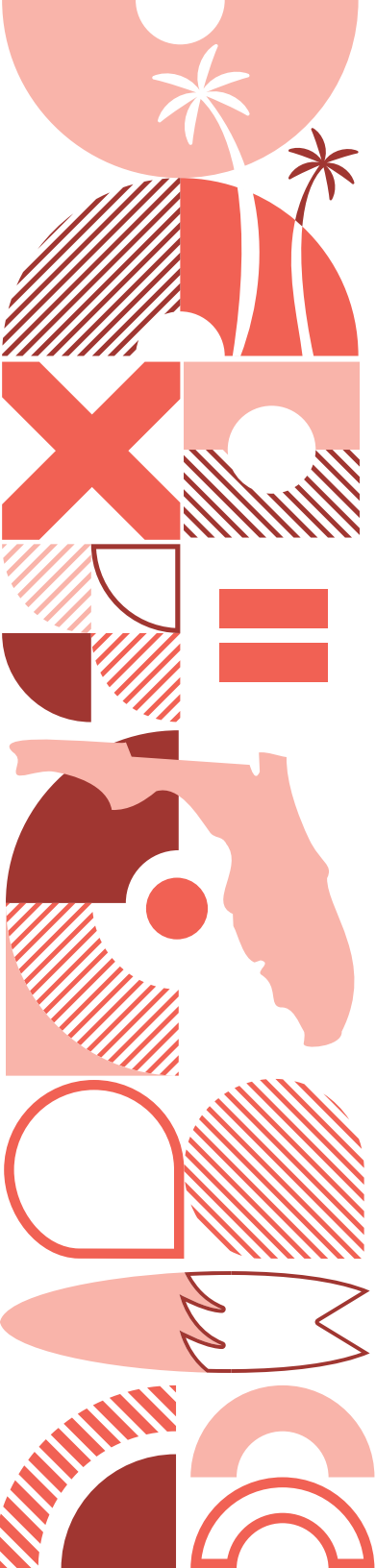




Algebra 1 BridgePrep Academy Rubric

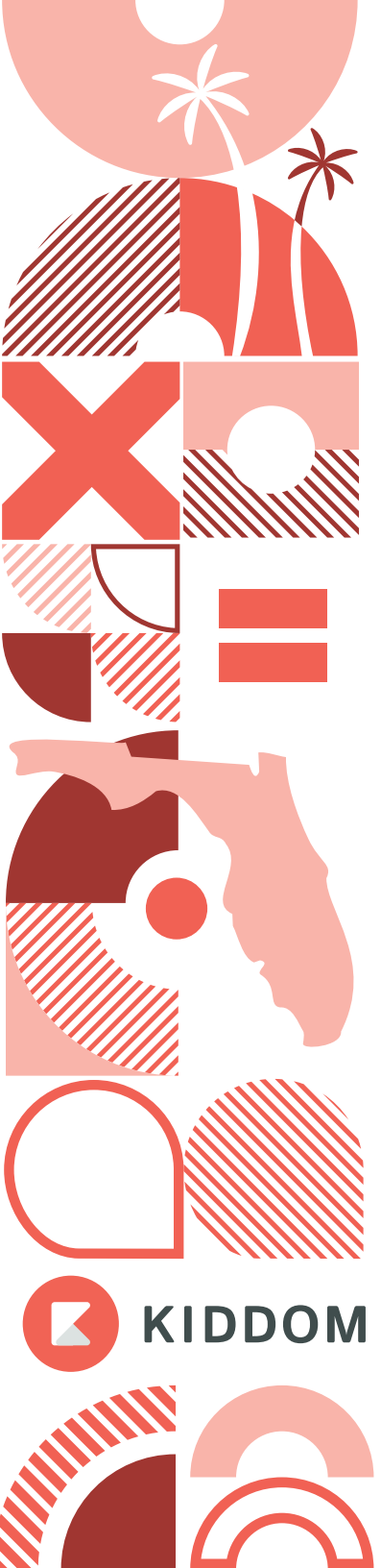
26-27 Math Adoption

Rubric Item (Exact Wording)	Algebra 1 Response
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Required Florida Screening (complete before scoring)	
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Included on the applicable Florida state-adopted instructional materials list, when required/applicable.	Kiddom Florida Math meets this requirement. Kiddom Florida Math is included on Florida's state-adopted instructional materials list. To verify state adoption, visit the Florida Department of Education Instructional Materials website: https://www.fldoe.org/academics/standards/instructional-materials/
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Materials demonstrate alignment to current Florida mathematics standards/course expectations.	Kiddom Florida Math meets this requirement. 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. To verify this, in the Algebra 1 example lesson from Unit 8, Section A, Lesson 1, Introducing Polynomials, scroll down To verify this, sections, and lessons and see how aligned content progresses across the course. For additional verification, 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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Rubric Item (Exact Wording)	Algebra 1 Response
A. Florida Standards, Course Alignment & Coherence	1. Standards/benchmarks are explicitly aligned to the grade/course and addressed at the appropriate depth and rigor. Kiddom Florida Math meets this criterion. Kiddom Florida Math content is written to the correct skill level of Florida's B.E.S.T. Standards, benchmarks, and clarifications. Assessment questions are also tagged with Achievement Level Descriptions (ALDs), allowing you to verify the level of rigor against the standard. To verify this, open the Algebra 1 sample lesson, and select the Cool-Down from the left menu to view the ALD tags for each assessment question. Use these tags to review the level of rigor of the assessment questions in relation to the course benchmarks. You can explore further by opening the Mid-Unit Assessment, available in larger units, or the End-of-Unit Assessment to review additional questions and their ALD tags. For additional verification, use the search bar to find a specific B.E.S.T. benchmark and view aligned assessment questions and their ALD levels.
	2. Scope and sequence is coherent, appropriately paced, and feasible within the instructional year. Kiddom Florida Math meets this criterion. Kiddom Florida Math lessons are designed around approximately 45 to 65 minutes of instructional time, with lesson-specific timelines that support day-to-day planning. The program provides clear pacing supports to help teachers fit course content within the instructional time available. In the Algebra 1 example lesson, 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.

A. Florida Standards, Course Alignment & Coherence

1. Standards/benchmarks are explicitly aligned to the grade/course and addressed at the appropriate depth and rigor.

Kiddom Florida Math meets this criterion. Kiddom Florida Math content is written to the correct skill level of Florida's B.E.S.T. Standards, benchmarks, and clarifications. Assessment questions are also tagged with Achievement Level Descriptions (ALDs), allowing you to verify the level of rigor against the standard.

To verify this, open the Algebra 1 sample lesson, and select the Cool-Down from the left menu to view the ALD tags for each assessment question. Use these tags to review the level of rigor of the assessment questions in relation to the course benchmarks.

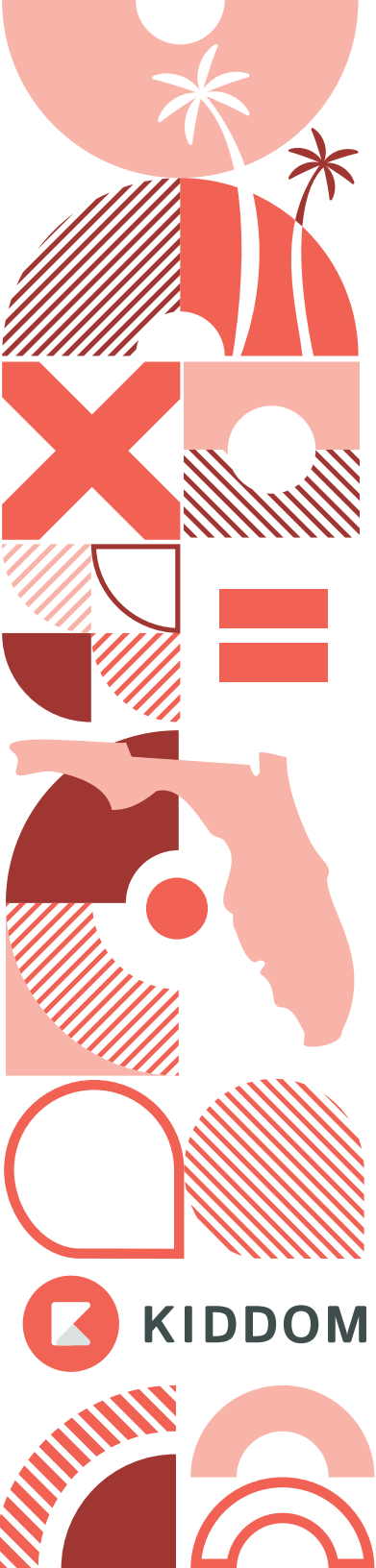
You can explore further by opening the Mid-Unit Assessment, available in larger units, or the End-of-Unit Assessment to review additional questions and their ALD tags. For additional verification, use the search bar to find a specific B.E.S.T. benchmark and view aligned assessment questions and their ALD levels.

2. Scope and sequence is coherent, appropriately paced, and feasible within the instructional year.

Kiddom Florida Math meets this criterion. Kiddom Florida Math lessons are designed around approximately 45 to 65 minutes of instructional time, with lesson-specific timelines that support day-to-day planning. The program provides clear pacing supports to help teachers fit course content within the instructional time available. In the Algebra 1 example lesson, 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.





ALGEBRA 1 BRIDGEPREP ACADEMY RUBRIC | 26-27 MATH ADOPTION

Rubric Item (Exact Wording)

Algebra 1 Response

5. Materials prepare students for applicable Florida assessments/EOCs without reducing instruction to test preparation.

Kiddom Florida Math meets this criterion. Kiddom Florida Math prepares Algebra 1 students for Florida EOC expectations while maintaining a problem-based course focused on sense-making, reasoning, discourse, and multiple representations.

To verify this, open the Algebra 1 Digital Walkthrough → Assessment and Grading. Review the statement that question formats match item types students see on the Algebra 1 EOC assessment, along with the standards-tagged assessments. Then open an Algebra 1 sample lesson To verify this, review the problem-based Warm-Up → Activities → Synthesis → Cool-Down structure and student reasoning tasks, demonstrating that instruction is broader than test preparation.

6. When reviewing AP courses, scope and sequence aligns to current College Board course expectations and AP-level rigor.

No AP courses are submitted as part of this review; this criterion is not applicable to the submitted courses.

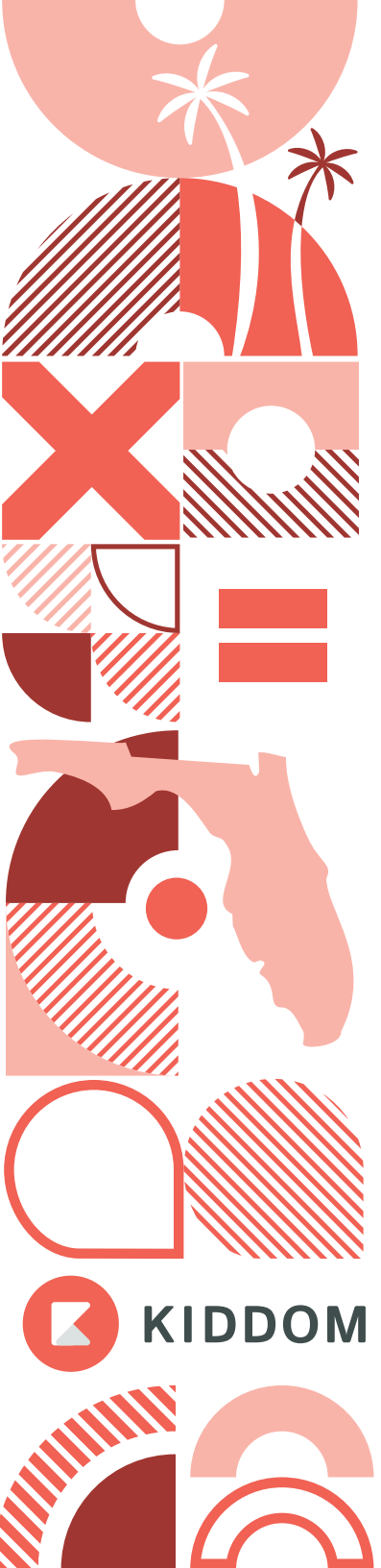
B. Mathematical Rigor: Conceptual Understanding, Procedural Fluency & Application

7. Lessons intentionally develop conceptual understanding of mathematical ideas.

Kiddom Florida Math meets this criterion. 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.

To verify this, open the Algebra 1 sample lesson, and scroll through the Warm-Up, Activities, Synthesis, and Cool-Down to see this in practice. To verify this, 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.

For additional verification, open the Teacher Lesson Overview To verify this, Mathematical Thinking and Reasoning Standards, and Math Language Routines intentionally embedded in the lesson. For additional verification, explore the Course Overview for additional information about how the program’s instructional approach, standards, concepts, and models are carried throughout the curriculum.



