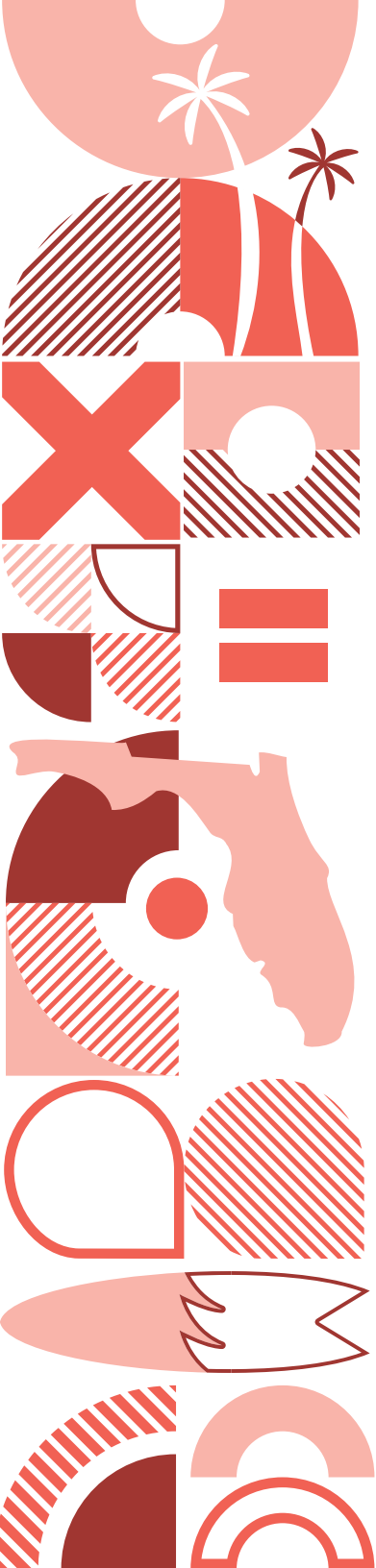


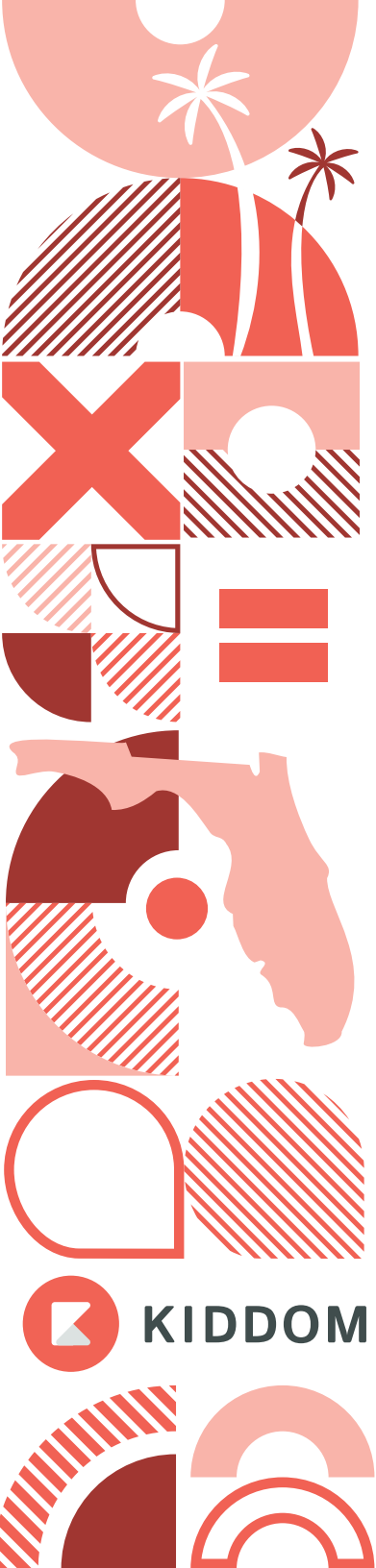


K-5 FLDOE Core Questions Rubric

26-27 Math Adoption

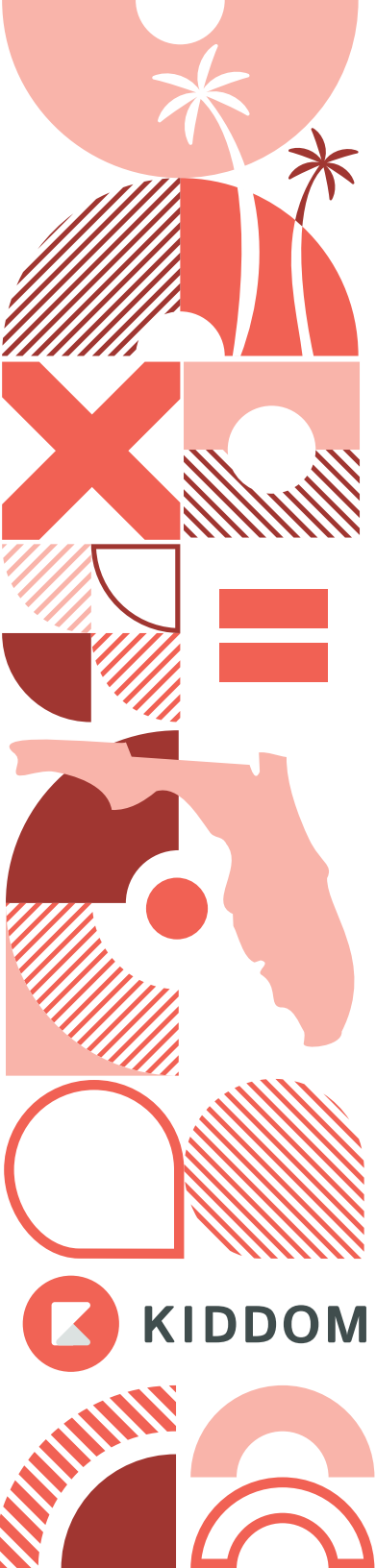
Note: For this guide, we often reference Grade 3, Unit 12, Section A, Lesson 2 because it is the sample lesson featured at the top of the demo experience. However, you are welcome to explore any lesson. To choose a different lesson from our demo site, go to Step 5, “Open Your Grade Level,” select your preferred grade, and navigate to any unit, section, and lesson.

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Content	1	A. Alignment with curriculum: The content aligns with the state’s standards, benchmarks and clarifications for subject, grade level and learning outcomes.	Kiddom Florida Math is purpose-built for Florida’s B.E.S.T. Standards for Mathematics, with course content aligned to the applicable grade-level benchmarks and learning outcomes. In the Grade 3 example lesson, or another lesson of your choosing, scroll below the provided slide deck to see the B.E.S.T. benchmarks tagged to the lesson. Hover over a benchmark tag to view its details. To see alignment within assessment items, select the Cool-Down from the left navigation pane, where B.E.S.T. benchmarks are tagged to specific questions. At the unit level, you can also view benchmark alignment within the End-of-Unit Assessment. The print materials, viewable in this review through the provided flipbooks, mirror this standards alignment, with B.E.S.T. benchmarks identified within each unit, including Cool-Downs and End-of-Unit Assessments. Use the dropdown near the top left to navigate between units, sections, and lessons and see how aligned content progresses throughout the course. You can also use the search bar to locate instructional content aligned to a specific B.E.S.T. benchmark. For a course-level view, navigate to the Course Overview and open the Scope and Sequence to review the progression of grade-level content and where B.E.S.T. benchmarks are addressed throughout the course.



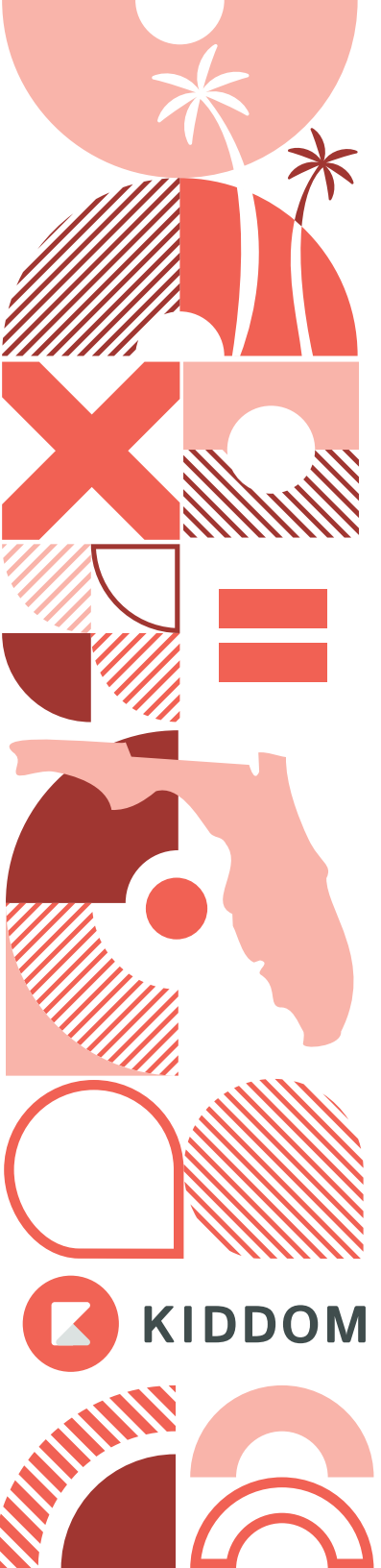
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Content	2	A. Alignment with curriculum: The content is written to the correct skill level of the standards, benchmarks and clarifications in the course.	Kiddom Florida Math is written to the skill level and rigor of Florida's B.E.S.T. Standards, benchmarks, and clarifications. Assessment questions are also tagged with Achievement Level Descriptions (ALDs), giving you another way to verify the level of rigor expected by the standard. Open the Grade 3 sample lesson, or any lesson of your choosing, and select the Cool-Down from the left menu. You can view the ALD tags for each assessment question and see that questions are assessed at Level 3 or above. You can also open a Unit Assessment to review additional questions and their ALD levels. To explore a specific benchmark, use the search bar to locate the B.E.S.T. benchmark and review aligned assessment questions and their ALD levels.
Content	3	A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	Kiddom Florida Math is adaptable and ready for classroom instruction, with editable lessons, slide decks, and materials that teachers can personalize while maintaining standards alignment. In the Grade 3 example lesson, or another lesson of your choosing, use the navigation menu on the left side of the screen to open a Warm-Up, Activity, Cool-Down, Practice Problem Set, or Assessment. Then select Personalize in the upper-right corner to explore the available customization options. Educators can also download and modify lesson slide decks or adjust the instructional format for whole-group, small-group, or individual instruction directly within the platform. For another example of adaptability, go to Step 3 of the demo for a guided tour of Atlas by Kiddom. See how evidence from Custom Cool-Downs informs differentiated Atlas Activities, or Do Nows, and dynamic student groups for the next lesson. Teachers can review and adjust Atlas recommendations, providing another way to adapt instruction based on demonstrated student needs while keeping teachers in control of instructional decisions.



