Algebra 1 FLDOE Core Questions Rubric

2026-2027 Math Adoption

Note: For this guide, we often reference Algebra 1, Unit 8, Section A, Lesson 1 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)	Algebra 1 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 Algebra 1 example lesson from Unit 8, Section A, Lesson 1, Introducing Polynomials, or another lesson of your choosing, scroll down to see the benchmarks tagged just below the provided slide deck and hover over the tag to see the benchmark details. You will also find the benchmarks in assessment items by selecting the Cool-Down from the left navigation pane to view the B.E.S.T. benchmarks tagged to specific questions. You can also find assessment items tagged with benchmarks at the unit level in the end-of-unit assessment. Use the dropdown near the top left to navigate between units, sections, and lessons and see how aligned content progresses across 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 course-level content and where B.E.S.T. benchmarks are addressed throughout the course.

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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 Algebra 1 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 instructional materials directly within the platform.

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Content	4	B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	Kiddom Florida Math provides sufficient depth and instructional support to help students understand mathematical concepts, make connections among topics, and apply their learning in meaningful contexts. Lessons develop understanding through problem-based learning, multiple representations, mathematical discussion, and opportunities to explain and apply mathematical reasoning. Teacher materials include embedded instructional strategies, scaffolding, common misconceptions, standards alignment, and implementation guidance. In the digital demo, open the Algebra 1 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.
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 Algebra 1 example lesson, or another lesson of your choosing, select the Cool-Down from the left navigation pane to view the B.E.S.T. benchmarks tagged to the assessment items. Use the dropdown near the top left to navigate between lessons, sections, and units. At the unit level, benchmarks are also tagged to individual questions within the Check Your Readiness (Pre-Assessment), Mid-Unit Assessment when applicable, and End-of-Unit Assessment, allowing you to see the specific benchmark assessed by each item. For a course-level view of standards alignment and progression, navigate to the Course Overview and open the Scope and Sequence to see where B.E.S.T. benchmarks are addressed throughout the course. You can also use the search bar to locate instructional and assessment content aligned to a specific B.E.S.T. benchmark.

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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 course-level expectations. Kiddom Florida Math uses high-quality, mathematically purposeful visual information throughout Algebra 1. Students build conceptual understanding by working across visual, verbal, symbolic, concrete, and digital representations and making connections among them. Grade-appropriate representations include number lines, two-color counters, algebra tiles, coordinate planes, geometric models, diagrams, graphs, tables, equations, and other visual models that support increasingly abstract mathematical reasoning. Students also have access to hands-on Manipulative Kits and embedded digital manipulatives. For example, navigate to Unit 1, Section A, Lesson 1, "Getting to Know You." Students begin the course by collecting and classifying data from their classmates, providing an accessible entry point to grade-level mathematics while addressing MA.912.DP.1.2 and the Mathematical Thinking and Reasoning Standards. The lesson builds on students' prior experience with data and representations while increasing the level of rigor through data classification, interpretation, variability, and mathematical discussion. This progression allows students with varied middle school experiences to engage with Algebra 1 content while establishing the reasoning and communication skills they will use as the mathematical complexity increases throughout the course.
Content	7	B. Level of Treatment: The content matches the time period allowed for teaching.	Kiddom Florida Math lessons are designed for approximately 45 to 65 minutes of instructional time, although individual lessons may run longer or shorter. The program provides clear pacing supports to help teachers fit course content within the instructional time available. In the Algebra 1 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. 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 within a lesson to adapt a lesson to a shorter instructional period, such as 30 minutes, while maintaining essential lesson objectives.

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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 Algebra 1 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 Algebra 1 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.

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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.)	The content is presented objectively. Problems, contexts, and examples maintain a neutral, mathematics-focused presentation. In the Algebra 1 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, and application so students understand both how and why the mathematics works. Open the Algebra 1 sample lesson, or any lesson of your choosing, and scroll through the Warm-Up, Activities, Synthesis, and Cool-Down to see this in practice. For example, in Unit 6, Section A, Lesson 5, "Solving Systems by Elimination (Part 3)," students develop fluency with solving systems while building an understanding of equivalent systems and why elimination preserves solutions. Students use algebraic reasoning and multiple representations to connect the procedure for elimination to the underlying mathematical concepts, supporting MA.912.AR.9.1 and the Mathematical Thinking and Reasoning Standards. You can also open the Teacher Lesson Overview to see the instructional routines, Mathematical Thinking and Reasoning Standards, and Math Language Routines intentionally embedded in the lesson. For a broader view, explore the Course Overview for additional information about 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 internally consistent. Mathematical statements, procedures, answer keys, and worked solutions are verified to be free of mistakes and inconsistencies. In the Algebra 1 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.