Rubric Item (Exact Wording)

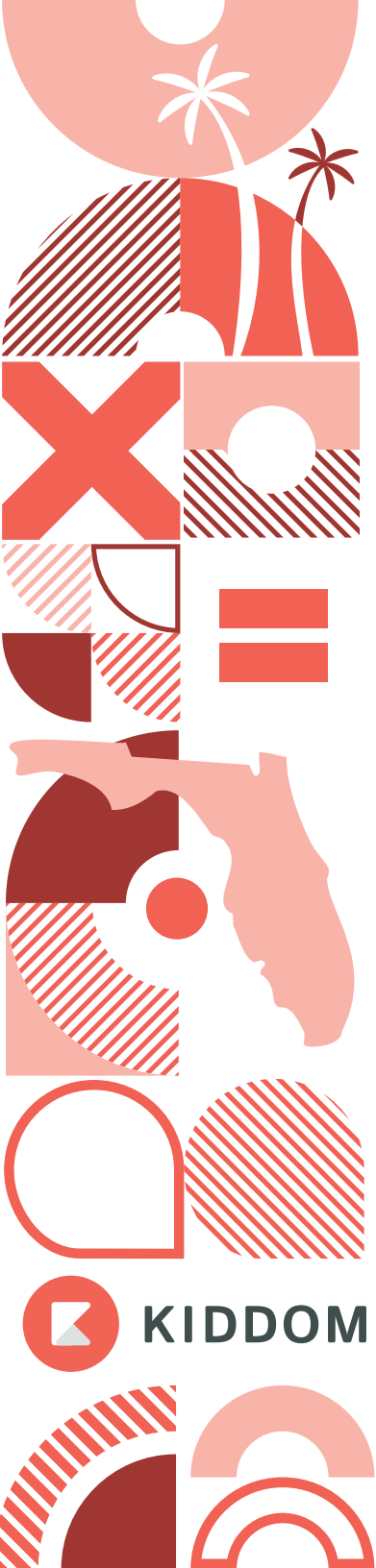
Algebra 1 Response

8. Students receive explicit instruction and sufficient practice with procedures, algorithms, and efficient strategies.

Kiddom Florida Math meets this criterion. Kiddom Florida Math provides explicit instruction in course-level procedures and multiple opportunities for students to practice efficient and generalizable methods.

To verify this, navigate to Algebra 1 → Unit 8 → Section B → Lesson 5, Factoring Trinomials. Review the teacher guidance formalizing the Reverse FOIL method when $a = 1$, then review Activity 1, Activity 2, the Cool-Down, and the Cumulative Practice Set for repeated practice factoring trinomials, including more complex cases when $a > 1$.

For additional targeted practice, use the Practice Problem Generator from the lesson to create a set of five additional curriculum-aligned factoring questions that can be edited, printed, or assigned digitally.



Rubric Item (Exact Wording)

Algebra 1 Response

9. Curriculum develops grade/course-appropriate fluency and automaticity.

Kiddom Florida Math meets this criterion. Kiddom Florida Math develops Algebra 1 fluency and automaticity through repeated, structured opportunities to build accuracy and efficiency with core course skills, followed by Cool-Downs and Cumulative Practice that revisit those skills over time.

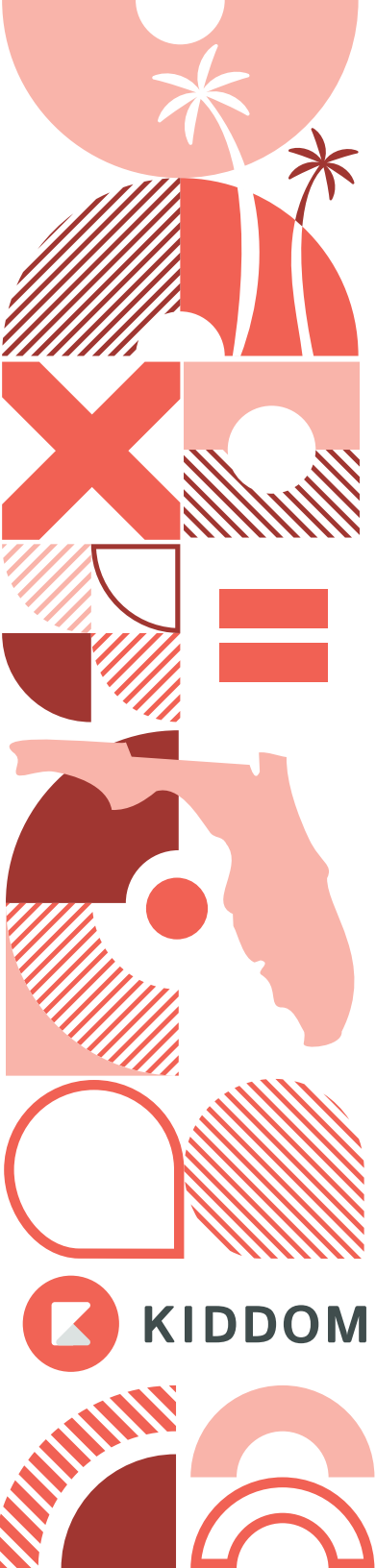
To verify this, begin at Algebra 1 → Unit 2 → Section B → Lesson 1, Equivalent Equations. In Much Ado about Ages and What's Acceptable?, students repeatedly generate and evaluate equivalent equations, while the Lesson Synthesis connects the work to solving equations through valid transformations.

Then navigate to Algebra 1 → Unit 7 → Section C → Lesson 2, Solving Quadratic Equations with the Zero Product Property. In the Warm-Up, Math Talk: Solve These Equations, the routine explicitly states that it builds fluency by having students use structure, patterns, and properties of operations to solve mentally. In Take the Zero Product Property Out for a Spin, students apply the method repeatedly to equations of increasing complexity.

A second example appears in Algebra 1 → Unit 10 → Section B → Lesson 5, Using Negative Exponents. Students review exponent rules in the Warm-Up and compare efficient strategies in Coral in the Sea, building more automatic use of exponent relationships.

Additional evidence appears in Algebra 1 → Unit 8 → Section A → Lesson 1, Introducing Polynomials. In Card Sort: Equations and Graphs, students repeatedly connect polynomial equations and graphs by analyzing degree, constant term, and graph behavior. In Let's Make Some Curves, students use graphing technology to write equations for specified graph characteristics, with the lesson explicitly identifying an opportunity to build fluency with graphing and graphing-window adjustments.

Across Algebra 1, recurring Math Talks, repeated practice within lessons, Cool-Downs, and Cumulative Practice Sets provide sustained opportunities to develop efficient, accurate, and increasingly automatic use of course-level procedures and representations.



Rubric Item (Exact Wording)

Algebra 1 Response

10. Students apply mathematics to unfamiliar, multi-step, and authentic problems.

Kiddom Florida Math meets this criterion. Kiddom Florida Math includes authentic, multi-step modeling tasks that require students to represent real-world constraints and solve systems of equations.

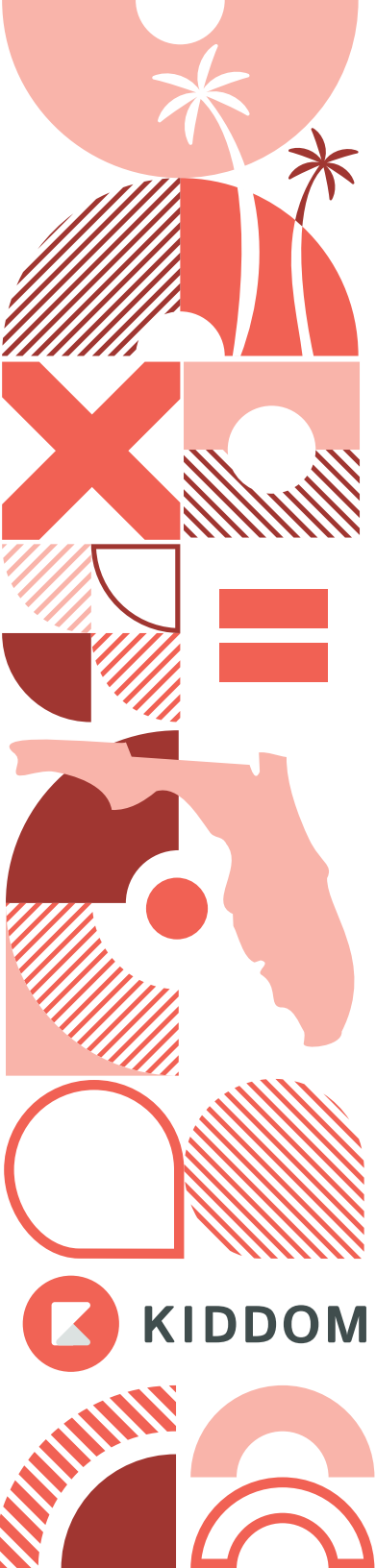
To verify this, navigate to Algebra 1 → Unit 6 → Section A → Lesson 1. In the poster-shop task, students use two purchase situations to determine the prices of large and small posters. In the lesson-summary task, a costume designer needs exactly 240 yards of silver and gold thread while spending a \$15 budget, requiring students to model two constraints and determine the combination that satisfies both.

11. Students use and connect multiple mathematical representations as appropriate.

Kiddom Florida Math meets this criterion. 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.

To verify this, 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.



Rubric Item (Exact Wording)

Algebra 1 Response

12. Lessons connect conceptual understanding to procedures rather than treating them as separate components.

Kiddom Florida Math meets this criterion. 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.

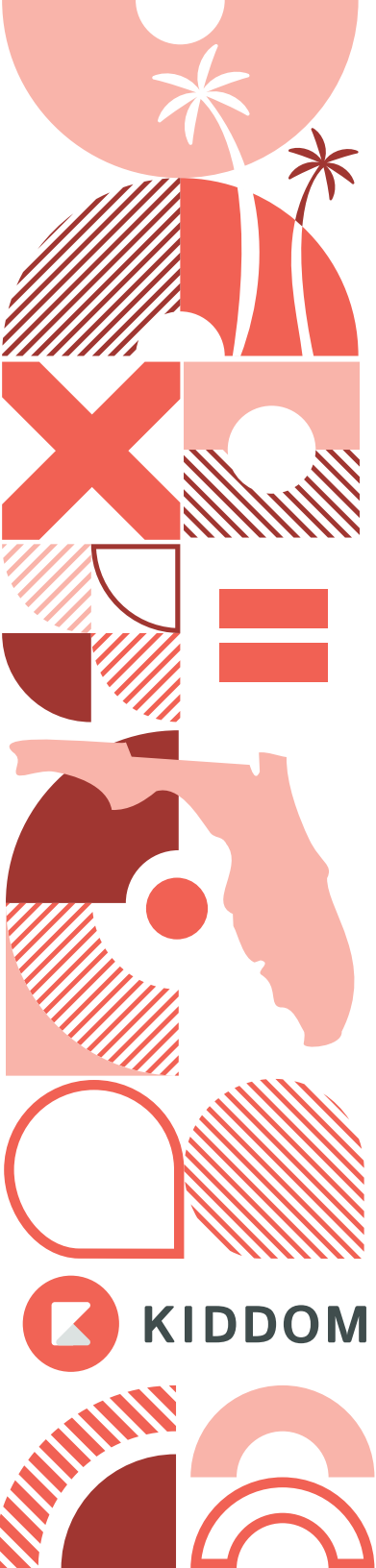
To verify this, open the Algebra 1 sample lesson, and scroll through the Warm-Up, Activities, Synthesis, and Cool-Down to see this in practice. To verify this, in Unit 6, Section A, Lesson 5, “Solving Systems by Elimination (Part 3),” students develop fluency with solving systems while building an understanding 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.

For additional verification, open the Teacher Lesson Overview To verify this, Mathematical Thinking and Reasoning Standards, and Math Language Routines intentionally embedded in the lesson. For additional verification, explore the Course Overview for additional information about how the program’s instructional approach, standards, concepts, and models are carried throughout the curriculum.

13. Students explain, justify, and critique mathematical reasoning.

Kiddom Florida Math meets this criterion. Kiddom Florida Math provides opportunities for students to explain, justify, and critique mathematical reasoning by analyzing solution processes and explaining where mathematical reasoning breaks down.

To verify this, justifying, and critiquing mathematical reasoning, navigate to Algebra 1 → Unit 8 → End-of-Unit Assessment → Tyler’s Factoring Error. Students analyze Tyler’s multi-step factoring work, determine where the solution becomes incorrect, and explain the mathematical error.



Rubric Item (Exact Wording)

Algebra 1 Response

14. Tasks include an appropriate range of cognitive demand and rigorous grade/course-level problems.

Kiddom Florida Math meets this criterion. Kiddom Florida Math includes tasks with a range of cognitive demand that move students from identifying mathematical features to using technology and reasoning to solve rigorous course-level problems.

To verify this, navigate to Algebra 1 → Unit 8 → Section A → Lesson 1, Introducing Polynomials. Review the Warm-Up and Activity 3, Let's Make Some Curves. Students move from classification and identification to using graphing technology and reasoning about polynomial curves under specified constraints.