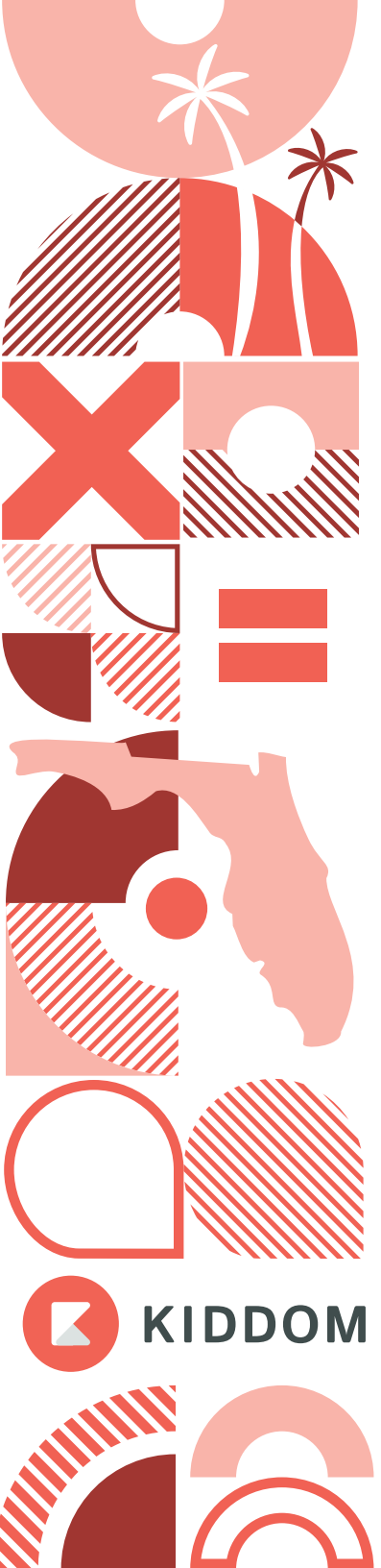
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Content	4	B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	Teacher materials include embedded instructional strategies, scaffolding, common misconceptions, standards alignment, and implementation guidance. In the digital demo, open the Grade 3 example lesson. From the lesson overview, you can review Addressing Standards, Learning Goals, Lesson Purpose, Lesson Narrative, Instructional Routines, Access for Students with Disabilities, Supporting English Language Learners, Required Materials, Materials to Copy, Required Preparation, and the Lesson Timeline. From the left navigation pane, select a specific Warm-Up, Activity, or Cool-Down to see supports specific to that portion of the lesson, including differentiated supports, scaffolded and advancing questions, anticipated student thinking, and “look-fors” for likely errors. These details are also available in the speaker notes of the lesson slide deck or in the teacher print materials. Cool-Downs and end-of-unit assessments include Responding to Student Thinking guidance, with Next Day and Next Section Support tied to common misconceptions. B.E.S.T. benchmark tags are visible throughout lessons and assessments. For additional support, open Kiddom Assistant within the digital experience. The embedded, teacher-facing AI can help you plan and adapt instruction, differentiate learning, support student grouping, and identify instructional next steps—extending the built-in teacher guidance while keeping you in control of instructional decisions.
Content	5	B. Level of Treatment: The content matches the standards.	The content matches Florida’s B.E.S.T. Standards, with each lesson sequenced to the applicable grade-level benchmarks and clarifications. In the Grade 3 example lesson, or another lesson of your choosing, select the Cool-Down from the left navigation pane to view the tagged B.E.S.T. benchmarks. Use the dropdown near the top left to navigate between units, sections, and lessons. Return to the unit level and open the Unit Assessment to see the benchmarks assessed, or use the search bar to locate content aligned to a specific B.E.S.T. benchmark. For a course-level view of standards alignment and progression, navigate to the Course Overview and open the Scope and Sequence to see where benchmarks are addressed throughout the course.



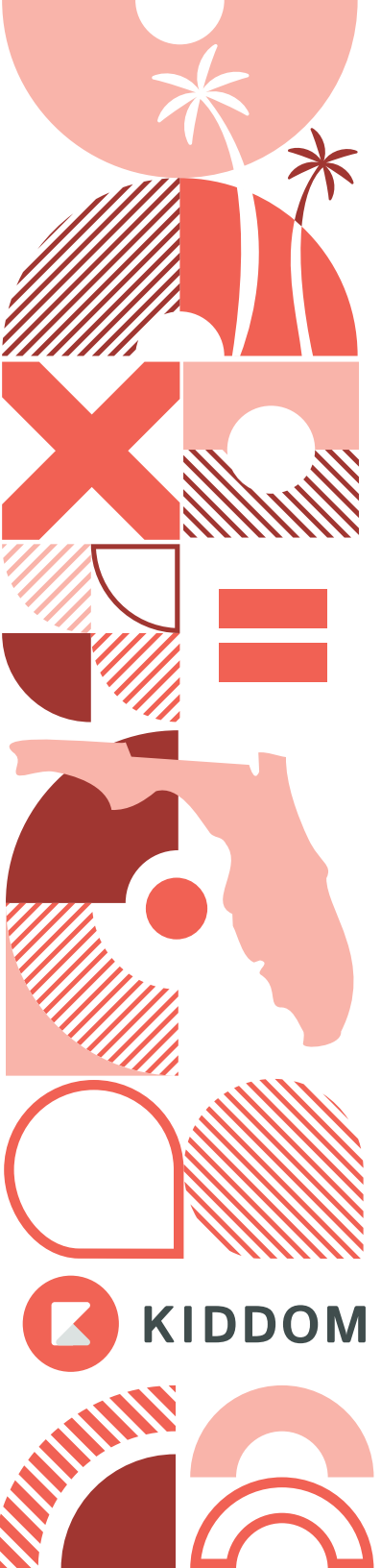
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Content	6	B. Level of Treatment: The content matches the student abilities and grade level.	The content matches student abilities and grade level, with tasks and supports scaffolded to meet learners where they are while holding to grade-level expectations. In the Grade 3 example lesson, or another lesson of your choosing, open the Activities to explore the mathematical representations, models, visuals, and tools. Then select Back to Home → Check Out Centers to explore additional Centers and digital math tools. To see how these resources develop across grade levels, compare Kindergarten Unit 2, Section A, Lesson 1, “What We Know About Flat Shapes,” with Grade 3 Unit 12, Section A, Lesson 2, “Attributes of Quadrilaterals.” The Kindergarten lesson introduces familiar objects and hands-on tools, including teddy bears, fingers as a tool, pattern blocks, and picture books. In contrast, the Grade 3 lesson uses more advanced geometric representations and tasks, including drawing shapes on paper or a digital canvas and completing a card sort. You can also compare the Student Editions from any two grade levels to see how text size, visuals, directions, and space for student work are adapted to students’ developmental needs.
Content	7	B. Level of Treatment: The content matches the time period allowed for teaching.	Kiddom Florida Math provides clear pacing supports to ensure content matches the instructional time available. In the Grade 3 example lesson, or another lesson of your choosing, review the Lesson Timeline, which provides recommended instructional time for each lesson component. For course-level pacing, select Back to Home → View a Course → Course Overview to review the Scope and Sequence and pacing guidance. Lessons are designed around defined instructional-time estimates to support planning across the school year. Kiddom also provides Cadence to help teachers stay on pace. Cadence uses the district’s pacing guide—or the curriculum’s built-in pacing—and accounts for the school calendar to identify potential pacing needs and suggest adjustments. For Math Grades 3–5, suggestions can include clipping or combining lessons or adding a flex day, with teachers choosing whether to apply them. Teachers can also access Lesson Clipper from the left navigation bar from a lesson in the platform to adapt a lesson to a shorter instructional period, such as 30 minutes, while maintaining essential lesson objectives.