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Content	14	E. Currency of Content: The content is up-to-date according to current research and standards of practice.	Kiddom Florida Math is purpose-built for Florida's B.E.S.T. Standards for Mathematics and reflects established research and 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 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 Algebra 1 sample lesson, or any lesson of your choosing, and review the Lesson Narrative, Instructional Routines, Activities, and Synthesis. In the Kiddom Florida Math 6–12 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 connect mathematical concepts to meaningful situations. In the Algebra 1 sample lesson, Unit 6, Section A, Lesson 1, "Writing and Graphing Systems of Linear Equations," students develop an understanding of systems through real-world situations involving multiple constraints, such as purchasing trail mix ingredients or dressmaking fabrics within specific budget and quantity requirements. Students represent these situations using variables, equations, tables, and graphs, then interpret intersection points in the context of the problem. These applications give meaning to systems of equations and support the related Algebra 1 B.E.S.T. benchmarks rather than presenting the mathematics only as an abstract procedure. 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. You can also select the Cool-Down to view the tagged B.E.S.T. benchmarks.

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Content	16	E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	The content is presented in an appropriate and relevant context for Algebra 1 learners, using age-appropriate situations and language that help students connect mathematical concepts to familiar experiences. For an example, navigate to Algebra 1 → Unit 2 → Section A → Lesson 1, "Planning a Party." Students develop their understanding of algebraic expressions, equations, and constraints through relatable situations such as budgeting for a class party and calculating the cost of a school supply reward pack. Students identify fixed and variable quantities, make reasonable estimates, and consider how changing assumptions affects their mathematical models. These familiar contexts provide an accessible entry point to Algebra 1 for students who may take the course in middle or high school, while helping them connect variables and equations to meaningful situations. To explore further, review the Lesson Narrative and individual Activity Narratives to see how the context supports the mathematics throughout the lesson. You can also select the Cool-Down to view the B.E.S.T. benchmarks addressed by the assessment.
Content	17	F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	Kiddom Florida Math connects Algebra 1 mathematics to real-life situations that are familiar and meaningful to students. These contexts help students see when and why they might use the mathematics they are learning. For an example, navigate to Algebra 1 → Unit 2 → Section A → Lesson 1, "Planning a Party." Students use algebraic expressions, equations, and constraints to model familiar situations such as budgeting for a class party and calculating costs for a school supply reward pack. Students identify fixed and variable quantities, make estimates, and consider how changing real-world assumptions affects their mathematical models. These experiences connect Algebra 1 concepts to decisions involving budgets, quantities, and costs that students can recognize from everyday life. To explore further, review the Lesson Narrative and individual Activities to see how the real-world context is used to develop and apply the mathematics throughout the lesson.

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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 students see how mathematics can be used across subject areas and in real-world investigations. Lessons connect Algebra 1 concepts to areas such as science, data analysis, financial literacy, and measurement so students can apply mathematics in meaningful contexts. For an example, navigate to Algebra 1 → Unit 4 → Section D → Lesson 10, "A Fossil Puzzle." Students investigate a scenario involving a fossilized human humerus and use mathematics to estimate the height of the individual. Students collect measurement data, construct bivariate scatter plots, determine lines of best fit, analyze residuals, and examine correlation as they develop and evaluate a predictive linear model. The lesson connects Algebra 1 mathematics with anthropology, paleontology, and human biology, showing students how mathematical modeling and data analysis can be used to investigate questions in other disciplines. Rather than working only with abstract data, students use mathematics as a tool for interpreting evidence and making predictions in a scientific context.
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 Algebra 1 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 to see how people, settings, and situations are represented throughout the student-facing materials.

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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 and assessment contexts consistently portray humane treatment of people and animals. For an example, navigate to Algebra 1 → Unit 10 → Section A Assessment. Students analyze an exponential function modeling changes in a city's stray cat population over time. The context explains that the reduction in the stray cat population results from an animal welfare program that sterilizes stray cats and finds homes for adoption. Students apply Algebra 1 mathematics within a context that explicitly reflects responsible and humane care for animals. You can also explore other lessons and assessments throughout the Algebra 1 course to review the images, scenarios, and contexts used across the materials.