C. Lesson Design & Daily Instructional Components

15. Lessons include clear, measurable objectives aligned to the standard/benchmark.

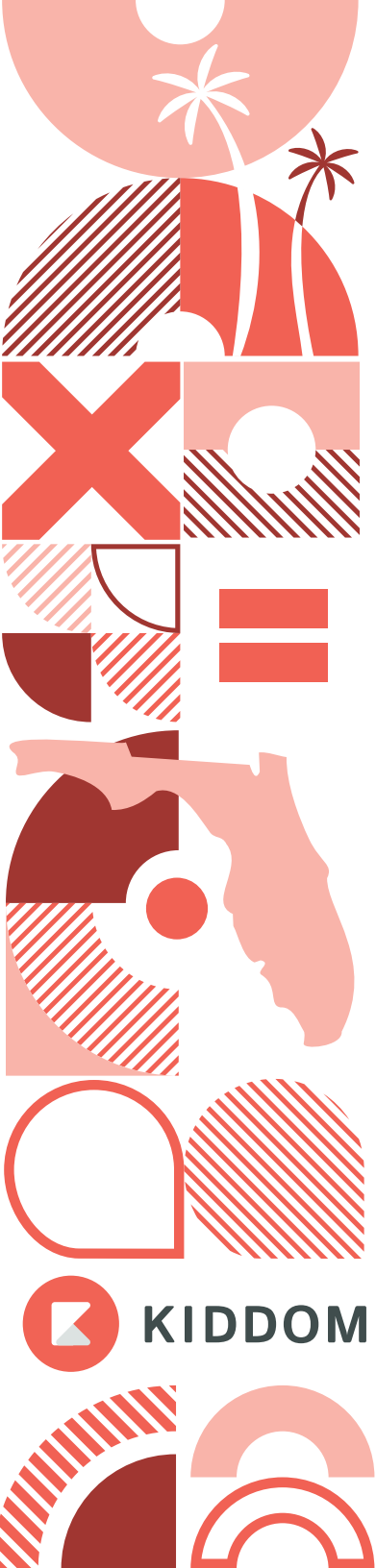
Kiddom Florida Math meets this criterion. Kiddom Florida Math provides clear statements of what students are expected to learn and the information teachers need to guide instruction. In the Algebra 1 sample lesson, scroll below the slide deck To verify this, review the B.E.S.T. Standards, Learning Goals, 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.

16. Lessons identify concise key points or key mathematical understandings.

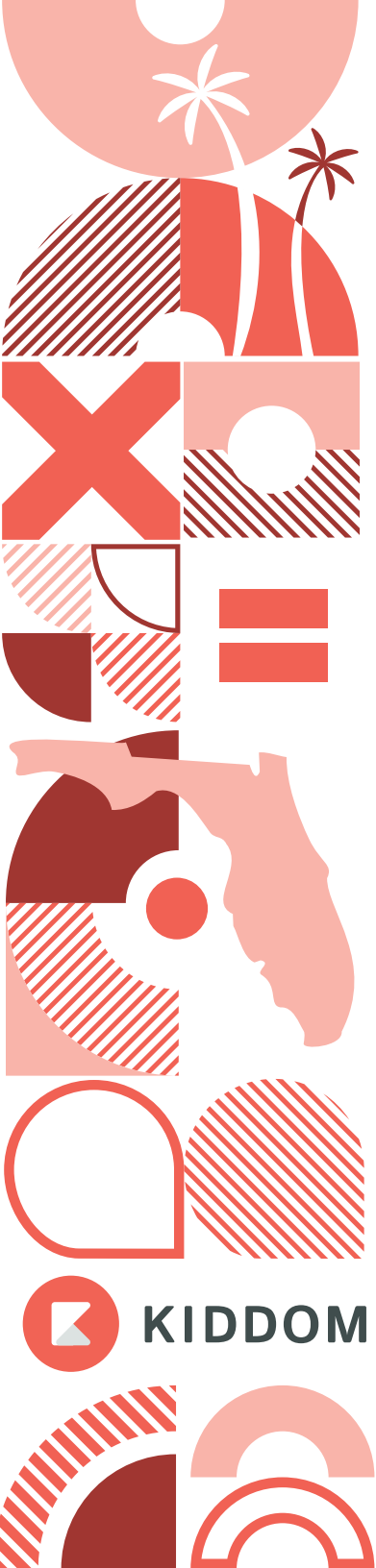
Kiddom Florida Math meets this criterion. Kiddom Florida Math lessons identify key mathematical understandings and use the Lesson Synthesis to formalize the essential mathematical ideas developed during the lesson.

To verify this, navigate to Algebra 1 → Unit 8 → Section A → Lesson 1 → Lesson Synthesis. Review how the synthesis formalizes characteristics of polynomials, including allowable exponents and polynomial degree.

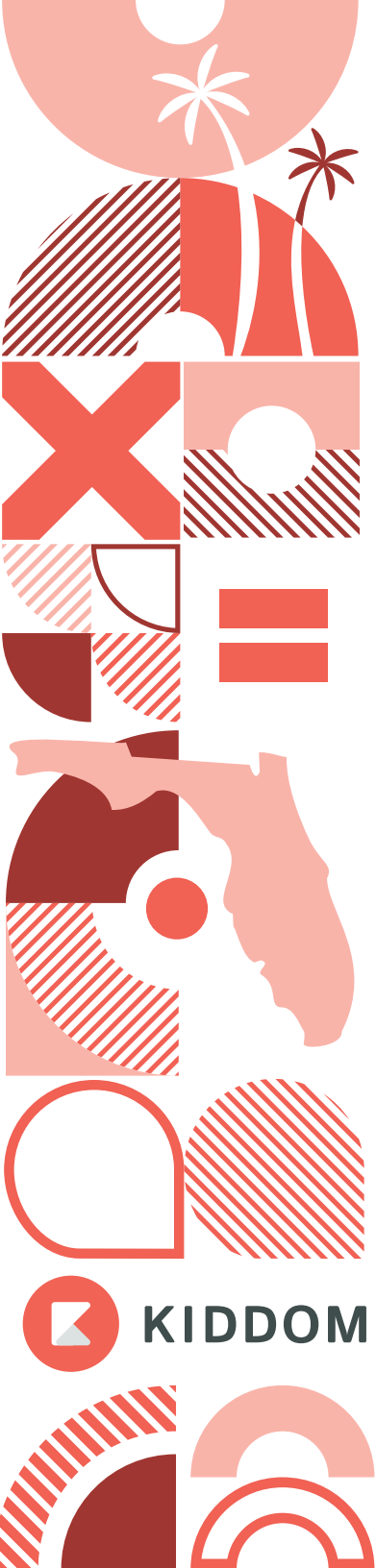


ALGEBRA 1 BRIDGEPREP ACADEMY RUBRIC | 26-27 MATH ADOPTION

Rubric Item (Exact Wording)	Algebra 1 Response
17. Lessons activate or connect relevant prior knowledge.	Kiddom Florida Math meets this criterion. Kiddom Florida Math lessons activate and connect relevant prior knowledge before new course-level ideas are formalized. To verify this, navigate to Algebra 1 → Unit 8 → Section A → Lesson 1 → Which Three Go Together: What Are Polynomials? Students analyze expressions using prior understanding of terms, coefficients, and exponents before polynomial definitions are formalized.
18. Teacher modeling/direct instruction is provided when appropriate and is mathematically accurate.	Kiddom Florida Math meets this criterion. Kiddom Florida Math provides teacher modeling and direct instruction when appropriate, including guidance for formalizing mathematical properties developed through student work. To verify this, navigate to Algebra 1 → Unit 8 → Section A → Lesson 2 → Activity 2, Experimenting with Polynomials → Launch/Synthesis. Teacher guidance formalizes closure of polynomials under addition, subtraction, and multiplication.
19. Guided practice prepares students for successful independent work.	Kiddom Florida Math meets this criterion. Kiddom Florida Math sequences lesson activities so students develop the mathematics through multiple tasks before completing the end-of-lesson Cool-Down. To verify this, navigate to Algebra 1 → Unit 8 → Section B → Lesson 5. Review Activities 1 and 2 and then the Cool-Down on factoring trinomials.
20. Independent practice is included and provides sufficient quantity and variety for mastery.	Kiddom Florida Math meets this criterion. Kiddom Florida Math includes independent practice with varied course-level tasks that reinforce current and prior learning. To verify this, navigate to Algebra 1 → Unit 8 → Section A → Lesson 2 → Cumulative Practice Set. Review tasks involving polynomial arithmetic, classification, and related representations. For additional independent practice in Algebra 1, teachers can open the lesson's Practice Problem Generator and create a set of five additional curriculum-aligned questions. The set can be edited, printed, or assigned digitally.



Rubric Item (Exact Wording)	Algebra 1 Response
21. Daily or frequent fluency practice is embedded and appropriate to the grade/course.	Kiddom Florida Math meets this criterion. Kiddom Florida Math embeds frequent fluency practice through progressive lesson sequences that provide repeated procedural work with course-level mathematics. To verify this, navigate to Algebra 1 → Unit 8 → Section B → Lessons 4–6: Factoring Binomials, Factoring Trinomials, and Factoring Polynomials with Four Terms. Review the progressive factoring sequence.
22. Exit tickets/end-of-lesson checks are included and aligned to the lesson objective.	Kiddom Florida Math meets this criterion. 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. For an additional example of how assessment connects to instruction, go to Step 3 of the demo for a guided tour of Atlas by Kiddom. See how the Custom Cool-Down captures evidence of student understanding at the end of new learning and how Atlas uses that evidence to identify misconceptions and other learning needs. Atlas then recommends dynamic groups and differentiated Atlas Activities, or Do Nows, for the next lesson, connecting assessment evidence directly to instructional next steps.



Rubric Item (Exact Wording)

Algebra 1 Response

23. Lessons provide structured opportunities for mathematical discourse and student explanation.

Kiddom Florida Math meets this criterion. 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.

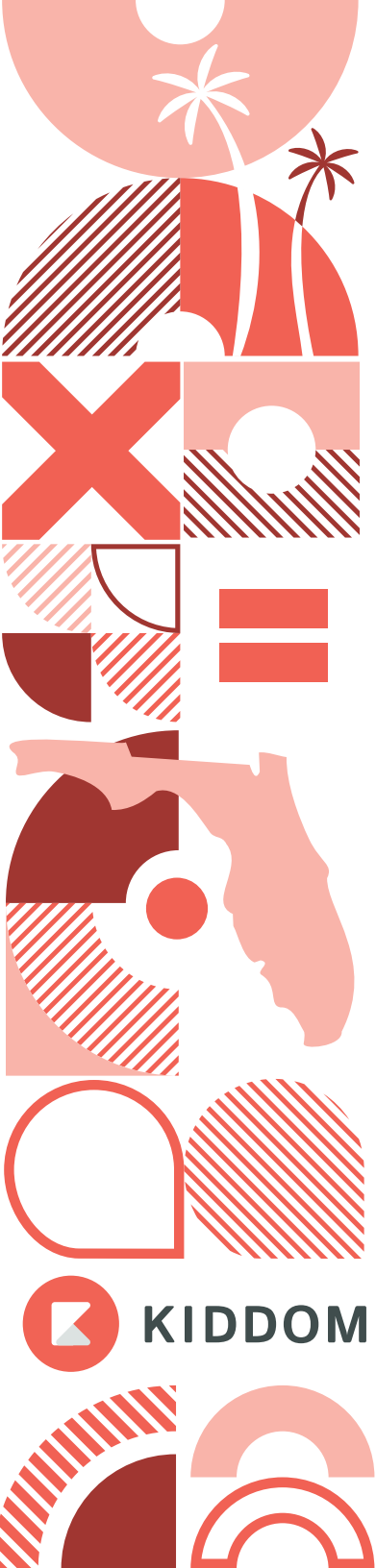
To verify this, in the Algebra 1 sample lesson, Unit 8, Section A, Lesson 1, "Introducing Polynomials," scroll to "Addressing" to view the Content and MTR Standards addressed in the lesson. Hover over each standard for additional details. Then open individual Warm-Ups and Activities from the left navigation 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.

24. Lesson components can realistically be completed within the intended instructional time.

Kiddom Florida Math meets this criterion. 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.

To verify this, in the Algebra 1 sample lesson, review the Lesson Timeline To verify this, 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.



Rubric Item (Exact Wording)	Algebra 1 Response
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D. Assessment, Data & Reteach	
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25. Diagnostic/pre-assessment opportunities identify prerequisite knowledge and unfinished learning.	Kiddom Florida Math meets this criterion. Kiddom Florida Math includes diagnostic/pre-assessment opportunities that identify prerequisite knowledge before students begin new course content. To verify this, navigate to Algebra 1 → Unit 8 → Check Your Readiness. Review how it assesses prerequisite algebraic understanding before polynomial work. For an additional ongoing diagnostic example, go to Step 3 of the demo → guided Atlas walkthrough → Custom Cool-Downs. Review how current understanding and misconceptions inform next-day differentiated activities.
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26. Frequent formative checks for understanding are embedded throughout instruction.	Kiddom Florida Math meets this criterion. Kiddom Florida Math embeds frequent formative checks for understanding throughout instruction so teachers can gather evidence of student learning and use it to plan next steps. To verify this, go to Step 3 of the demo → guided Atlas walkthrough → Custom Cool-Downs. Review how Custom Cool-Downs assess current learning and prior knowledge/skills, identify misconceptions, and inform next-day dynamic groups and Atlas Activities.
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27. Exit tickets provide actionable information about mastery of the daily objective.	Kiddom Florida Math meets this criterion. Kiddom Florida Math uses exit-ticket evidence to provide actionable information about student understanding of the daily learning and to support instructional next steps. To verify this, go to Step 3 of the demo → guided Atlas walkthrough → Custom Cool-Downs, Class Insights, and Student Insights. Review how Cool-Down results identify current understanding and misconceptions and inform next-day groups and activities.
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Rubric Item (Exact Wording)**Algebra 1 Response**

28. Unit/module assessments align to taught standards and intended rigor.

Kiddom Florida Math meets this criterion. 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.