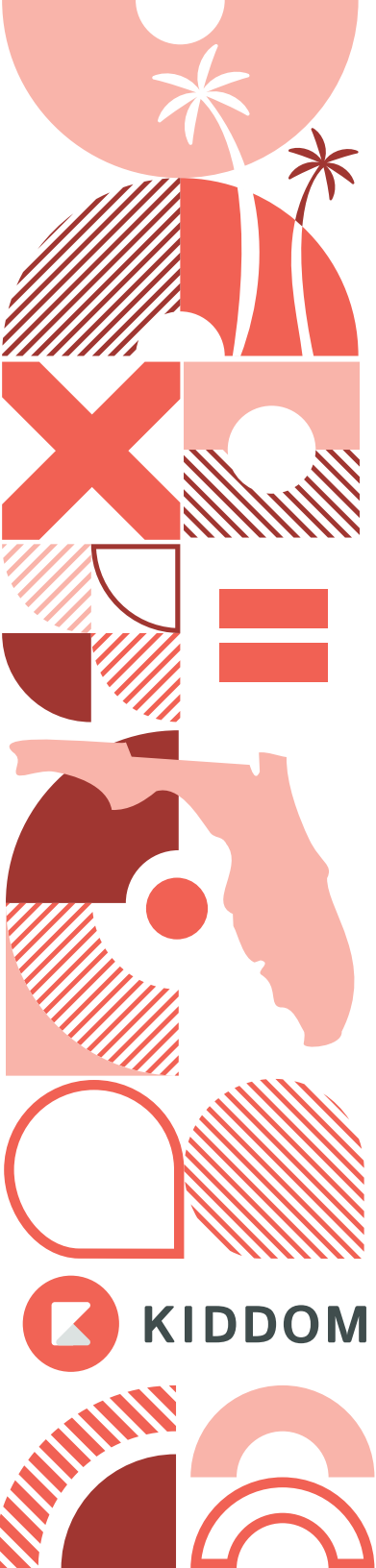
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Content	8	C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	Kiddom Florida Math is developed by a team of Florida mathematics educators and curriculum experts and is built specifically for Florida's B.E.S.T. Standards for Mathematics. The mathematical content, models, and representations reflect expert, discipline-accurate information from recognized researchers, professional organizations, and authoritative sources in mathematics education. In the digital course, return to any course-level page, select Course Overview at the top, and scroll down to the References and Attributions tile. References identifies the research and professional sources that informed the materials, while Attributions provides credit and licensing information for specific instructional practices, trademarks, and images used throughout the course. To review the sources in our print, see the References section at the end of each flipbook.
Content	9	C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	Kiddom Florida Math was developed with mathematics and curriculum expertise specifically around Florida's B.E.S.T. Standards for Mathematics. Rather than simply adding Florida standards to an existing course, the content was purposefully built around Florida's benchmarks and learning progressions. You'll see that expertise reflected in the models, representations, worked examples, and instructional routines selected to build accurate and connected mathematical understanding. Open the Grade 3 sample lesson, or any other lesson of your choosing, and scroll down to view the Lesson Narrative, Instructional Routines, Activities, and Teacher Edition guidance. Notice how the models, representations, and instructional guidance connect to the specific mathematics students are learning. You can explore further using the menu on the left to select different parts of the lesson and see how this Florida-specific design carries throughout the course.
Content	10	D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors.)	Kiddom Florida Math presents mathematical content clearly and accurately across the digital and print materials. Open the Grade 3 sample lesson, or any lesson of your choosing, and scroll through the lesson slides, activities, and Cool-Down to review the content and visuals. You can also use the menu on the left to explore other parts of the lesson and see this consistency throughout the course.



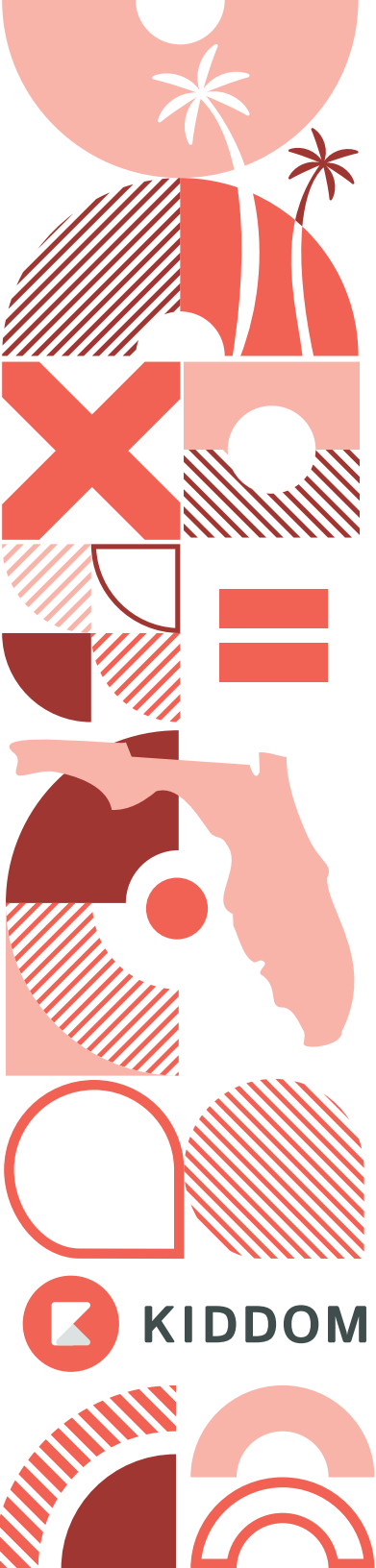
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Content	11	D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature.)	Problems, contexts, and examples maintain a neutral, mathematics-focused presentation. In the Grade 3 example lesson, or another lesson of your choosing, review the Activities and problem contexts to see the objective, mathematics-focused presentation. Use the dropdown near the top left to move between units, sections, and lessons.
Content	12	D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards and models used with the subject area.)	Kiddom Florida Math reflects the concepts, standards, models, and mathematical practices used in the discipline. Lessons connect conceptual understanding, procedural fluency, application, mathematical reasoning, and academic language so students build both understanding and skill. To see this in practice, open the Grade 3 sample lesson, or any lesson you choose, and move through the Warm-Up, Activities, Synthesis, and Cool-Down. In Grade 3, Unit 12, Section A, Lesson 2, for example, students examine the attributes of quadrilaterals, classify shapes using precise mathematical language, and explain the reasoning behind their classifications. You can also open the Teacher Lesson Overview to see the research-based instructional routines, Mathematical Thinking and Reasoning Standards, and Math Language Routines that are intentionally embedded in the lesson. For a broader view, explore the Course Overview, where you'll find professional learning and additional information explaining how the program's instructional approach, standards, concepts, and models are carried throughout the curriculum.
Content	13	D. Accuracy of Content: The content of the material is factually accurate. (Materials should be free of mistakes and inconsistencies.)	The content is factually accurate and consistent. Mathematical statements, procedures, answer keys, and worked solutions are verified to be free of mistakes and inconsistencies. In the Grade 3 example lesson, or another lesson of your choosing, open an Activity and its Cool-Down and compare the exemplar responses and answer keys in the Teacher Edition to confirm accuracy and consistency. Use the dropdown near the top left to move between units, sections, and lessons.



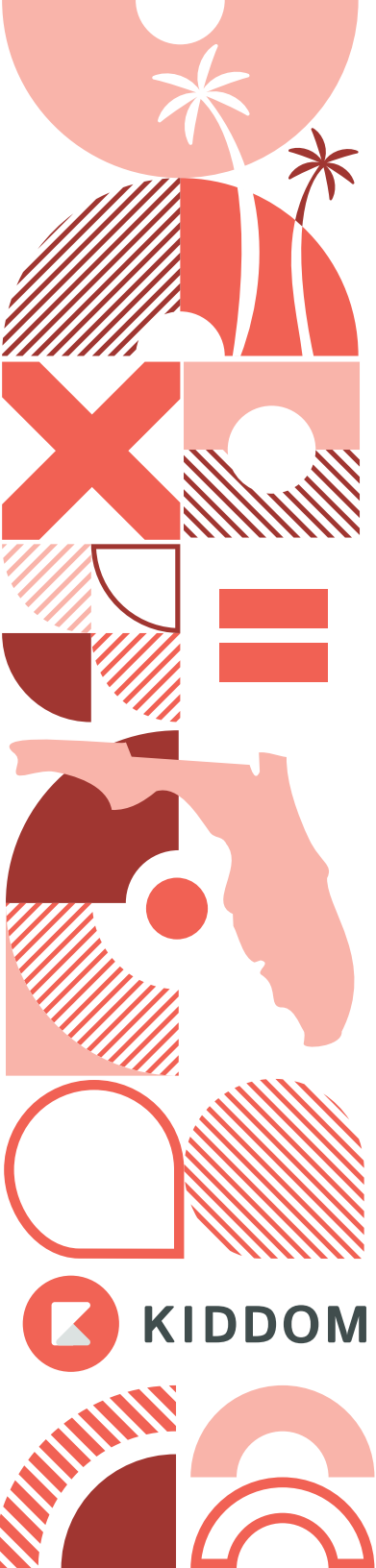
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Content	14	E. Currency of Content: The content is up-to-date according to current research and standards of practice.	Kiddom Florida Math is aligned to Florida's current B.E.S.T. Standards and builds on the research-based instructional foundation of IM v.360. The curriculum reflects established practices in mathematics education, including problem-based learning, mathematical discourse, coherent learning progressions, multiple representations, reasoning, and application. To explore the research, go to the course level for any grade or course and open Course Overview. Select Problem-Based Teaching and Learning to review the principles and research behind the instructional approach, or open References to see the research that informed the curriculum, including work from NCTM, Hiebert and colleagues, Smith and Stein, Vygotsky, and others. To see these practices in action, open the Grade 3 sample lesson, or any lesson of your choosing, and review the Lesson Narrative, Instructional Routines, Activities, and Synthesis. In the Kiddom Florida Math K-5 Course Overview Flip Book, pages 5-6 also explain the research and principles behind problem-based teaching and learning.
Content	15	E. Currency of Content: The content is presented to the curriculum, standards and benchmarks in an appropriate and relevant context.	Kiddom Florida Math presents Florida's B.E.S.T. Standards and benchmarks within appropriate and relevant mathematical contexts, helping students make sense of grade-level mathematics through purposeful activities, representations, and discussion. In the Grade 3 sample lesson, Unit 12, Section A, Lesson 2, use the left menu to open Activity 2, Mystery Quadrilateral. Students ask yes-or-no questions about geometric attributes to identify a hidden quadrilateral, giving them an age-appropriate context for identifying, comparing, and describing defining attributes of shapes. To explore context in this or any lesson of your choosing, scroll down to the Lesson Narrative for an overview of how the mathematics is developed. Then open individual activities and review the Activity Narrative for additional guidance on the purpose and context of the activity. You can also select the Cool-Down to view the tagged B.E.S.T. benchmarks.