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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 course content and benchmarks progress throughout Algebra 1. For example, in Algebra 1, Unit 8, benchmark MA.912.AR.1.7 asks students to rewrite a polynomial expression as a product of polynomials over the real number system. Beginning in the sample lesson, Unit 8, Section A, Lesson 1, 'Introducing Polynomials,' students explore polynomial expressions and graphs while identifying key features and structures of polynomials. In Lessons 2 and 3, students build fluency with adding, subtracting, and multiplying polynomials before using this understanding to factor polynomials. Lesson 4 introduces factoring using greatest common factors, differences of squares, and sums or differences of cubes. Lessons 5 through 7 extend this work to factoring trinomials, four-term polynomials using grouping, and multivariable expressions, providing comprehensive development of the skills and understanding addressed by the benchmark. To examine the coverage of any benchmark, enter it in the Intelligent Search bar in the upper-right corner. Search results allow you to follow the benchmark across aligned lessons, Warm-Ups, Cool-Downs, and assessments and see how students develop and demonstrate their understanding throughout the course.
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 Algebra 1 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 additional 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.

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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 learning goals. In the Algebra 1 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. Use the left menu to move through the Warm-Up, Activities, Lesson Synthesis, and Cool-Down to see how each component builds toward the learning goals and identified standards. At the unit level, this alignment continues through the Check Your Readiness (Pre-Assessment), Mid-Unit Assessment when applicable, and End-of-Unit Assessment, where benchmarks are tagged to individual assessment questions. For a course-level view, open Course Overview and select Scope and Sequence to see how standards and learning progress across the course. You can also use the search bar to trace a specific B.E.S.T. benchmark across instructional and assessment components.
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 Algebra 1 example lesson, or another lesson of your choosing, follow the sequence Warm-Up → Activities → Synthesis → Cool-Down → Practice Problems in either print or digital. Navigate back to the section, unit, and course to see the Course → Unit → Section → Lesson structure.

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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 course-appropriate language, visuals, and mathematical representations to engage Algebra 1 students in reading, listening, discussing, and understanding increasingly complex mathematics. Students make connections among visual, verbal, symbolic, and concrete representations to support understanding as concepts become more abstract. For example, navigate to Algebra 1 → Unit 7 → Section A → Lesson 1, "Diagrams of Products." Students use 2 × 2 area diagrams to visually organize the multiplication of binomials. In the Warm-Up, a product such as $(x + 4)(x + 2)$ is represented as four smaller areas, helping students connect each partial product to the resulting polynomial expression. Students then use the same visual structure to multiply other linear factors and combine like terms. In the Cool-Down, students draw an area diagram to demonstrate why two expressions are equivalent. The diagrams break polynomial multiplication into clear visual parts before students transition to more abstract symbolic manipulation. You can also review the Algebra 1 Student Edition flip books to see how language, directions, visuals, and mathematical representations support students' understanding as the mathematics becomes more complex throughout the course.
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 Algebra 1 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.

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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 Algebra 1 example lesson, navigate to Unit 8 → Section A → Lesson 1, then select 1.2 Card Sort: Equations and Graphs from the left navigation pane to view Access for Students with Disabilities guidance specific to the activity. The same supports appear in the lesson slide deck's speaker notes and at the activity level in the Teacher Editions, mirroring the digital experience. For course-level guidance, select Back to Home → View a Course → Course Overview and locate the UDL and accessibility guidance. Additional platform accessibility information is available in Kiddom's accessibility statement.
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 Algebra 1 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.

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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 Algebra 1 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. For example, a 'Which One Doesn't Belong?' Warm-Up asks students to choose among several figures and justify their mathematical reasoning. These experiences provide varied ways for students to participate, discuss ideas, make choices, and remain actively involved in the mathematics.
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 Algebra 1 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 the teacher materials.

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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 Algebra 1, Unit 8, Section A, Lesson 1, "Introducing Polynomials," students explore relationships between polynomial equations and their graphs through activities such as "Card Sort: Equations and Graphs." Rather than providing students with a step-by-step procedure, embedded teacher guidance includes questions and prompts that encourage students to test values, examine features of graphs, explain their reasoning, and develop strategies for determining which representations belong together. Students also have opportunities to use graphing technology to explore how changes to polynomial expressions affect their graphs, allowing them to test ideas, receive immediate visual feedback, and refine their thinking. To explore these supports, open the lesson in the digital platform and select individual Activities using the left navigation pane to see the embedded teacher guidance. Students also demonstrate independent understanding through Cool-Downs, giving teachers an additional opportunity to respond to student thinking and determine appropriate next steps.
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.