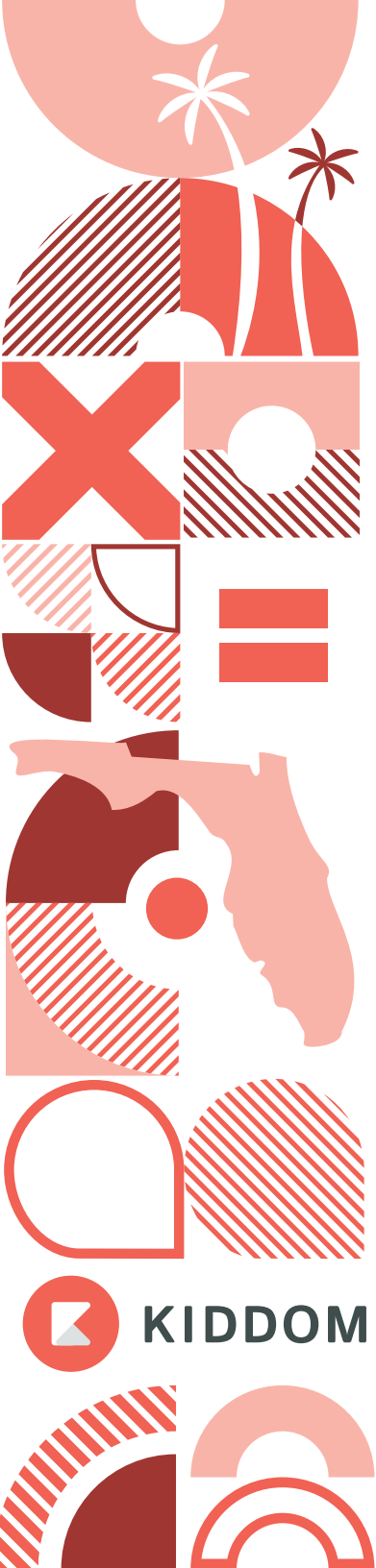
Assessment is connected to Learning Goals throughout the unit. Check Your Readiness at the beginning of each unit assesses prerequisite learning, Cumulative Practice Problems provide ongoing practice, and Section Checkpoints assess Section Learning Goals. Mid-Unit Assessments (where applicable in larger 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.

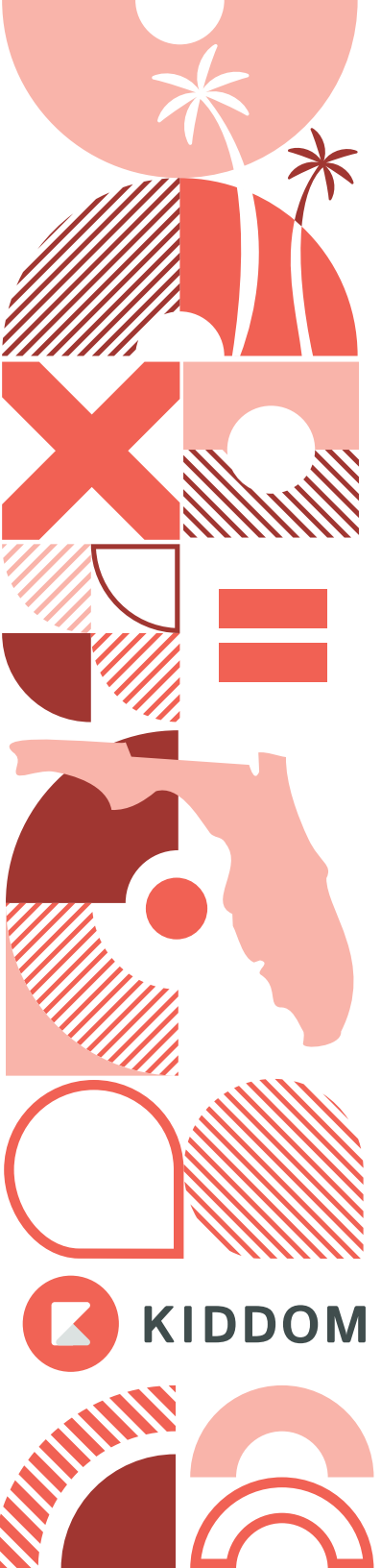
For an additional example of how assessment connects to instruction, go to Step 3 of the demo for a guided tour of Atlas by Kiddom. See how the Custom Cool-Down captures evidence of student understanding at the end of new learning and how Atlas uses that evidence to identify misconceptions and other learning needs. Atlas then recommends dynamic groups and differentiated Atlas Activities, or Do Nows, for the next lesson, connecting assessment evidence directly to instructional next steps.

29. Assessments balance procedural skill, conceptual understanding, application, and reasoning.

Kiddom Florida Math meets this criterion. Kiddom Florida Math assessments include evidence of procedural skill, conceptual understanding, application, and reasoning across course-level assessment tasks.

To verify this, navigate to Algebra 1 → Unit 8 assessment. Review procedural polynomial operations, conceptual identification of polynomial features, application through polynomial modeling, and reasoning through analysis of an erroneous factoring solution.





ALGEBRA 1 BRIDGEPREP ACADEMY RUBRIC | 26-27 MATH ADOPTION

Rubric Item (Exact Wording)

Algebra 1 Response

30. Assessment results can be analyzed by standard/benchmark and student.

Kiddom Florida Math meets this criterion. Kiddom Florida Math provides assessment information that can be analyzed at both the class and individual student level to help teachers understand performance and instructional needs.

To see additional student- and class-level analysis, go to Step 3 of the demo → guided Atlas walkthrough → Class Insights and Student Insights. Class Insights shows dynamic groups, classwide performance, challenges, and misconceptions. Student Insights shows an individual student's strengths, misconceptions, performance, and group rationale.

31. Curriculum provides specific reteach resources/guidance connected to assessment results.

Kiddom Florida Math meets this criterion. Kiddom Florida Math provides reteach guidance connected to assessment results so teachers can use evidence of student thinking to plan specific instructional support.

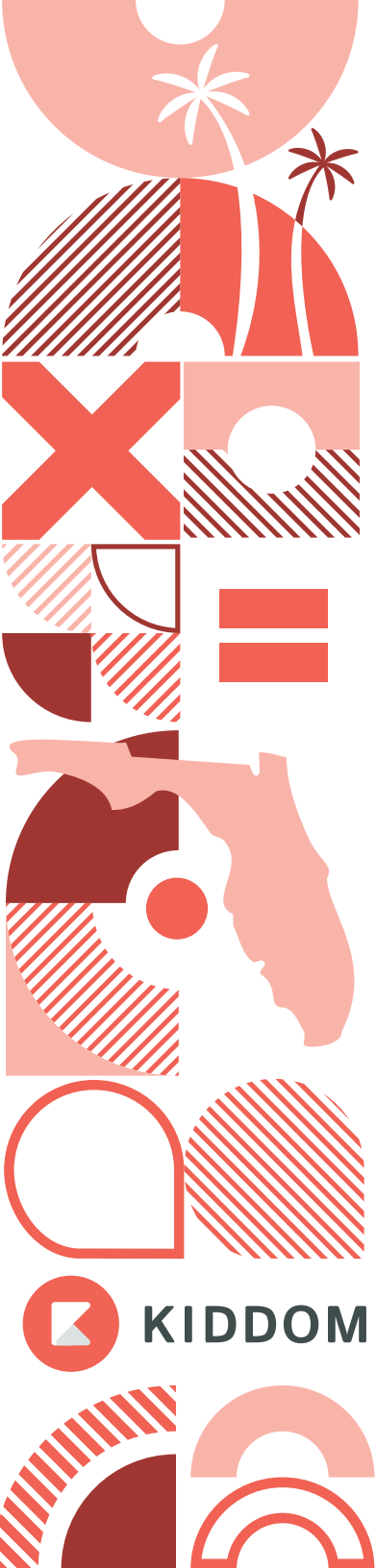
To verify this, go to Step 3 of the demo → guided Atlas walkthrough. Review the cycle: Atlas Activities → core instructional activities → Lesson Synthesis → Atlas Cool-Down → next day's Atlas Activities. Teachers can edit recommended groups and create additional activities.

For an additional in-platform reteach pathway in Algebra 1, select the purple Kiddom Assistant star on the lesson page. Teachers can ask for a scaffold, a small-group support, or additional practice grounded in the exact HQIM lesson. The Practice Problem Generator can also create a set of five aligned questions for targeted follow-up.

32. Multiple assessment forms/assessment resources are available to upload into an online testing platform.

Kiddom Florida Math meets this criterion by providing multiple built-in assessment opportunities, including Cool-Downs, Practice Problems, Section Checkpoints, pre-assessments/Check Your Readiness, and unit-level assessments. Teachers can also create custom assessments within Kiddom using Personalize. QTI files are available and can be provided upon request for use with compatible online testing platforms.

To verify this, open the digital walkthrough → Assessment and Grading and review the unit-, section-, and lesson-level assessment types and the custom-assessment workflow. QTI files can be provided upon request.



Rubric Item (Exact Wording)

Algebra 1 Response

33. Secondary assessments reflect appropriate Florida EOC/AP expectations without becoming test-prep driven.

Kiddom Florida Math meets this criterion. Kiddom Florida Math provides Algebra 1 assessments whose question formats reflect Florida Algebra 1 EOC item types while the full course remains centered on problem solving, sense-making, discourse, and mathematical reasoning.

To verify this, open the Algebra 1 Digital Walkthrough → Assessment and Grading. Review the statement that question formats match item types students see on the Algebra 1 EOC assessment, along with standards-tagged pre-assessments, checkpoints, Cool-Downs, Practice Problems, and End-of-Unit Assessments. Then open an Algebra 1 sample lesson to see those assessment-ready skills embedded within the broader problem-based course experience.

E. Differentiation, Intervention & Acceleration

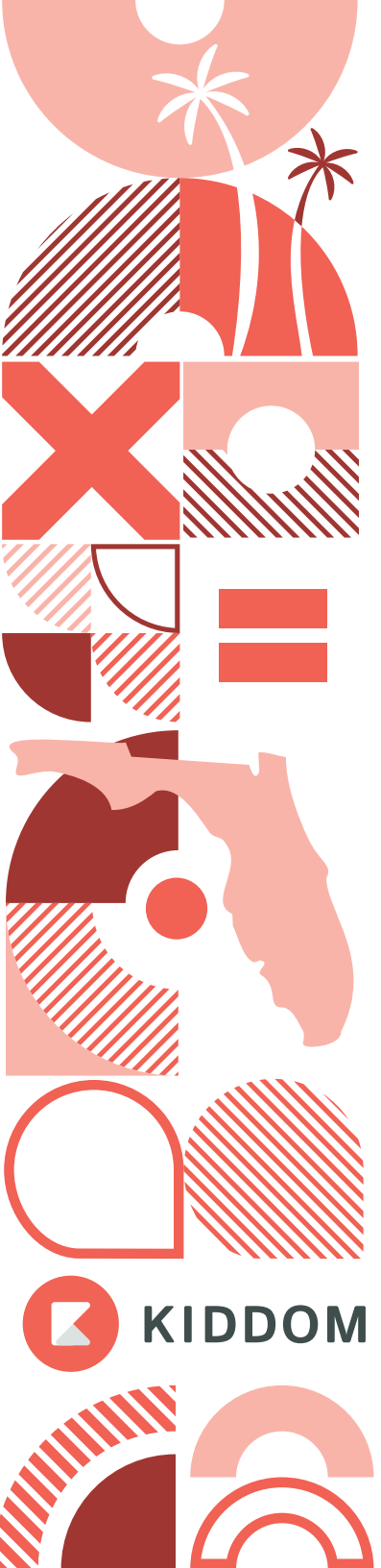
34. Embedded scaffolds support students below grade level while maintaining access to grade/course-level mathematics.

Kiddom Florida Math meets this criterion. Kiddom Florida Math includes embedded scaffolds that support students who need additional access to course-level mathematics while maintaining the mathematical goal of the lesson.