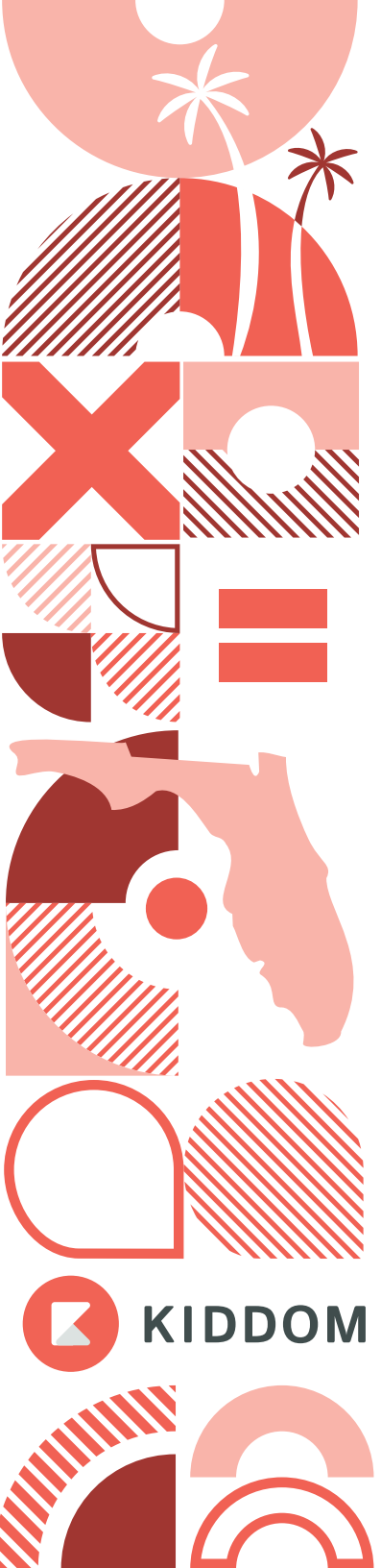
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Content	16	E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	Kiddom Florida Math presents mathematics in age-appropriate and relevant contexts, with language, visuals, representations, and tasks designed for students at each grade level. To see this progression, compare Kindergarten Unit 2, Section A, Lesson 1, “What We Know About Flat Shapes,” with the Grade 3 sample lesson, Unit 12, Section A, Lesson 2, “Attributes of Quadrilaterals.” In Kindergarten, students explore shapes using familiar objects, hands-on tools, pattern blocks, and picture books. By Grade 3, students engage with more advanced geometric language, representations, and tasks, including drawing shapes and sorting them based on their attributes. You can also compare Student Editions across grade levels to see how directions, visuals, text, and space for student work are designed for the intended learners. Within any digital lesson, open the Activities to explore the grade-appropriate models, representations, visuals, and tools students use.
Content	17	F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	Kiddom Florida Math connects grade-level mathematics to real-life situations that are meaningful and relevant to students. These contexts give students a reason to use the mathematics as they make decisions, solve problems, and explain their thinking. To see this in practice, open the Grade 3 sample lesson, or another lesson of your choosing, and explore the Warm-Up and Activities. Use the dropdown near the top left to move between units, sections, and lessons and see how real-world contexts are used throughout the course. You can also explore the Grade 3 “School Community Garden” lesson. Students use multiplication and division to plan a garden by deciding what to grow, determining the number and spacing of plants, arranging the garden, and considering its potential yield. The mathematics is connected to a familiar, realistic situation that gives students a meaningful reason to apply what they are learning.



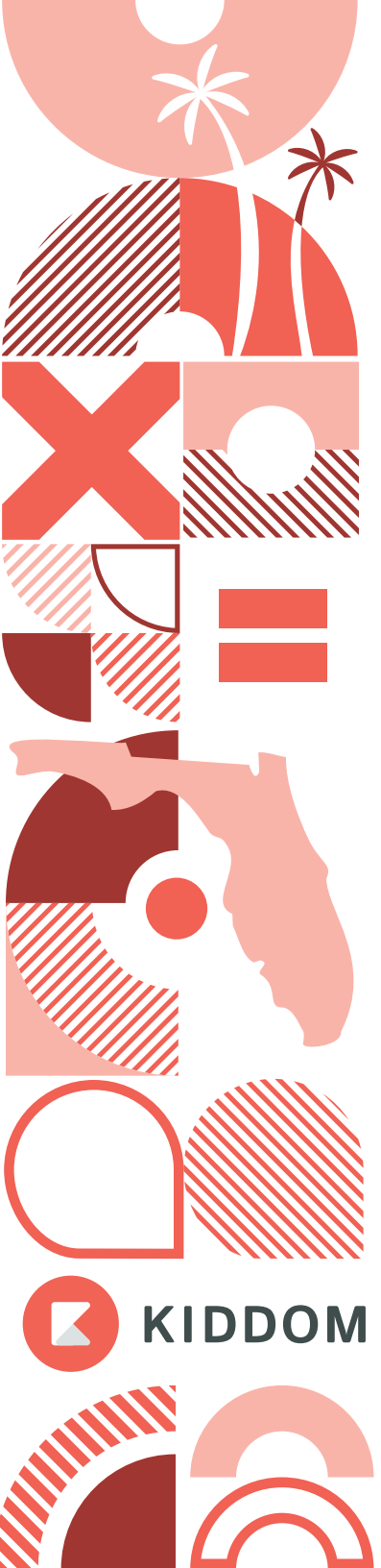
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Content	18	F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	Kiddom Florida Math includes interdisciplinary connections that help you see how mathematics is used beyond the math classroom. Lessons connect grade-level content to areas such as science, data, financial literacy, and everyday measurement so students can apply mathematics in meaningful ways. To see this in practice, open the Grade 3 sample lesson, or another lesson of your choosing, and review the Activities and their contexts. Use the dropdown near the top left to move between units, sections, and lessons and look for examples where mathematics connects to other subjects or real-world applications. You can also explore the Grade 3 “School Community Garden” lesson. Students use multiplication and division to plan a garden by deciding what to grow, determining the number and spacing of plants, arranging the garden, and considering its potential yield. This connects mathematics with science, measurement, and planning while giving students a meaningful reason to apply what they are learning.
Content	19	G. Accurate Representation: The portrayal of sex, ethnicity, age, work situations, cultural, religious, physical and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section.)	Kiddom Florida Math uses respectful names, images, characters, and problem contexts that represent a variety of people, families, communities, and everyday situations without relying on stereotypes. In the Grade 3 sample lesson, or any lesson of your choosing, review the Activities, illustrations, and problem contexts to see how people and situations are portrayed throughout the materials. Use the left menu to explore different parts of the lesson, or navigate to other units and lessons to review additional examples. You can also review the Student Edition flip books across units and grade levels to see how people, settings, and situations are represented throughout the student-facing materials.



