to clear learning goals with evidence of connection across multiple content areas and/or learning domains and includes clear distinction of standards for mathematical practices aligned to learning goals acquired through experiences.