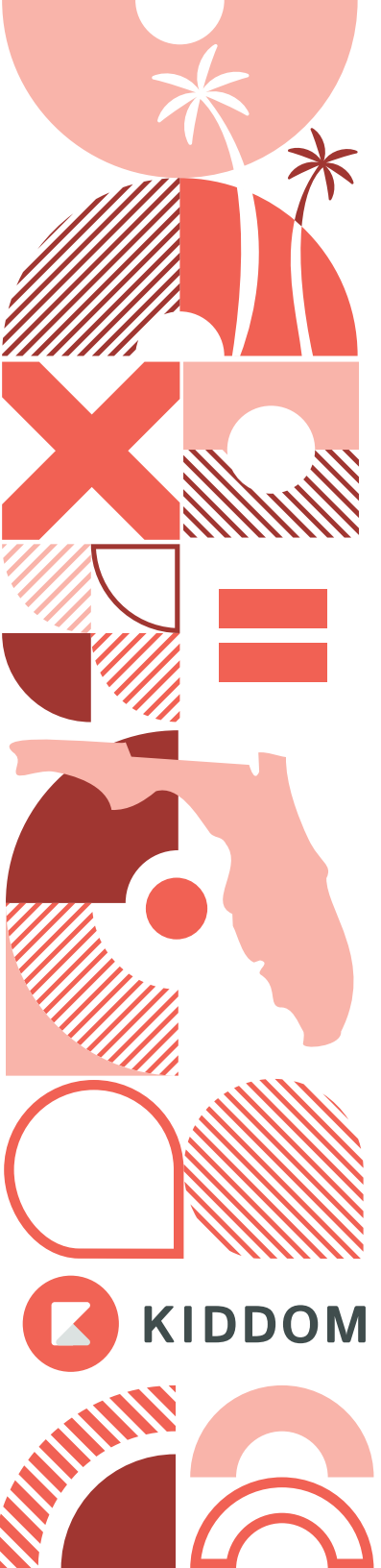
To verify this, navigate to Algebra 1 → Unit 8 → Section A → Lesson 1 → Activity 1.2, Card Sort: Equations and Graphs → Access for Students with Disabilities. Review the activity-level guidance provided for access to the mathematics.

For additional differentiation, go to Step 3 of the demo → guided Atlas walkthrough → Atlas Activities and Editing Groups & Creating Activities. Review how Custom Cool-Down data informs groups for needs such as misconceptions, spiral review, individual work, and extension, while teachers can edit groups and create additional activities.

For Algebra 1, select the purple Kiddom Assistant star on the lesson page and choose Scaffold. Kiddom Assistant can add supports such as sentence stems and chunked steps to an existing assignment while preserving the lesson's rigor and curriculum language.

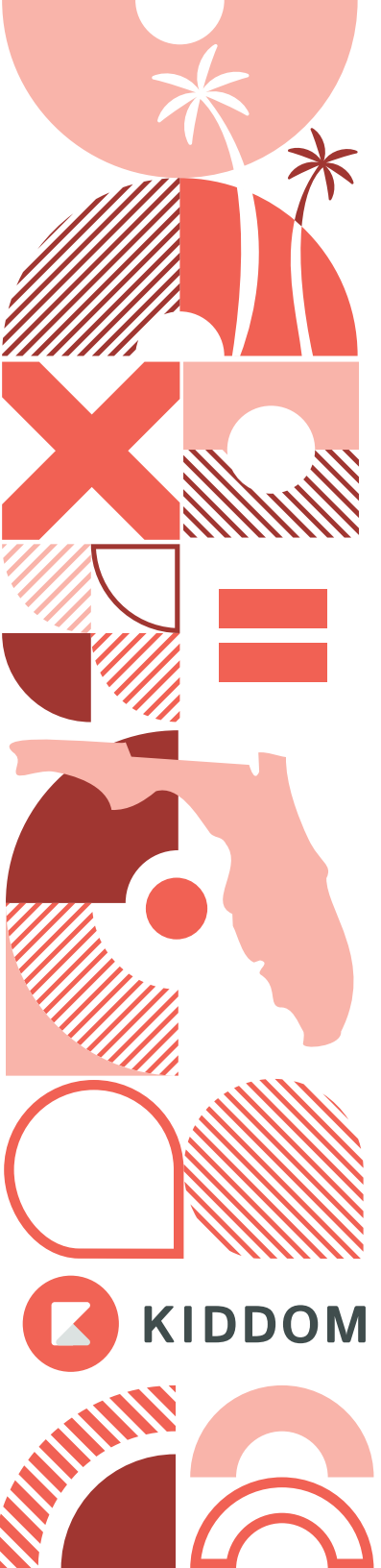


Rubric Item (Exact Wording)	Algebra 1 Response
35. Prerequisite skills and knowledge are clearly identified for units/lessons.	Kiddom Florida Math meets this criterion. Kiddom Florida Math clearly identifies prerequisite skills and knowledge for Algebra 1 units and lessons. The Florida Math Dependency Chart provides a course-level view of prerequisite learning by identifying prior-grade and prior in-course dependencies for each unit. To verify this, go to Step 2 of the demo → View a Course → Course Overview → scroll to Florida Math Dependency Chart. For Algebra 1, Unit 8: Polynomials and Factoring, the chart identifies Grade 8, Unit 2: Powers and Expressions, Section A: More Exponent Rules as prior-grade learning and Algebra 1, Unit 7: Quadratic Equations and Functions, Section A: Working with Quadratic Expressions as prior in-course learning. Review the Unit 8 overview for the prerequisite algebraic understanding used in the polynomial work.
36. Intervention resources are directly connected to the core curriculum and standards.	Kiddom Florida Math meets this criterion. Kiddom Florida Math connects intervention guidance directly to core instruction by using evidence of student thinking to identify specific support in subsequent course instruction. To verify this, navigate to Algebra 1 → Unit 8 → Section B Checkpoint → Responding to Student Thinking. Review guidance for students who struggle to find zeros from polynomial factors; subsequent instruction emphasizes the relationship between factored form and values where $f(x)=0$. For an additional digital assessment-to-instruction cycle, go to Step 3 of the demo → guided Atlas walkthrough. Review the cycle: Custom Cool-Down → dynamic groups → next-day Atlas Activities/Do Nows → core instructional activities → Lesson Synthesis → next Atlas Cool-Down. In Algebra 1, Kiddom Assistant provides an additional intervention pathway directly inside the lesson. Select the purple star and ask for a scaffold, small-group support, or additional practice; outputs are grounded in the exact HQIM lesson and can be reviewed before assignment. For a lesson-level intervention example in Algebra 1, go to Step 3 of the demo → guided Atlas walkthrough. Atlas uses Custom Cool-Down evidence to identify gaps and misconceptions and can prepare individual practice, spiral review, small-group support, or whole-group reteach for the next lesson. When whole-group reteach is appropriate, Atlas can draw on prerequisite mathematics from up to three grade levels back to create a focused 10-minute reteaching lesson.



Rubric Item (Exact Wording)	Algebra 1 Response
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37. Materials include appropriate supports/access strategies for students with disabilities/ESE students.	Kiddom Florida Math meets this criterion. 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.
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Rubric Item (Exact Wording)

Algebra 1 Response

38. Materials include supports for multilingual/English language learners, including language scaffolds and mathematical vocabulary.

Kiddom Florida Math meets this criterion. 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.

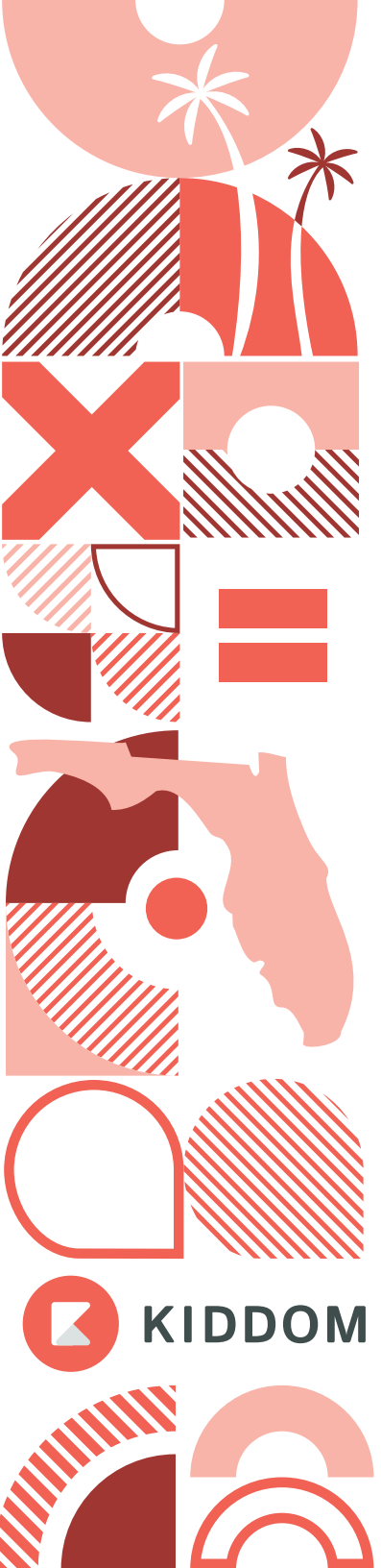
39. Enrichment/extension opportunities increase complexity for students ready for acceleration.

Kiddom Florida Math meets this criterion. Kiddom Florida Math includes enrichment and extension opportunities that increase mathematical complexity for students who are ready to go beyond the core task.

To verify this, navigate to Algebra 1 → Unit 8 → Section A → Lesson 1 → Are You Ready for More? Students investigate polynomial equations whose graphs satisfy additional visual and structural constraints.

For an additional extension option, go to Step 3 of the demo → guided Atlas walkthrough → Atlas Activities / Editing Groups & Creating Activities. Review Acceleration/Extension grouping and the teacher’s ability to create additional activities.

For additional extension in Algebra 1, open Kiddom Assistant from the purple star and choose Generate Activity. Teachers can select the difficulty and question format to build an additional activity from the lesson’s content, then review, edit, assign, or print it.



Rubric Item (Exact Wording)

Algebra 1 Response

40. Materials support flexible small-group instruction based on student need.

Kiddom Florida Math meets this criterion. Kiddom Florida Math supports flexible small-group instruction based on student need by using evidence of current understanding to organize students around specific instructional needs.

To verify this, go to Step 3 of the demo → guided Atlas walkthrough → Atlas Activities and Editing Groups & Creating Activities. Review how Custom Cool-Down data identifies learning groups based on shared misconceptions, spiral review, individual work, and extension. Teachers can move students between recommended groups and create activities for groups or individual students.

For teacher-created small-group support in Algebra 1, select the purple Kiddom Assistant star and ask for a small-group scaffold or targeted activity grounded in the current lesson. Teachers can review the output and use it with the group identified through classroom evidence or Atlas.

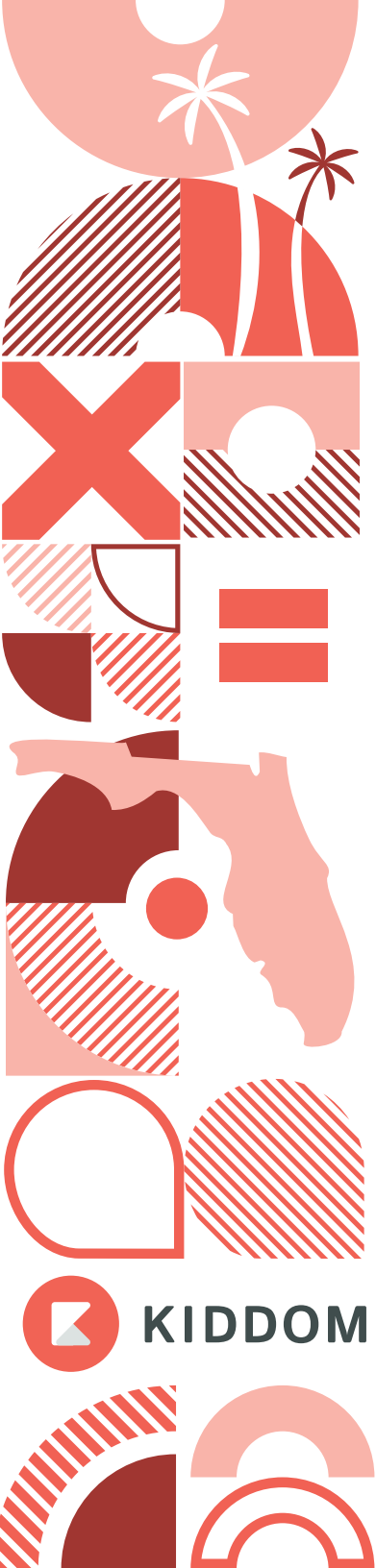
In Algebra 1, Atlas can use Custom Cool-Down evidence to recommend dynamic groups based on shared gaps or misconceptions. The teacher can move students between groups and change the recommended approach, keeping grouping flexible and teacher-controlled.

41. Multiple representations and entry points are provided without lowering mathematical rigor.

Kiddom Florida Math meets this criterion. 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.

To verify this, 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.



Rubric Item (Exact Wording)	Algebra 1 Response
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F. Teacher Usability & Planning	
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42. Teacher materials are clearly organized and easy to navigate.	Kiddom Florida Math meets this criterion. The materials use a consistent, logical organization of content, with a predictable structure across units, sections, and lessons.
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In the Algebra 1 example lesson, 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.