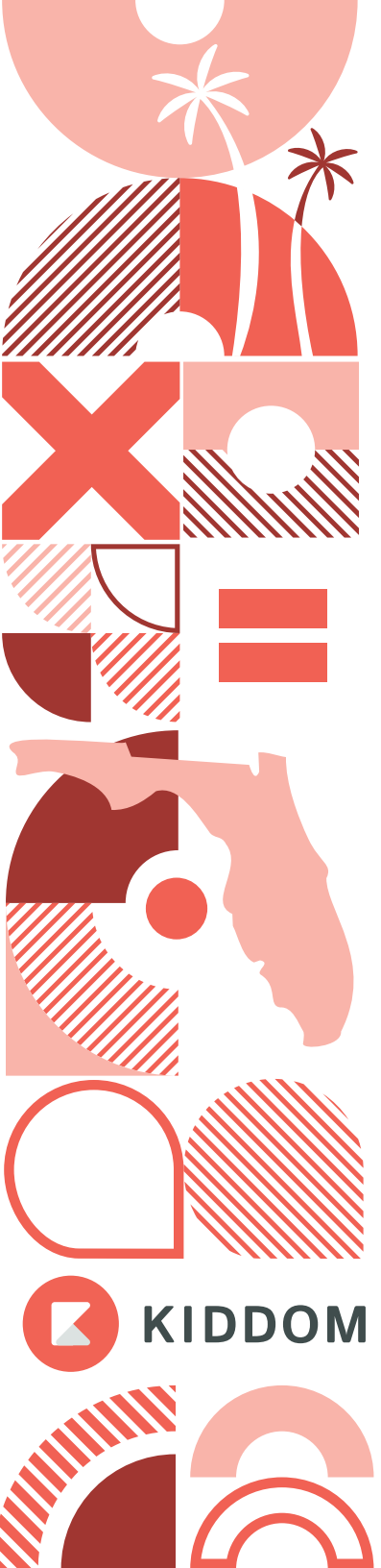
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Content	20	H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy and consideration of their needs and values, and exclude pornography, materials harmful to minors under s. 847.012, F.S., and inhumane treatment. (An exception may be necessary for units covering animal welfare.)	Kiddom Florida Math presents people and animals in respectful, age-appropriate ways that reflect compassion, care, and consideration for others. The materials do not include inappropriate or harmful content, and lesson contexts consistently support positive, humane treatment of people and animals. To see this in practice, open the Grade 3 sample lesson, or another lesson you choose, and review the images, scenarios, and activity contexts. Use the dropdown near the top left to move between units, sections, and lessons. You can also explore Grade 1, Unit 12, Lesson 12, where students solve problems involving a community soup kitchen, school book drive, community garden, and an animal shelter. In Grade 3, Unit 6, Lesson 7, students use multiplication and division while planning a school community garden designed to benefit others. These examples show compassion, service, and consideration for the needs of people and animals within meaningful mathematical contexts.
Content	21	In general, is the content of the benchmarks and standards for this course covered in the material?	Kiddom Florida Math provides comprehensive coverage of Florida's B.E.S.T. Standards and benchmarks, with content intentionally developed across lessons, activities, practice, and assessments. For a course-level view, open Course Overview and select Scope and Sequence to see how grade-level content and benchmarks progress throughout the course. For example, in Grade 3, Unit 12, Section A, benchmark MA.3.GR.1.2, identifying and drawing quadrilaterals based on their defining attributes, is developed across the section. Students begin by exploring attributes of quadrilaterals in Lesson 1, deepen their understanding of defining attributes in the sample Lesson 2, and continue that work with rectangles, rhombi, squares, and other quadrilaterals in Lessons 3 and 4. In the sample lesson, the benchmark is also reinforced through the Lesson Synthesis and Centers and assessed in the Cool-Down at ALD Level 4. To examine the comprehensive coverage of any benchmark, enter the benchmark in the Intelligent Search bar in the upper-right corner to find aligned content throughout the course. You can also review benchmark tags within lessons, Cool-Downs, and Unit Assessments to see where students learn, practice, and demonstrate their understanding.



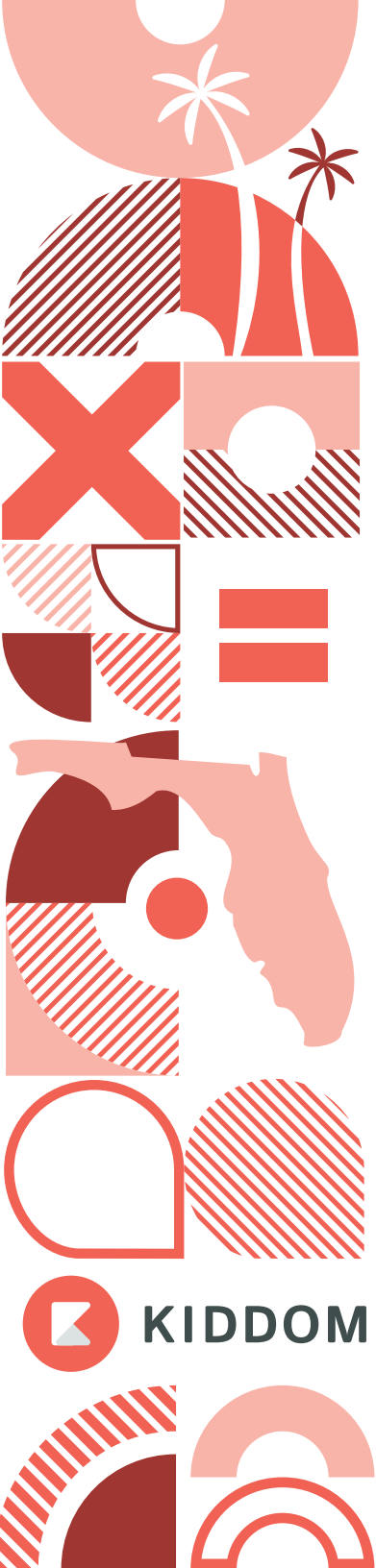
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Presentation	1	A. Comprehensiveness of Student and Teacher Resources: The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	Kiddom Florida Math provides comprehensive student and teacher resources designed to support the targeted learning outcomes without requiring teachers to create additional instructional materials. Lessons include ready-to-use activities, slide decks, student materials, assessments, and detailed Teacher Edition guidance. In the Grade 3 sample lesson, or any lesson of your choosing, scroll through the lesson overview to review the Learning Goals, Lesson Purpose and Narrative, Instructional Routines, required materials and preparation, and supports for learners. Then use the left menu to open a Warm-Up, Activity, or Cool-Down to see activity-specific guidance, including anticipated student thinking, questions to advance learning, and instructional supports. Cool-Downs and unit assessments also provide Responding to Student Thinking guidance to help teachers determine instructional next steps. These resources are available digitally and within the teacher materials. For in-the-moment lesson support, teachers can use Kiddom Assistant within the digital experience to help plan and adapt instruction, differentiate learning, support student grouping, and identify instructional next steps while keeping teachers in control of instructional decisions. For additional differentiated instructional support, go to Step 3 of the demo for a guided tour of Atlas by Kiddom. Atlas works with the existing curriculum and uses evidence from Custom Cool-Downs to prepare differentiated Atlas Activities, or Do Nows, for the next lesson. Explore recommended dynamic groups, editable student groupings, Class Insights, and Student Insights. Teachers can adjust groups and activities based on their professional judgment, providing additional support without requiring teachers to build a separate set of instructional materials.



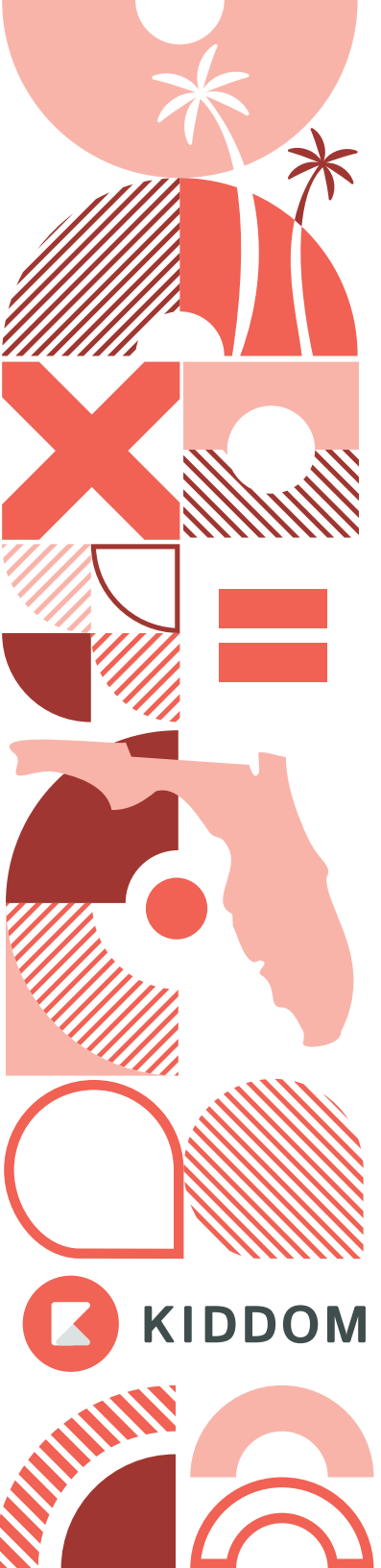
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Presentation	2	B. Alignment of Instructional Components: All components of the major tool align with the curriculum and each other.	Kiddom Florida Math aligns the major instructional components around the same B.E.S.T. content standards, Mathematical Thinking and Reasoning Standards, and lesson learning goals. In the Grade 3 sample lesson, or any lesson of your choosing, scroll just below the slide deck to view the standards addressed in the lesson alongside the Learning Goals and Lesson Purpose. Then use the left menu to move through the Warm-Up, Activities, Lesson Synthesis, and Cool-Down to track the alignment throughout the lesson. You can see how each component builds toward the learning goals and provides opportunities for students to engage with the identified standards, with the Cool-Down assessing the mathematics developed during the lesson. At the unit level, the Unit Assessment continues this alignment by assessing learning developed across the unit.
Presentation	3	C. Organization of Instructional Materials: The materials are consistent and logical organization of the content for the subject area.	The materials use a consistent, logical organization of content, with a predictable structure across units, sections, and lessons. In the Grade 3 example lesson, or another lesson of your choosing, follow the sequence Warm-Up → Activities → Synthesis → Cool-Down in either print or digital. Navigate back to the section, unit, and course to see the Course → Unit → Section → Lesson structure.
Presentation	4	D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	Kiddom Florida Math uses grade-appropriate language, directions, visuals, and mathematical representations to help students read, listen to, and understand the content. Student materials are designed to support comprehension while increasing in complexity as students progress through the grades. In the Grade 3 sample lesson, Unit 12, Section A, Lesson 2, open the Activities to see how concise directions, geometric visuals, quadrilateral cards, and opportunities to discuss and describe shape attributes support student understanding. You can also compare the Student Edition flip books across grade levels to see how text, visuals, directions, representations, and space for student work are adapted for the intended learners. For example, compare Kindergarten Unit 2, Section A, Lesson 1, "What We Know About Flat Shapes," with the Grade 3 sample lesson. Kindergarten students engage with familiar objects, picture books, and hands-on tools, while Grade 3 students use more advanced geometric language and representations to identify, draw, sort, and discuss shapes based on their attributes.