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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 routines, written work, problem solving, discussion, collaboration, and multiple representations. For example, in Algebra 1, Unit 8, Section A, Lesson 1, “Introducing Polynomials,” students actively engage with polynomial equations and graphs through the “Card Sort: Equations and Graphs” activity. Working collaboratively, students arrange and categorize cards, analyze features of polynomial equations and graphs, make matches between representations, and explain their reasoning to others. The activity combines physical manipulation of the cards with mathematical reasoning as students compare features such as degree, intercepts, and the behavior of graphs. This active approach supports MA.K12.MTR.1.1 by engaging students in effortful mathematical learning both individually and collaboratively. Select individual Activities from the left navigation pane to see the embedded teacher guidance for keeping students actively analyzing, discussing, representing, and doing mathematics rather than passively receiving information.

Section	Item #	FLDOE rubric item (exact wording)	Algebra 1 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 logically extend the content, goals, and objectives. Each lesson identifies Learning Goals and student-facing Learning Targets, then uses a consistent Warm-Up → Activities → Lesson Synthesis → Cool-Down structure to develop and assess that learning. For example, in Algebra 1, Unit 8, "Polynomials and Factoring," students progress through an organized sequence of activities addressing polynomial arithmetic and factoring. In Lesson 1, students explore polynomial expressions and graphs to identify important structural features, including degree and constant terms. In Lesson 2, students extend this understanding to operations with polynomials, including addition, subtraction, and multiplication. Later lessons build on this foundation as students reverse these operations to factor increasingly complex polynomial expressions, progressing from binomials to trinomials and four-term polynomials. Students ultimately organize their understanding of different factoring strategies through a Factoring Flowchart, helping them determine which approach is appropriate for a given expression. Within any lesson, follow the Warm-Up → Activities → Lesson Synthesis → Cool-Down to see how each component develops and assesses the stated Learning Goals. For a broader view, open the Section or Unit Overview to see how Learning Goals develop across lessons. Section Checkpoints, Mid-Unit Assessments when applicable, and End-of-Unit Assessments provide additional opportunities for students to demonstrate their learning.

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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 Algebra 1 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.
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, navigate to the Algebra 1 Course Overview (at the course level not the lesson level) and select Problem-Based Teaching. 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 Algebra 1 sample lesson, Unit 8, Section A, Lesson 1, "Introducing Polynomials," 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.

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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 Algebra sample lesson, Unit 8, Section A, Lesson 1, "Introducing Polynomials," review the Learning Goals and student-facing Learning Targets written as statements such as "I can identify important characteristics of polynomial graphs and expressions." These help students understand what they are working toward, while the Cool-Down assesses their progress toward that learning. Assessment is connected to Learning Goals throughout the unit. Check Your Readiness at the beginning of each unit assesses prerequisite learning, Cumulative Practice Problems provide ongoing practice, and Section Checkpoints assess Section Learning Goals. Mid-Unit Assessments (where applicable in larger units) and End-of-Unit Assessments assess learning across the unit. In the digital teacher view and Teacher Edition print materials, Learning Goals are identified with assessment questions, along with aligned B.E.S.T. benchmarks and Achievement Level Descriptors (ALDs), making the connection between desired learning outcomes and assessment clear.
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 that provide multiple ways to assess student performance against targeted Learning Goals. In the Algebra 1 sample lesson, Unit 8, Section A, Lesson 1, "Introducing Polynomials," or another lesson of your choosing, Warm-Ups, activity-level checks and look-fors, Lesson Synthesis, and the daily Cool-Down provide ongoing evidence of understanding. Cool-Downs allow students to independently demonstrate progress toward the lesson Learning Goals, and some lessons include an additional written reflection. Each lesson also includes Cumulative Practice Problems that incorporate current and prior learning. Section Checkpoints assess Section Learning Goals, while unit-level assessments include Check Your Readiness, Mid-Unit Assessments (in larger units), and End-of-Unit Assessments. Goals Assessed and Responding to Student Thinking guidance, along with student- and class-level results by standard, help teachers evaluate performance against targeted outcomes and determine instructional next steps. Districts can also use Kiddom's secure item banks to create and administer additional standards-aligned assessments.

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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 and representations, discussion, hands-on materials, digital tools, and print resources. Embedded teacher guidance provides additional supports and accommodations based on the demands of individual activities. In the Algebra 1 sample lesson, navigate to Unit 8 → Section A → Lesson 1, "Introducing Polynomials," and select Activity 1.2, "Card Sort: Equations and Graphs," from the left navigation pane to view Access for Students with Disabilities guidance specific to the activity. These supports also appear in the lesson slide deck speaker notes and at the activity level in 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 platform accessibility information is available in Kiddom's accessibility statement.
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 Algebra 1 mathematics. In the Algebra 1 sample lesson, Unit 8, Section A, Lesson 1, "Introducing Polynomials," 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.
Learning	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

ALGEBRA 1 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 trains 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?