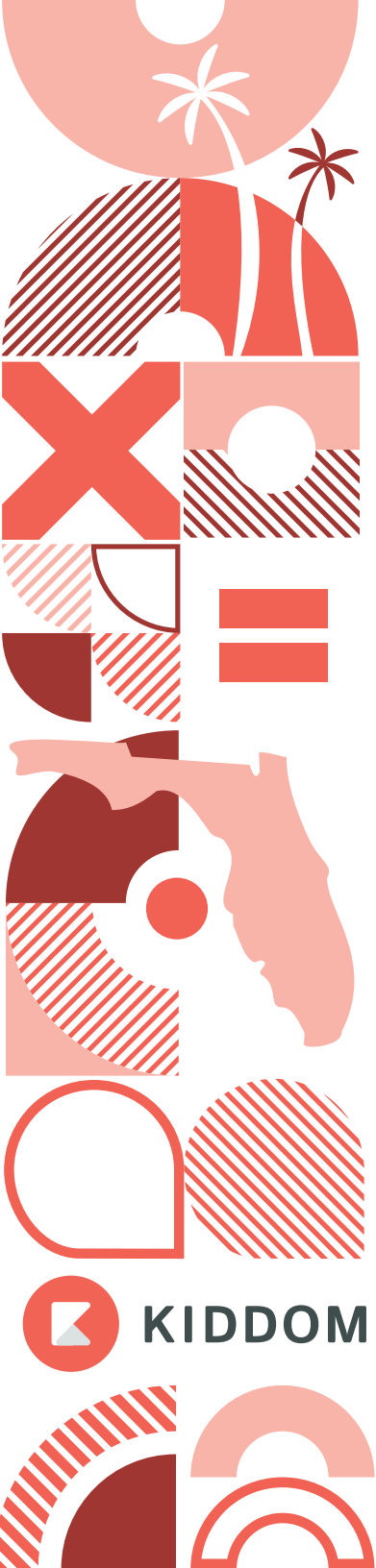
43. Teachers can readily identify standards, objectives, key points, materials, and lesson sequence.	Kiddom Florida Math meets this criterion. Kiddom Florida Math provides sufficient depth and instructional support to help students understand mathematical concepts, make connections among topics, and 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.
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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.





Rubric Item (Exact Wording)

Algebra 1 Response

44. Teacher resources include worked examples, accurate answer keys, and anticipated solution pathways.

Kiddom Florida Math meets this criterion. Kiddom Florida Math teacher resources include anticipated solution pathways by identifying multiple mathematical ways students may organize and reason about a task.

To verify this, navigate to Algebra 1 → Unit 8 → Section A → Lesson 1 → Which Three Go Together → teacher notes. Review the different mathematical ways students may group the expressions.

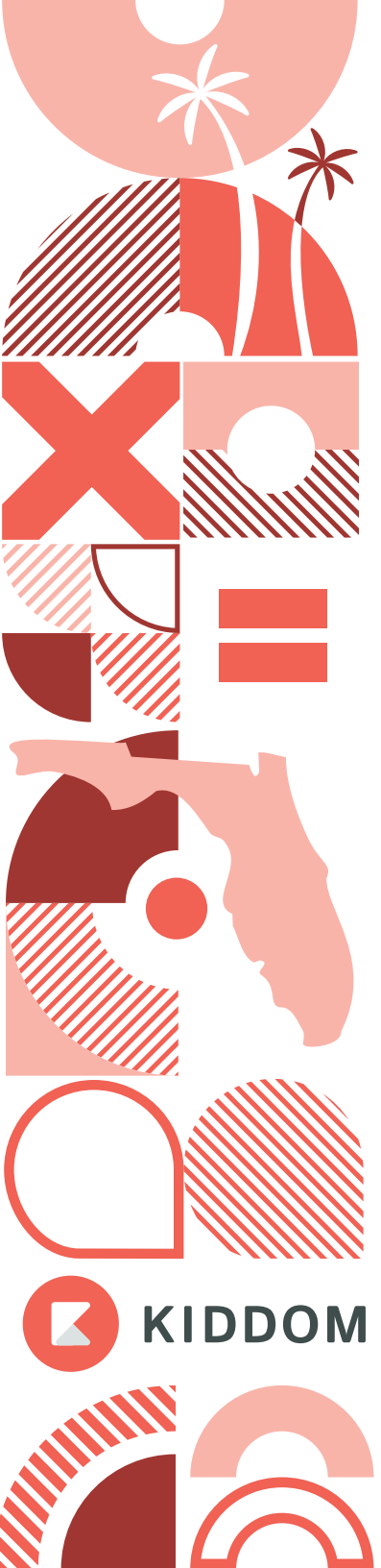
45. Guidance anticipates common misconceptions and student errors.

Kiddom Florida Math meets this criterion. 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.



Rubric Item (Exact Wording)

Algebra 1 Response

46. Materials provide questions/prompts that help teachers assess and advance student thinking.

Kiddom Florida Math meets this criterion. 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.

Rubric Item (Exact Wording)**Algebra 1 Response**

48. Planning expectations are manageable and do not require teachers to recreate major curriculum components.

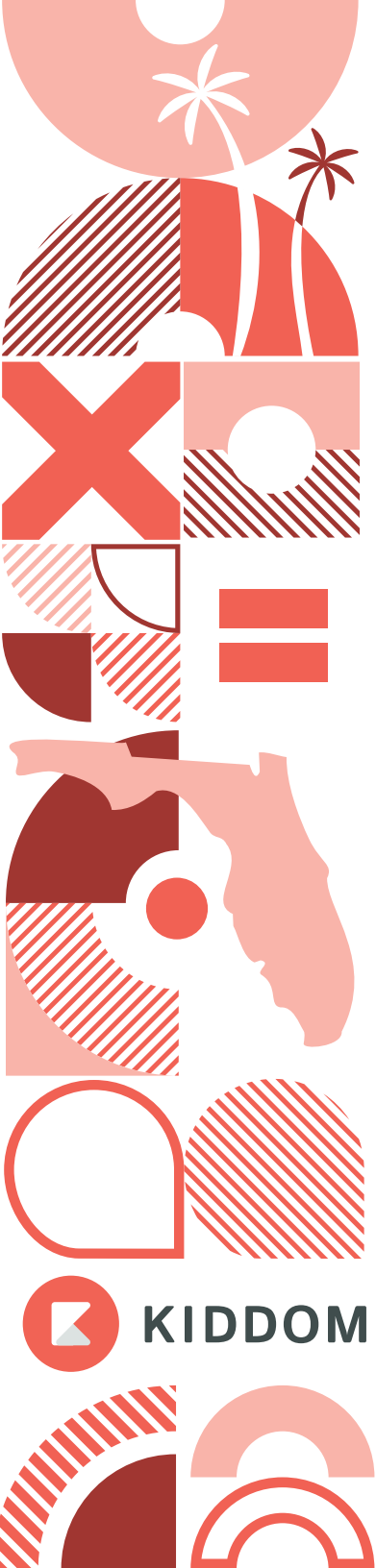
Kiddom Florida Math meets this criterion. Kiddom Florida Math provides comprehensive student and teacher resources designed to support the targeted learning outcomes with ready-to-use instructional materials already included. Lessons include ready-to-use activities, slide decks, student materials, assessments, and detailed Teacher Edition guidance.

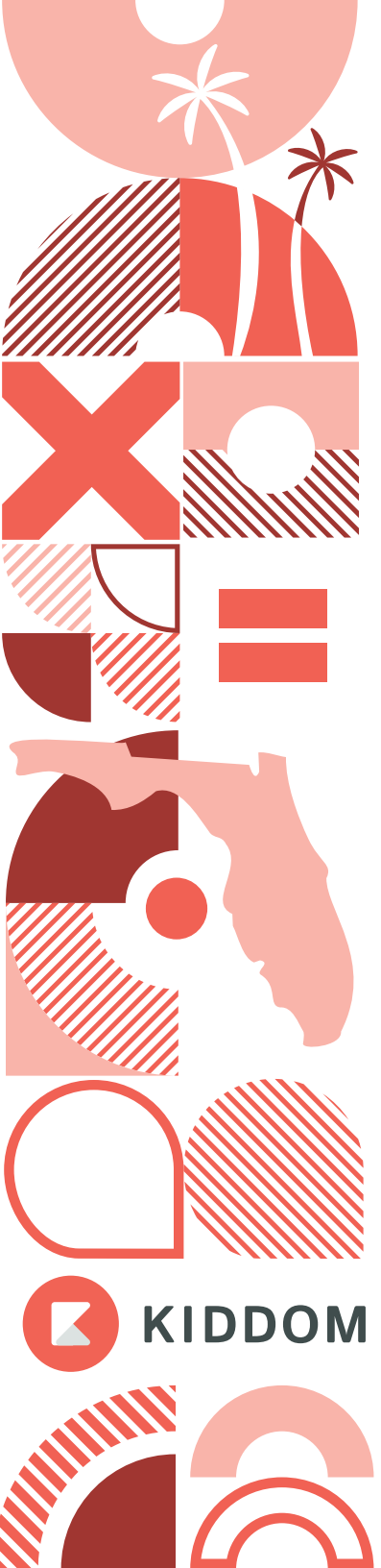
To verify this, in the Algebra 1 sample lesson, scroll through the lesson overview To verify this, review the Learning Goals, Lesson Purpose and Narrative, Instructional Routines, required materials and preparation, and supports for learners. Then use the left menu to open a Warm-Up, Activity, or Cool-Down 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.

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 resources that are prepared for the teacher, go to Step 3 of the demo for a guided tour of Atlas by Kiddom. Atlas takes evidence from students' Custom Cool-Downs and turns it into differentiated instruction for the next lesson. Explore how Atlas identifies misconceptions and other learning needs, recommends dynamic student groups, and provides differentiated Atlas Activities, or Do Nows, to help students prepare for new learning. For additional verification, explore Class Insights and Student Insights to see classwide performance, individual student strengths and misconceptions, and the rationale behind recommended groups. Teachers can edit groups, create additional activities, and adjust Atlas recommendations based on their professional judgment.

In Algebra 1, teachers can also use Kiddom Assistant for curriculum-grounded planning support and the Practice Problem Generator for a set of five additional aligned questions, all from within the lesson workflow.





Rubric Item (Exact Wording)

Algebra 1 Response

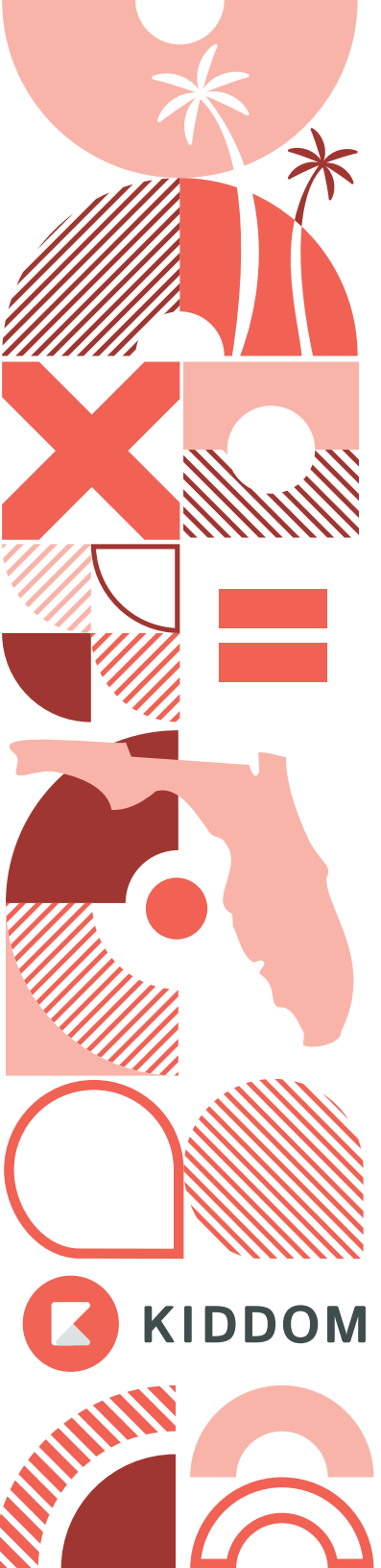
49. Materials can be adapted when needed without compromising mathematical intent.

Kiddom Florida Math meets this criterion. 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, 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.

For a guided look at how instruction can be adapted based on student learning, go to Step 3 of the demo to explore Atlas by Kiddom. Atlas uses evidence from a lesson's Custom Cool-Down to identify student needs and prepare differentiated Atlas Activities, or Do Nows, for the next lesson. In the guided tour, see how Atlas recommends dynamic student groups based on needs such as shared misconceptions, spiral review, individual work, or extension. You can also see how teachers remain in control by moving students between groups, adjusting recommendations, and creating additional activities for groups or individual students.

Kiddom Assistant adds lesson-grounded adaptation tools directly in the platform: Scaffold can add sentence stems or chunked steps while keeping rigor intact, Translate preserves curriculum terminology, and Clip Lesson supports time adjustments while maintaining the lesson's learning focus.