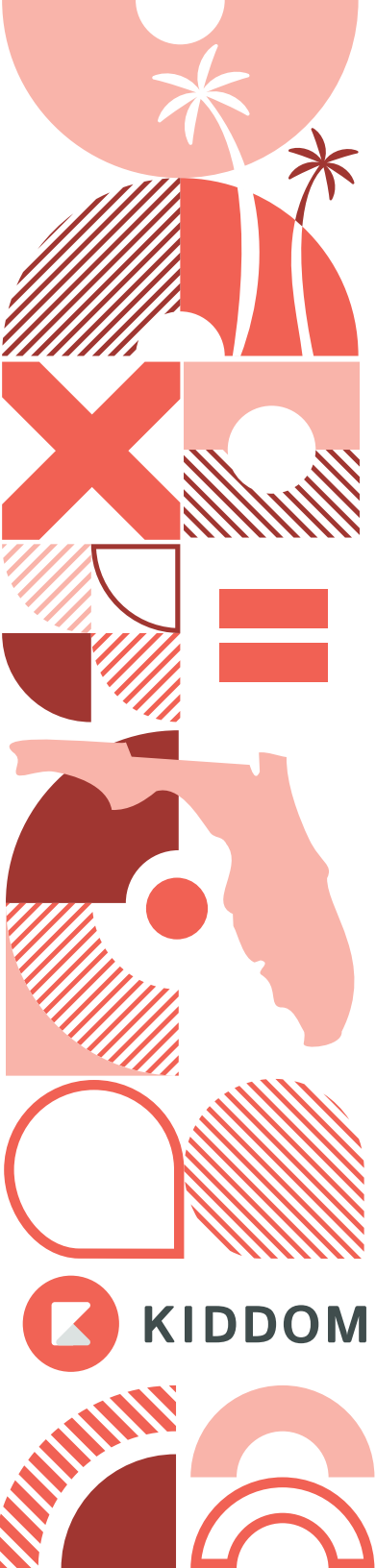
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Presentation	5	E. Pacing of Content: The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	Kiddom Florida Math lessons use a predictable structure and intentional pacing that gives students time to engage with, develop, and demonstrate understanding of the mathematics. A typical lesson follows four phases: Warm-Up, Activities, Lesson Synthesis, and Cool-Down, with approximately 45–65 minutes of instruction. Each phase has a clear purpose, from preparing students for the mathematics to developing understanding, synthesizing learning, and checking for understanding. In the Grade 3 sample lesson, or any lesson of your choosing, review the Lesson Timeline to see the recommended time for each component, then use the left menu to follow the lesson flow. Teachers can adjust pacing based on student needs, and Kiddom’s Lesson Clipper can adapt a lesson to a 30-minute instructional period when needed, helping teachers respond when students need more time on a particular concept while maintaining the lesson’s instructional focus. For longer-term pacing, the Scope and Sequence provides course-level guidance, while Cadence helps teachers monitor progress against the recommended calendar and make pacing adjustments throughout the year.
Presentation	6	Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance, refer to the answers on the Universal Design for Learning (UDL) questionnaire.)	Kiddom Florida Math includes accessibility supports across both the digital platform and instructional materials. The platform is designed and continuously refined to align with Section 508 and WCAG 2.1 AA, with supports including keyboard navigation, screen-reader support, alt text, accessible MathML, zoom and magnification, captions, high-contrast modes, and compatibility with assistive technologies. Accessibility guidance is also embedded at the point of instruction. In the Grade 3 example lesson, navigate to Grade 3 → Unit 1 → Section A → Lesson 1 and select Activity 2 from the left navigation pane to view Access for Students with Disabilities guidance, including instructional accommodations and supports. These supports are also included in the lesson slide deck speaker notes and print Teacher Edition. For course-level guidance, select Back to Home → View a Course → Course Overview and locate the UDL and accessibility guidance. Additional information is available at kiddom.co/accessibility-statement and support.kiddom.co/en/articles/14724909.



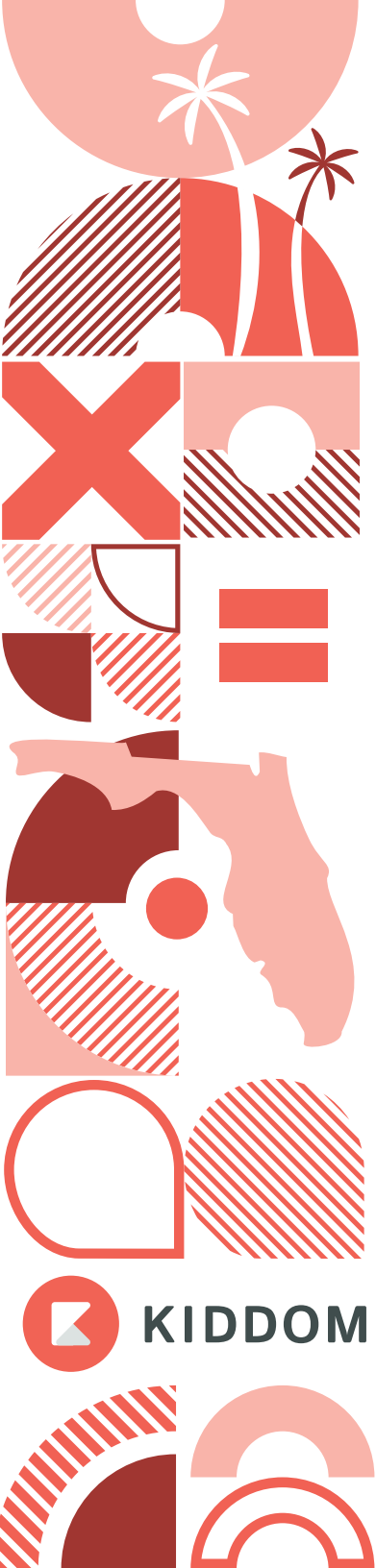
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Presentation	7	In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section.)	Kiddom Florida Math satisfies the Presentation requirements through a consistent, logically organized structure; grade-appropriate narrative, visuals, and mathematical representations; intentional pacing; and built-in accessibility and navigation supports. Lessons follow a predictable flow of Warm-Up, Activities, Lesson Synthesis, and Cool-Down while providing teachers flexibility to respond to student needs. In the Grade 3 sample lesson, or any lesson of your choosing, review the lesson structure, slides, student-facing activities, visuals, and navigation to see these features in practice. For a broader view, open Course Overview to explore the organization, pacing, progression, and accessibility supports provided across the course.
Learning	1	A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	Kiddom Florida Math includes features that help maintain student motivation, including hands-on activities and manipulatives, discourse and grouping routines from Building Thinking Classrooms, relevant contexts, and multiple ways for students to represent, discuss, and explain their mathematical thinking. Lessons encourage students to actively do mathematics, collaborate with peers, and make sense of problems rather than simply follow procedures. In the Grade 3 sample lesson, or any lesson of your choosing, open the Warm-Up and Activities to see these strategies in action. Review the Activity Narrative and student-facing materials to see how games, visuals, partner and group discussion, manipulatives, and purposeful questions encourage participation and make student thinking visible.
Learning	2	B. Explicit Instruction: The materials contain clear statements of information and outcomes.	Kiddom Florida Math provides clear statements of what students are expected to learn and the information teachers need to guide instruction. In the Grade 3 sample lesson, or any lesson of your choosing, scroll below the slide deck to review the B.E.S.T. Standards, Learning Goals, Lesson Purpose, and Lesson Narrative, which clearly identify the intended outcomes and mathematical focus of the lesson. Use the left menu to open a Warm-Up, Activity, or Cool-Down to see explicit guidance for each part of the lesson, including activity directions, anticipated student thinking, questions to advance learning, instructional supports, and guidance for the Lesson Synthesis. Cool-Downs and unit assessments also include Responding to Student Thinking guidance to help teachers use student responses to determine next instructional steps. This guidance is available digitally and within 14 the teacher materials.



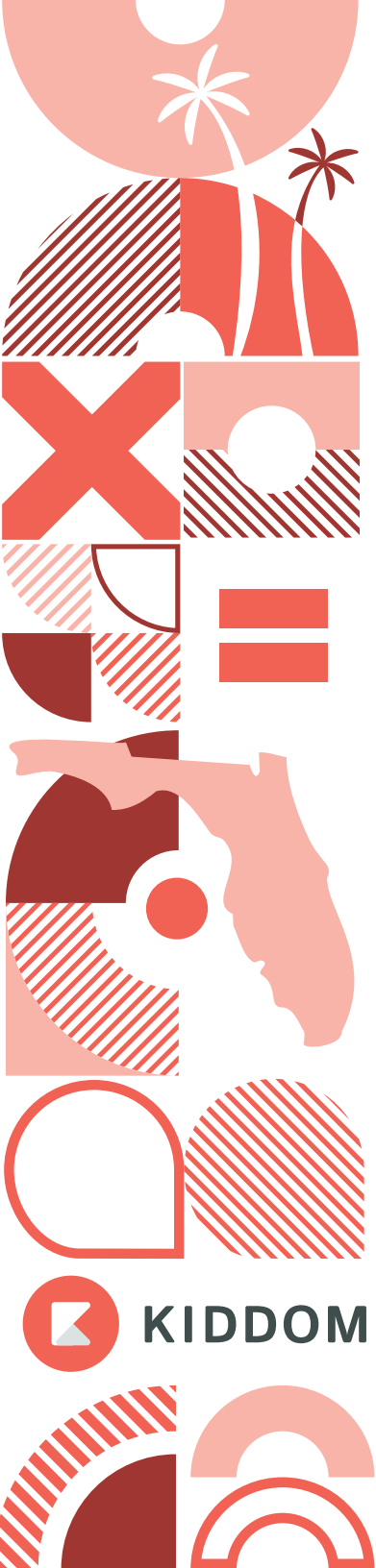
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Learning	3	C. Guidance and Support: The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	Kiddom Florida Math provides embedded guidance within each activity to help teachers support students in becoming increasingly independent learners and mathematical thinkers. In any lesson, use the left navigation pane to open an Activity, or locate the same activity in the Teacher Edition flip book, to see guidance for grouping, questioning, discussion, instructional routines, accessibility, and supporting student thinking without taking over the thinking for them. For example, in the Grade 3 sample lesson, Unit 12, Section A, Lesson 2, Activity 2, “Play Mystery Quadrilateral,” students have quiet think time followed by partner work as they decide which questions will help them identify a hidden shape. Teacher guidance encourages students to focus on attributes such as side lengths and angles, use precise mathematical language, and develop their own strategy for narrowing down possibilities. Visuals, quadrilateral cards, and optional counters provide additional support while allowing students to do the mathematical thinking themselves. To explore these supports, open any lesson in the digital platform and select individual Activities using the left navigation pane to see the embedded guidance for teachers. Students also demonstrate their independent understanding through Cool-Downs and can use teacher feedback and standards-mastery information in Kiddom to reflect on their progress over time.



