

## Step 4: Conduct the materials review and make decisions.

In Step 4, a district or school conducts an inclusive materials review process from start to finish, using integrated criteria from the California Mathematics Framework and the Multilingual Learner Review Criteria.

### CHECKLIST FOR COMMUNICATION WITH PUBLISHERS & CONTENT DEVELOPERS

Use the checklist below to communicate and gather information from publishers during the adoption and pilot process.

Action Item	✓
Include the Multilingual Learner Review Criteria in your district’s RFP/RFR for curriculum adoption to establish expectations for what your district is looking for to serve multilingual learners	
Request information from publishers regarding how their instructional materials promote language development with math materials to serve multilingual learners. Request that the publisher identify specific instances where they provide effective supports to multilingual learners or how their materials address the assets and needs of multilingual learners, as stated in the California Mathematics Framework.	
During the pilot process, ask the publisher to provide an initial overview of all the components of the program that specifically serve multilingual learners, promote language development within mathematics, and align to the CA ELD standards.	
Ask the publisher for sample lessons that illustrate effective support to multilingual learners, including how the lessons align to your district’s multilingual learner-specific adoption criteria and indicators.	
Request the publisher to provide an overview of the program’s ancillary or supplemental English language development materials and how they should be implemented with coherence to core math instruction.	

### Recommended Questions to Ask Publishers

Question	Publisher’s Response
<p>How do your instructional materials provide ways for multilingual learners to meet math content standards aligned to the California Math Framework? Describe what the materials provide to ensure that multilingual learners have opportunities to dialogue, revise their thinking, and purposefully communicate ideas about the mathematical ideas they are learning about.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• how materials provide effective scaffolding through interactive activities that promote oral language development,</li> <li>• how materials develop students’ understanding of how language works in the specific subject area,</li> <li>• how materials validate students’ home language, culture, and experiences, and</li> </ul>	

<ul style="list-style-type: none"> <li>• how formative assessments in the materials support teachers in assessing language development alongside the assessment of content learning.</li> </ul>	
<p>Explain how your materials align to the California ELD standards and how your materials guide teachers in connecting the language standards to the content of the lesson.</p>	
<p>Provide specific evidence (including findings from independent evaluations) of how your instructional materials improve student outcomes in mathematics for multilingual learners.</p>	
<p>Describe how your instructional materials reflect components of equitable and engaging teaching as articulated in the California Math Framework.</p>	
<p>Indicate what professional learning resources are available specifically in regard to the implementation of the materials with multilingual learners. List the features in your materials that guide teacher practice and implementation of materials with multilingual learners (e.g., teacher guides, ELD supplemental materials, language routines, home language resources, etc.).</p>	
<p>If applicable, describe how home language materials are provided in your product and what makes them effective in promoting English language development and content learning.</p>	