Rubric Item (Exact Wording)

Algebra 1 Response

50. Vendor/curriculum provides meaningful implementation training, professional learning, and ongoing support.

Kiddom Florida Math meets this criterion. Kiddom provides meaningful implementation training, professional learning, and ongoing support through a multi-year professional learning model designed specifically for FL Math Based on IM® v.360. The three-year partnership progresses from Year 1: Launch, to Year 2: Deepen, to Year 3: Sustain, with professional learning for teachers, instructional coaches, and school and district leaders.

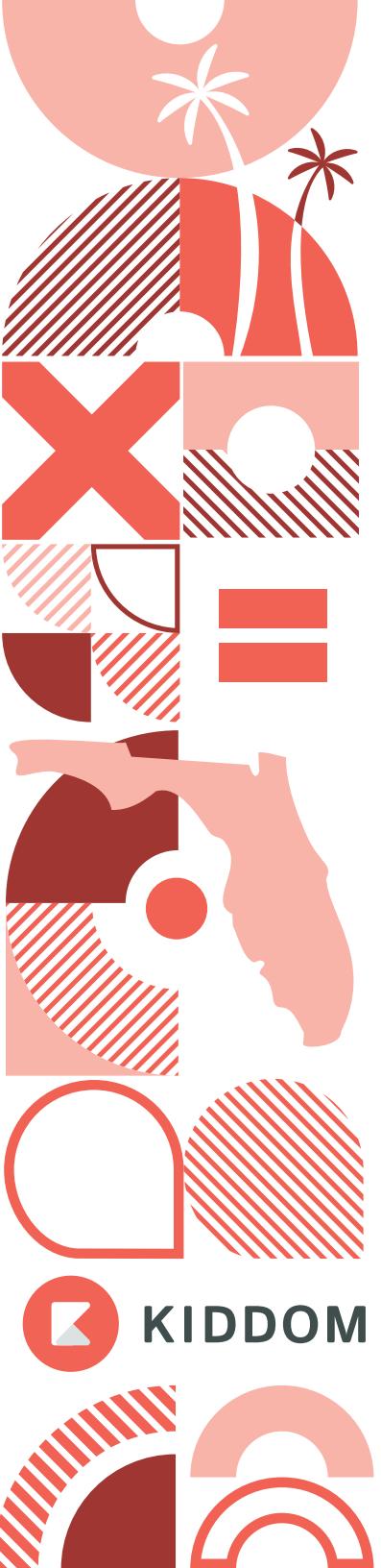
To verify this, review Kiddom's implementation and professional learning support, see the FL Math Professional Learning Overview. Year 1 includes sessions such as Welcome to Kiddom, Teaching FL Math Based on IM® v.360 Powered by Kiddom, and Unit Planning for Coherence Powered by Kiddom. Additional sessions address mathematical discourse, data and reporting, personalization and differentiation, lesson study, and instructional leadership. Kiddom also provides coaching support, Train the Trainer opportunities, and a three-year model designed to build district capacity for sustained implementation.

G. Student Experience & Accessibility

51. Student materials are visually clear, age appropriate, and easy to navigate.

Kiddom Florida Math meets this criterion. Kiddom Florida Math student materials are visually clear, course appropriate, and organized within a consistent digital structure that supports navigation.

To verify this, open the Algebra 1 digital demo and follow Course → Unit → Section → Lesson. Within a lesson, select Student View To verify this, directions, representations, and Practice Problems.

**Rubric Item** (Exact Wording)**Algebra 1 Response**

52. Directions and expectations are understandable to students.

Kiddom Florida Math meets this criterion. 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.

To verify this, 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.

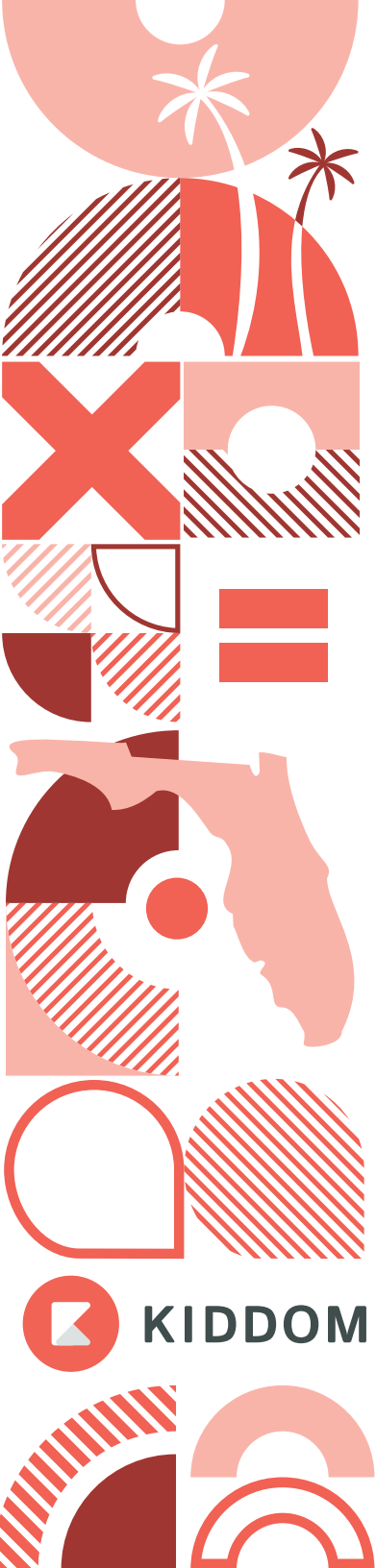
You can also review the Algebra 1 Student Edition flip books to see how language, directions, visuals, and mathematical representations support students’ understanding as the mathematics becomes more complex throughout the course.

53. Students actively engage in meaningful mathematics rather than primarily passive work.

Kiddom Florida Math meets this criterion. 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.

To verify this, 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 verify this, discussing, representing, and doing mathematics rather than passively receiving information.



Rubric Item (Exact Wording)

Algebra 1 Response

54. Students have opportunities to discuss, defend, compare, and revise mathematical thinking.

Kiddom Florida Math meets this criterion. Kiddom Florida Math provides structured opportunities for students to discuss, critique, correct, and revise mathematical thinking collaboratively.

To verify this, critiquing, and revising mathematical thinking, navigate to Algebra 1 → Unit 3 → Section A → Lesson 3 → Activity 2 → MLR3 Clarify, Critique, Correct. Students identify an error in a sample interpretation of $f(15)$, critique the reasoning, write a correct explanation, work with a partner to revise a draft, and contribute edits to improve the final explanation.

55. Problems include relevant and authentic applications of mathematics.

Kiddom Florida Math meets this criterion. 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.

To verify this, 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.

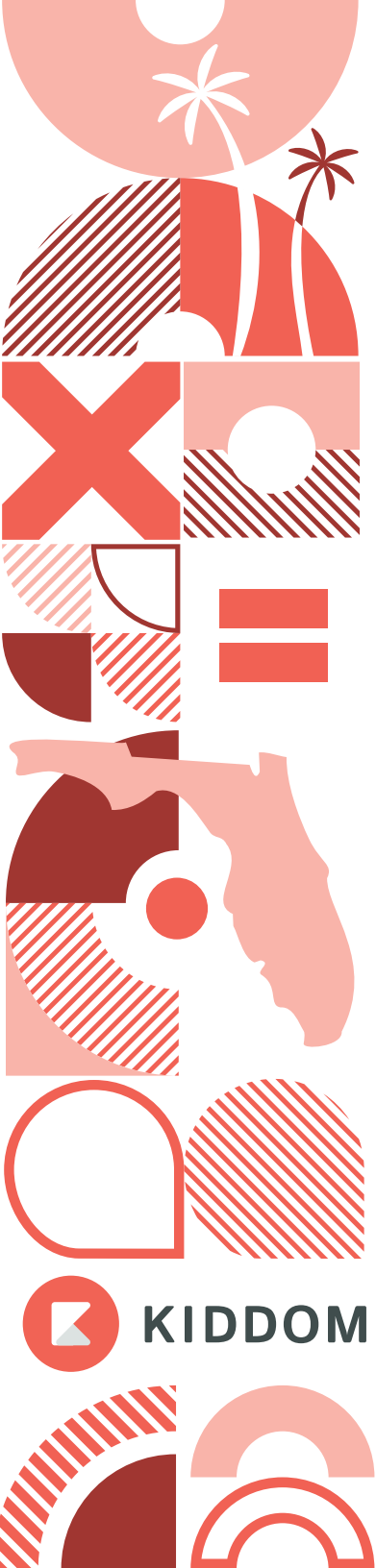
To explore further, review the Lesson Narrative and individual Activities to see how the real-world context is used to develop and apply the mathematics throughout the lesson.

56. Materials provide accessible entry points and appropriately represent diverse learners and contexts.

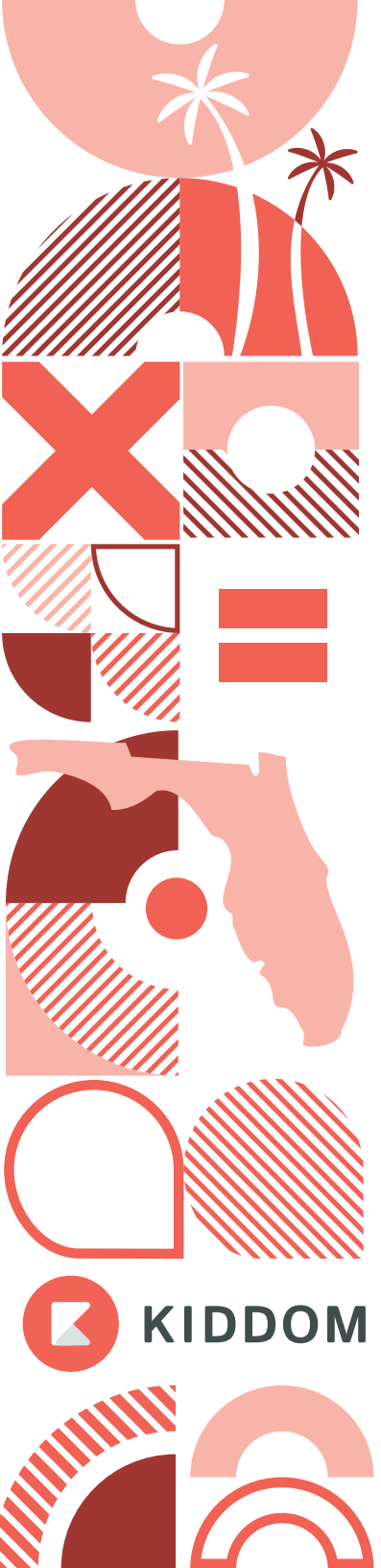
Kiddom Florida Math meets this criterion. Kiddom Florida Math provides accessible entry points through multiple representations and varied student-facing contexts connected to community and real-world applications.

To verify this, navigate to Algebra 1 → Unit 10 → Assessment. Review the community food-bank donation-drive context in which students model collections of 16-ounce and 28-ounce jars of peanut butter with a system of linear equations.

For an additional representation example, navigate to Algebra 1 → Unit 8 → Section A → Lesson 1, Introducing Polynomials, and review Which Three Go Together, symbolic expressions, graph representations, and graphing technology.



Rubric Item (Exact Wording)	Algebra 1 Response
57. Students can access necessary resources independently for practice and review.	Kiddom Florida Math meets this criterion. Kiddom Florida Math provides students access to assigned work through their student to-do lists. Teachers can assign work for asynchronous completion, and the curriculum includes Cumulative Practice Problems for continued practice and review. Students can also access and complete assignments at home through Kiddom.
58. Digital tools enhance mathematical learning rather than simply digitizing worksheets.	Kiddom Florida Math meets this criterion. 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. To verify this, 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. In Algebra 1, the purple Kiddom Assistant star provides curriculum-grounded support inside the lesson, including scaffolds and generated activities. The Practice Problem Generator creates additional aligned practice that teachers can customize, assign, or print, extending learning beyond a static digital worksheet.