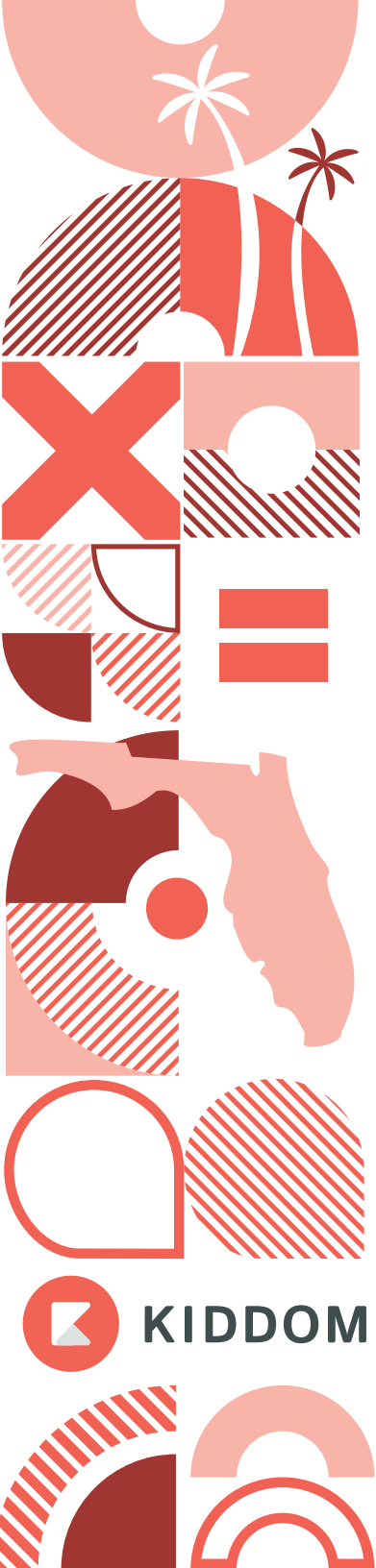
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Learning	4	C. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	Kiddom Florida Math provides adaptable guidance and support for developmental differences and various learning styles. Lessons can be taught synchronously or asynchronously using student devices, student workbooks, small-group or whole-group instruction, with ready-to-teach slide decks provided for whole-group delivery. Throughout each lesson, the Teacher Edition provides guidance for grouping, questioning, discussion, manipulatives and representations, accessibility, additional support, and enrichment so teachers can respond to different student needs. For Grades 3–5, Atlas by Kiddom provides an additional layer of differentiated instructional support. Go to Step 3 of the demo for a guided tour of Atlas. See how Atlas uses evidence from Custom Cool-Downs to identify student understanding and misconceptions, then recommends dynamic groups and differentiated Atlas Activities, or Do Nows, for the next lesson. Groups can address shared misconceptions, spiral review, individual work, or extension. Teachers remain in control and can review and adjust groups, create additional activities, or choose whether to use Atlas recommendations based on their knowledge of their students.
Learning	5	D. Active Participation of Students: The materials engage the physical and mental activity of students during the learning process.	Kiddom Florida Math engages students in both physical and mental activity throughout the learning process through hands-on materials, mathematical games, problem solving, discussion, and multiple representations. For example, in Grade 3, Unit 12, Section A, Lesson 2, Activity 2, “Play Mystery Quadrilateral,” students physically handle and hide quadrilateral cards, use counters to eliminate possible shapes, and take turns with a partner. Mentally, they analyze side lengths and angles, plan questions, eliminate possibilities, and explain their reasoning. Select the Activity from the left navigation pane to see teacher supports for physical engagement, including using counters and gestures to trace angles and sides as students describe them. Physical and mental participation is also emphasized in the early grades. In Grade 1, Unit 3, Section A, Lesson 1, Activity 1, students physically count and organize collections of objects such as buttons, counters, linking cubes, paper clips, pattern blocks, or square tiles. They then represent and explain their thinking using drawings, numbers, or words, connecting hands-on experiences to mathematical representations.



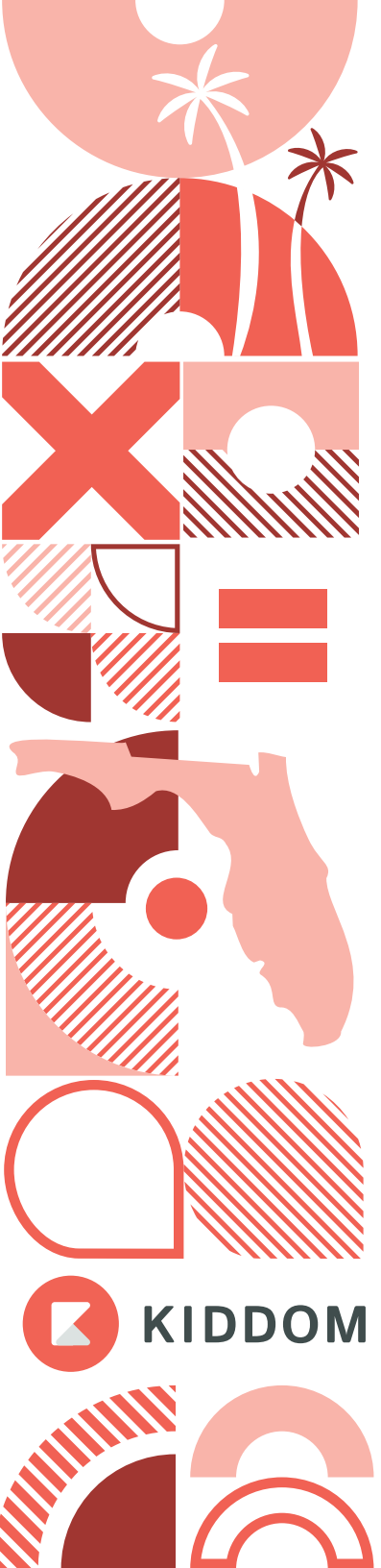
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Learning	6	D. Active Participation of Students: The materials include organized activities that are logical extensions of content, goals and objectives.	Kiddom Florida Math includes organized activities that are logical extensions of the content, goals, and objectives. In the Grade 3 sample lesson, or another lesson of your choosing, scroll below the slide deck to view the Learning Goals, which communicate what students are expected to learn and the instructional objectives for the lesson. Then follow the Warm-Up → Activities → Lesson Synthesis → Cool-Down. Each Activity includes a stated purpose explaining how it develops the intended mathematics, the Lesson Synthesis brings that learning together, and the Cool-Down assesses students' progress toward the Learning Goals. For a broader view, navigate to the Section or Unit level and select Overview near the top of the page. The Learning Goals and accompanying narrative explain what students will learn and how the sequence of lessons and activities develops those goals. At the end of the unit, the End-of-Unit Assessment measures the learning developed throughout the unit, with questions aligned to specific B.E.S.T. benchmarks and Achievement Level Descriptors (ALDs).
Learning	7	E. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	Kiddom Florida Math incorporates research-based instructional strategies selected to support the learning outcomes targeted by Florida's B.E.S.T. Standards. The problem-based instructional approach engages students in doing mathematics through problem solving, reasoning, mathematical discourse, multiple representations, and purposeful instructional routines. To review the foundation for these strategies, open Course Overview and select Problem-Based Teaching and Learning to see the research and principles behind the instructional approach. Select References to review the supporting research. Instructional routines are intentionally selected based on their alignment with unit, lesson, and activity Learning Goals. Then open the Grade 3 sample lesson, or another lesson of your choosing, to see how these strategies connect to the targeted B.E.S.T. benchmarks and Learning Goals through the Warm-Up, Activities, Lesson Synthesis, and Cool-Down.