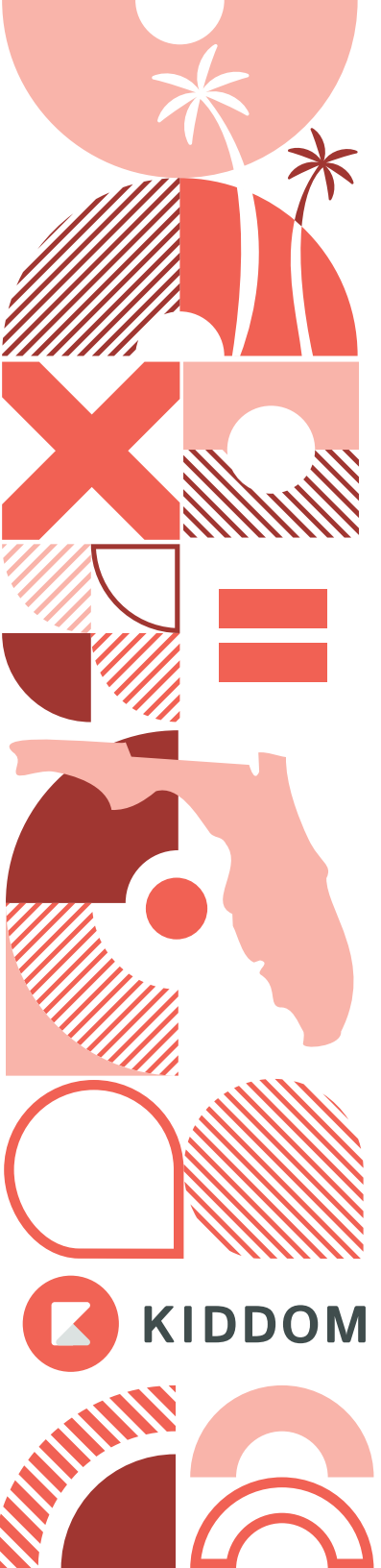
Rubric Item (Exact Wording)	Algebra 1 Response
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H. Curriculum Completeness, Technology & Implementation	
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59. Curriculum provides sufficient continuity across grade bands and secondary course pathways.	
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	Kiddom Florida Math meets this criterion. Kiddom Florida Math provides continuity across the secondary course pathway by explicitly mapping the middle school mathematics that feeds into Algebra 1 and the connections among Algebra 1 units. The Florida Math Dependency Chart spans Kindergarten through Algebra 1 Honors and identifies prior-grade and prior in-course dependencies by unit.
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	To verify this, go to Step 2 of the demo → View a Course → Course Overview → scroll to Florida Math Dependency Chart. Algebra 1, Unit 8: Polynomials and Factoring identifies Grade 8, Unit 2: Powers and Expressions, Section A: More Exponent Rules as prior-grade learning and Algebra 1, Unit 7: Quadratic Equations and Functions, Section A: Working with Quadratic Expressions as prior in-course learning. The chart also shows other Grade 8-to-Algebra 1 pathway connections, such as Grade 8, Unit 6: Systems of Linear Equations connecting above grade to Algebra 1, Unit 6: Systems of Linear Equations and Inequalities.
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Rubric Item (Exact Wording)

Algebra 1 Response

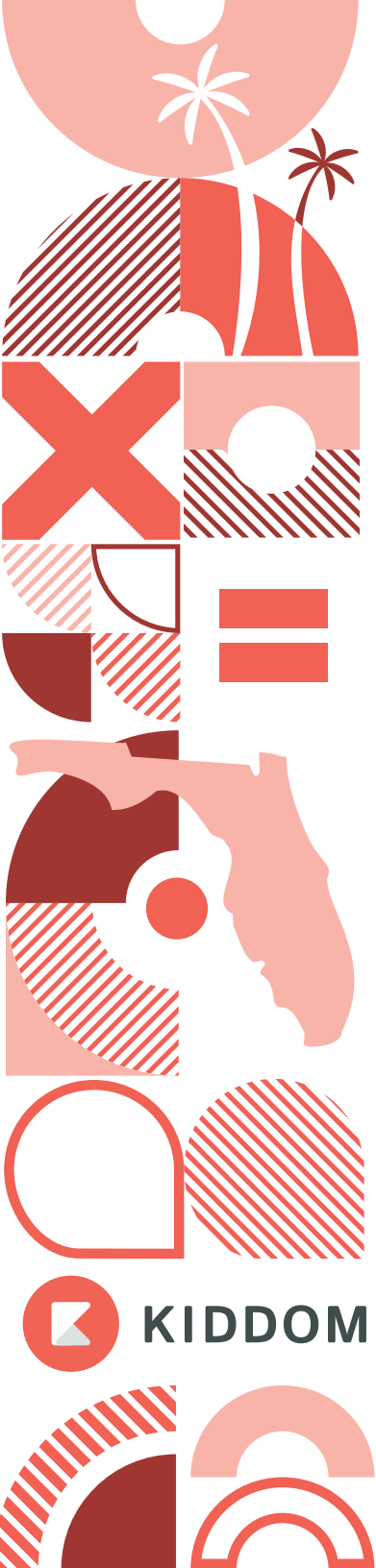
60. Core student and teacher materials are available in appropriate print and digital formats.

Kiddom Florida Math meets this criterion. Kiddom Florida Math provides comprehensive student and teacher resources designed to support the targeted learning outcomes with ready-to-use instructional materials already included. Lessons include ready-to-use activities, slide decks, student materials, assessments, and detailed Teacher Edition guidance.

To verify this, in the Algebra 1 sample lesson, scroll through the lesson overview To verify this, 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.

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 resources that are prepared for the teacher, go to Step 3 of the demo for a guided tour of Atlas by Kiddom. Atlas takes evidence from students' Custom Cool-Downs and turns it into differentiated instruction for the next lesson. Explore how Atlas identifies misconceptions and other learning needs, recommends dynamic student groups, and provides differentiated Atlas Activities, or Do Nows, to help students prepare for new learning. For additional verification, explore Class Insights and Student Insights to see classwide performance, individual student strengths and misconceptions, and the rationale behind recommended groups. Teachers can edit groups, create additional activities, and adjust Atlas recommendations based on their professional judgment.



Rubric Item (Exact Wording)

Algebra 1 Response

61. Digital platform is intuitive and functional for teachers and students.

Kiddom Florida Math meets this criterion. Kiddom Florida Math provides an intuitive and functional digital platform for navigating, assigning, delivering, and reviewing instructional materials. The platform uses a consistent Course → Unit → Section → Lesson structure with teacher and student views integrated into the instructional workflow.

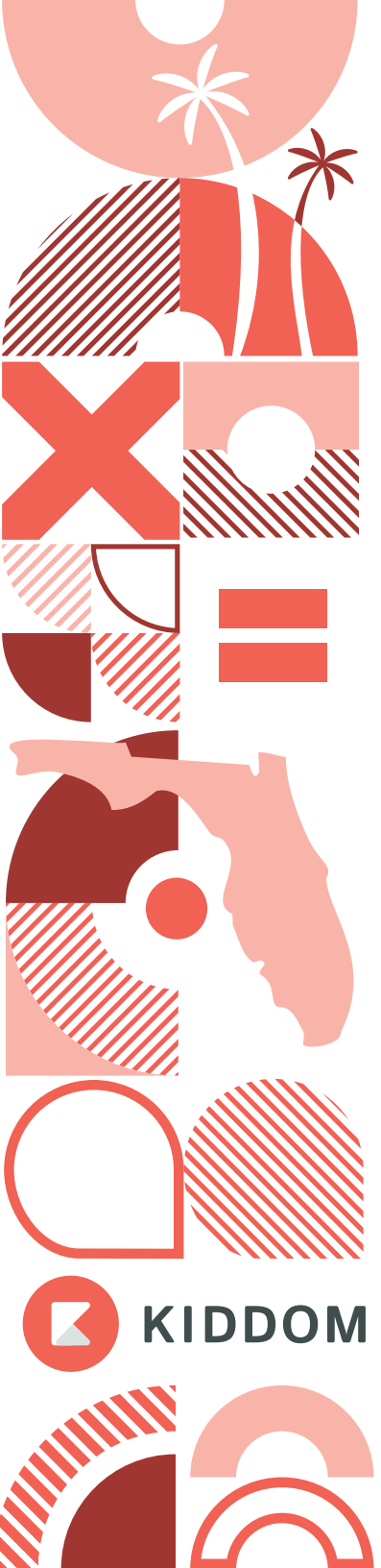
To verify this, review platform functionality, open the Algebra 1 digital demo. Follow Course → Unit → Section → Lesson, then use Student View, Assign, and Classwork. Review assignment settings, real-time instructional feedback, personalization, assessments, and reporting within the same platform.

In the Algebra 1 lesson view, select the purple Kiddom Assistant star at the bottom of the platform. Kiddom Assistant stays connected to the lesson page and provides curriculum-grounded answers, scaffolds, generated activities, translation, and lesson support without requiring teachers to leave the instructional workflow.

62. Teachers can assign, monitor, and review student work digitally where appropriate.

Kiddom Florida Math meets this criterion. Kiddom Florida Math allows teachers to assign, monitor, and review student work digitally within the same instructional workflow.

To verify this, open an Algebra 1 sample lesson. Use Assign to send an activity to students with due dates and attempt settings. Use Classwork to monitor real-time student engagement and understanding. Then open Reporting → Individual Student Report or Assignment View Reports To verify this, review assigned activities, student progress, question-level performance, and standards-level performance. Atlas Class Insights and Student Insights provide additional instructional analysis.



Rubric Item (Exact Wording)

Algebra 1 Response

63. Core materials include sufficient practice, assessment, fluency, intervention, and enrichment without heavy reliance on supplemental programs.

Kiddom Florida Math meets this criterion. Kiddom Florida Math brings practice, assessment, fluency, intervention, and enrichment together within one instructional system.

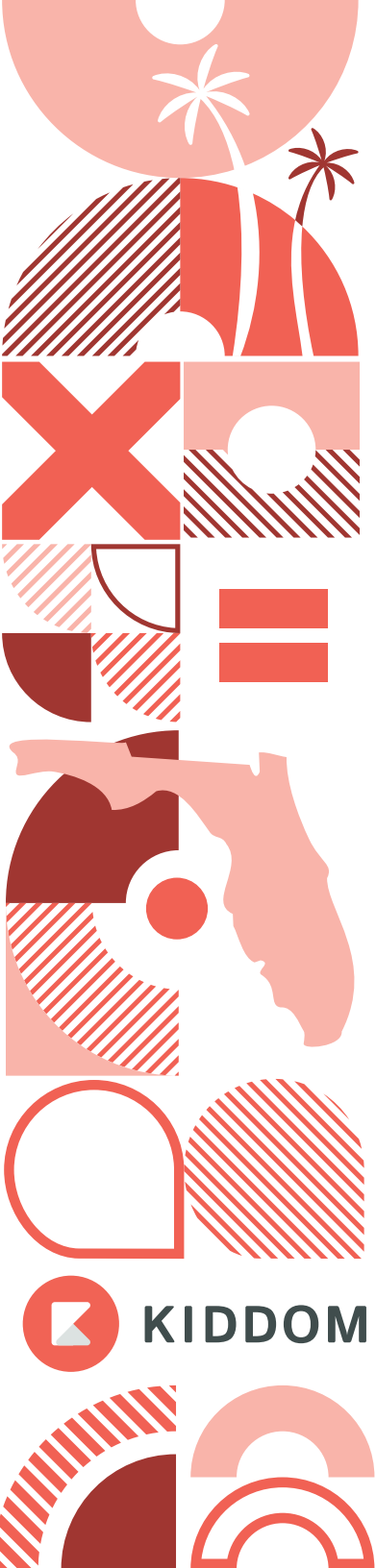
To verify this, review the built-in Algebra 1 components, locate Lesson Practice Sets and Cumulative Practice Sets; Check Your Readiness, Cool-Downs, Section Checkpoints, and End-of-Unit Assessments; Math Talk and procedural-fluency sequences; Responding to Student Thinking / More Chances / Next Unit Support; and Are You Ready for More? extension tasks.

Then go to Step 3 of the demo → guided Atlas walkthrough. Review how Atlas uses lesson-level Custom Cool-Down evidence to identify gaps and misconceptions and prepare targeted support for the next lesson. Atlas can recommend individual practice, spiral review, small-group support, or whole-group reteach. When whole-group reteach is appropriate, Atlas can draw on prerequisite mathematics from up to three grade levels back to build a focused 10-minute reteaching lesson. Teachers can review and adjust recommended groups, move students between groups, and select the instructional approach that best fits their students.

64. Materials/licenses are sustainable for network-wide implementation.

Kiddom is web-based and compatible with multiple operating systems and device types, including Windows, ChromeOS, macOS, iOS, and Android. The platform can be accessed from desktop and laptop computers, Chromebooks, tablets, and other supported web-enabled devices. Kiddom can also be displayed on classroom interactive displays through a connected, supported device and web browser.

Kiddom does not require users to manage or activate license keys, license files, or access codes. User access is provisioned through the district's automated rostering and single sign-on (SSO) configuration, allowing users to receive the appropriate access through their district-managed accounts without a separate activation process.



Rubric Item (Exact Wording)	Algebra 1 Response
65. Vendor provides reliable onboarding, technical support, and curriculum updates.	Kiddom Florida Math meets this criterion. Kiddom provides onboarding and ongoing implementation support, including rostering and integrations support, a kickoff call, annual success planning, mid-year review, and year-in-review support. Educators also have access to live chat support in the Kiddom app and a self-service knowledge base. Kiddom’s digital courses contain the most current versions of course materials and can incorporate revisions and content enhancements. When print and digital materials differ because of an update, the digital course serves as the current authoritative version. Professional learning continues beyond initial implementation through a three-year Launch, Deepen, and Sustain model, including onboarding for new educators and development of internal district coaching capacity. Teachers also have curriculum-grounded, in-platform support through Kiddom Assistant, accessed from the purple star on the lesson page, alongside live support and the self-service knowledge base.
66. Materials are accessible to students at school and, when appropriate, at home.	Kiddom Florida Math meets this criterion. Kiddom Florida Math provides digital student access to curriculum and assignments. Students receive assignments through their Kiddom to-do lists, and teachers can assign work for asynchronous completion. Students can also access and complete assignments at home. Print student materials are available as an additional instructional modality.