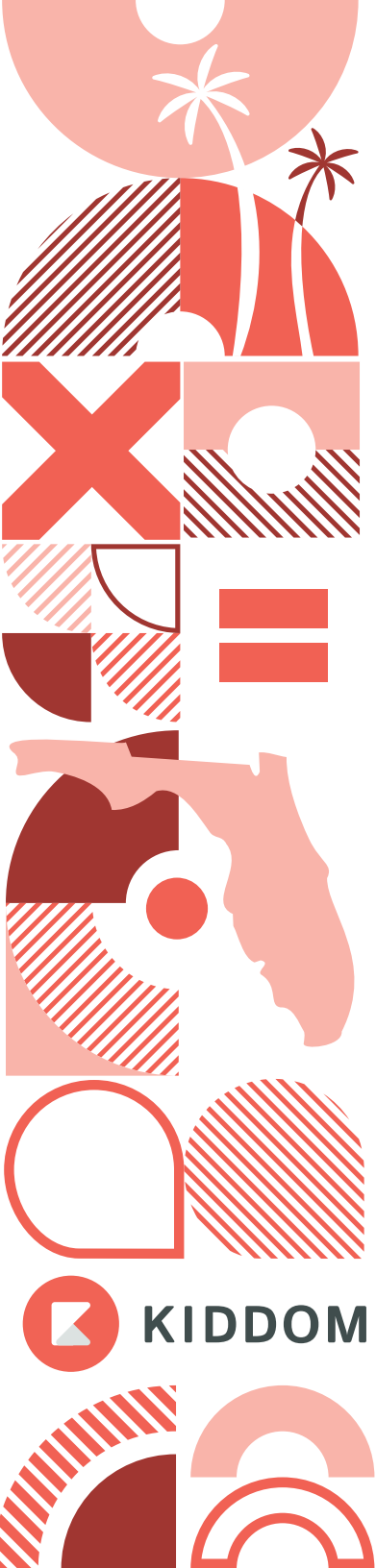
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Learning	8	E. Targeted Instructional Strategies: The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	Kiddom Florida Math incorporates research-based instructional strategies designed to support the learning outcomes targeted by Florida's B.E.S.T. Standards. The problem-based instructional framework engages students in learning mathematical concepts and procedures by doing mathematics, including making sense of problems, reasoning, modeling, using tools and representations, discussing mathematical ideas, and explaining their thinking. To review the research and principles behind these strategies, go to the Grade 3 course, or another grade of your choosing, and open Course Overview ▢ Problem-Based Teaching and Learning. This section explains how the instructional framework, activities, routines, mathematical discourse, teacher questioning, and lesson synthesis support students in achieving mathematical learning goals. It also connects these approaches to supporting research, including Hiebert et al. and Vygotsky. Then open the Grade 3 sample lesson to see these strategies applied to the targeted B.E.S.T. benchmarks and Learning Goals through the Warm-Up, Activities, Lesson Synthesis, and Cool-Down.
Learning	9	F. Targeted Assessment Strategies: The materials correlate assessment strategies to the desired learning outcomes.	Kiddom Florida Math correlates assessment strategies directly to the desired Learning Goals and outcomes. In the Grade 3 sample lesson, or another lesson of your choosing, review the Learning Goals at the top of the lesson, then select the Cool-Down from the left navigation pane to see how students are assessed on the learning developed during that lesson. Assessment questions are also tagged to the specific B.E.S.T. benchmark and Achievement Level Descriptor (ALD) they measure. For a broader view, navigate to the Section or Unit level and select Overview to review the Learning Goals and how they develop across lessons. Section Checkpoints assess the Section Learning Goals, while the End-of-Unit Assessment assesses learning developed across the unit. In the teacher view, Learning Goals are identified with assessment questions, along with the aligned B.E.S.T. benchmarks and ALDs, making the connection between desired learning outcomes and assessment clear.



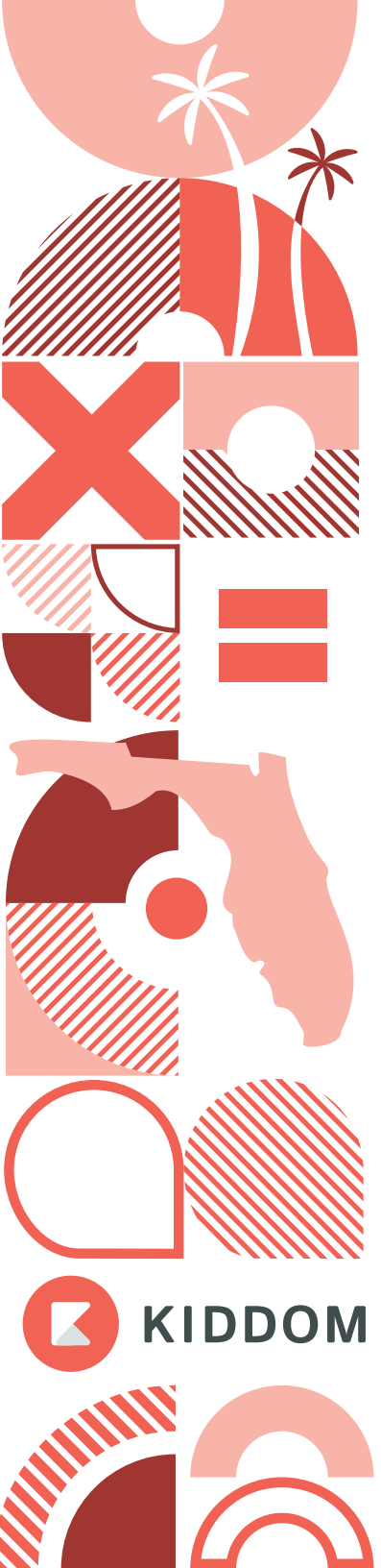
K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Learning	10	F. Targeted Assessment Strategies: The assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	Kiddom Florida Math includes formative, summative, and cumulative assessment strategies to assess student performance against targeted Learning Goals. In the Grade 3 sample lesson, or another lesson of your choosing, Warm-Ups, activity-level checks, observational look-fors, Cool-Downs, and Practice Problems provide ongoing evidence of student understanding. In Grades 2–5, Section Checkpoints are aligned to Section Learning Goals and can be used in full or by individual item to assess specific goals. End-of-Unit Assessments provide summative evidence, while My Reflections allow students to reflect on unit “I can” statements. Goals Assessed, Responding to Student Thinking guidance, and Kiddom’s standards-based reporting help teachers interpret results and determine next steps. For Grades 3–5, Kiddom’s lesson-level intervention layer, Atlas, uses Cool-Down data to uncover gaps and misconceptions, then recommends flexible student groupings and next steps such as individual practice, small-group instruction, or short whole-group lessons.
Learning	11	Universal Design for Learning: This submission incorporates strategies, materials, activities, etc. that consider the needs of all students.	Kiddom Florida Math incorporates UDL strategies and supports throughout the instructional materials to consider the needs of all students. Lessons provide multiple ways for students to access and engage with mathematics through visuals, mathematical representations, discussion, hands-on materials and manipulatives, and digital and print resources. Embedded teacher guidance provides additional supports and accommodations based on the demands of individual activities. In the Grade 3 sample lesson, navigate to Grade 3 → Unit 1 → Section A → Lesson 1 and select Activity 2 from the left navigation pane to view Access for Students with Disabilities guidance and activity-specific supports. These supports are also included in lesson slide deck speaker notes and the print Teacher Edition. The digital platform provides additional accessibility supports, including keyboard navigation, screen-reader support, alt text, accessible MathML, zoom and magnification, captions, high-contrast modes, and compatibility with assistive technologies. For broader guidance, open Course Overview to review UDL and accessibility information. Additional information is available at kiddom.co/accessibility-statement and support.kiddom.co/en/articles/14724909.



K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)	K-5 Response
Learning	12	B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	Kiddom Florida Math appropriately applies the Mathematical Thinking and Reasoning (MTR) Standards throughout instruction, giving students opportunities to reason, represent, discuss, justify, and make connections while learning grade-level mathematics. In the Grade 3 sample lesson, or another lesson of your choosing, scroll to "Addressing" to view the Content and MTR Standards addressed in the lesson. Hover over each standard for additional details. Then open individual Warm-Ups and Activities from the left navigation pane to see how the MTR Standards are applied within the mathematics students are doing. The same standards and activity-level guidance are available in the print Teacher Edition under Standards Addressed.
	13	In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	Kiddom Florida Math satisfies the Learning requirements through research-based, problem-based instruction aligned to Florida's B.E.S.T. Standards and Mathematical Thinking and Reasoning Standards. Students actively engage in mathematics through problem solving, discussion, hands-on materials, multiple representations, reasoning, and application rather than passively receiving information. Lessons provide teachers with embedded guidance, instructional routines, differentiation, accessibility supports, and strategies for responding to student thinking. Learning Goals connect instruction to formative, cumulative, and summative assessments, while Cool-Downs and other assessment evidence help teachers identify misconceptions and determine instructional next steps. Digital and print options, UDL supports, and flexible instructional approaches further allow teachers to adapt learning experiences to the needs of their students.



K-5 FLDOE CORE QUESTIONS RUBRIC 26-27 MATH ADOPTION

Section	Item #	FLDOE rubric item (exact wording)
Florida Statutes and State Board of Education Rule	1	Critical Race Theory: Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials?
	2	Culturally Responsive Teaching: Do instructional materials omit Culturally Responsive Teaching as it relates to CRT?
	3	Social Justice: Do instructional materials omit Social Justice as it relates to CRT?
	4	Social Emotional Learning: Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?
	5	Principles of Individual Freedom: Do instructional materials align to s. 1003.42(3), F.S., by acknowledging that all people are equal before the law and have inalienable rights and materials are consistent with the following principles: (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex. (b) No race is inherently superior to another race. (c) No person should be discriminated against or receive adverse treatment solely or partly on the bases of race, color, national origin, religion, disability, or sex. (d) Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry. (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex. (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.
	6	Student Welfare: Do instructional materials align to s. 1001.42(8)(c)3., F.S., in grades K-8 to EXCLUDE instruction regarding sexual orientation or gender identity except as provided by ss. 1003.42(2)(n)3. and 1003.46, F.S.? If such instruction is provided in grades 9 through 12, is the instruction age-appropriate or developmentally appropriate for students in accordance with state standards?