Office of the State Superintendent of Education

DC MATH TASK FORCE

HIGH-QUALITY INSTRUCTIONAL MATERIALS TOOLKIT FOR LOCAL EDUCATION AGENCIES

K-12 MATHEMATICS

June 2025

Table of

CONTENTS

INTRODUCTION

The Office of the State Superintendent of Education (OSSE) seeks to move the District toward a reality in which all DC students achieve proficiency in math skills and concepts, setting them up for success as critical thinkers and problem-solvers in subsequent grade levels and life. In order to achieve this goal, educators and students need access to high-quality instructional materials (HQIM). The HQIM rubric is a tool to support local education agencies (LEAs) to review core curricular math materials for standards-alignment and other key elements of a high-quality math instruction.

The Instructional Resources Working Group (IRWG), which was formed by a group of DC educators participating in the DC Math Task Force, considered a variety of resources and preexisting HQIM rubrics before finalizing the rubric in this document. The rubric draws heavily on the Louisiana Department of Education's Math Instructional Materials Evaluation Tool (IMET), the guiding questions in the Ohio Department of Education and Workforce's HQIM rubric for math and the considerations found in the Massachusetts Department of Elementary and Secondary Education's Curriculum Ratings by Teachers (CURATE) Rubrics. A list of IRWG members who participated to the creation of the rubric can be found here.

The following guide includes **two versions** of the same rubric. The first version includes a column with guiding questions to assist reviewers in determining what evidence to collect. The second version in Appendix A is a blank rubric with space for documentation of evidence and scoring.

KEY RUBRIC TERMS

Conceptual Understanding	Comprehension of mathematical concepts, operations, and relations.[1]
Procedural Skill and Fluency	Skill in carrying out procedures flexibly, accurately, efficiently, and appropriately. [2]
Application	Students correctly apply mathematical knowledge in new situations. [3]
Focus	Narrow and deepen the way time and energy are spent in the classroom. [4]
Coherence	Linking topics and thinking across grades.
Rigor	Pursue conceptual understanding, procedural skill and fluency and application with equal intensity. [5]
Standards for Mathematical Practice	The varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. • The first of these are the National Council for Teachers of Mathematics (NCTM) process standards of problem solving, reasoning and proof, communication, representation, and connections. • The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).[6]
High-Quality Instructional Materials	Sequential, comprehensive materials that are evidence-based and aligned with District of Columbia content standards. The Common Core State Standards for Math, adopted by the District in 2010, establish rigorous guidelines that reflect the skills and knowledge students need to succeed at each grade level. HQIM can include core curricula, supplemental materials, and intervention materials.
Clusters	Groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.[7]
Domains	In context of common core, refers to larger groups of related standards. Standards from different domains may sometimes be closely related. [8]
Major Work of the Grade	The main focus of the standards in a particular grade or grade band.[9] For example, the major work of grades 3-5 is concepts, skills and problem solving related to multiplication and division of whole numbers and fractions.[10]
Specialized Language of Mathematics	Vocabulary and terms specific to the discipline of mathematics. For example, students learn to say "rhombus" instead of "diamond," or "5 is *greater* than 3" instead of "5 is *more* than 3" or "5 is *bigger* than 3".[11]

USING THE HQIM RUBRIC

This HQIM rubric is designed to support practitioners in analyzing whether a curriculum's instructional materials align with the key element descriptions for each domain. To maximize utility of this rubric, OSSE recommends LEAs take the following steps:

1. Establish a Program Review Team	Convene LEA and school administrators, math specialists, instructional coaches, and educators who support math instruction to collaboratively review math materials.
2. Gather Math Instructional Materials	Gather all materials specific to the curriculum under review. Materials can include manuals, teacher guides, lesson plans, problem sets, assessments, manipulatives, and student workbooks. All these resources should be considered as evidence for completing the review and reviewers should use the guiding questions to determine which components are best suited to review for different elements.
3. Evaluate Materials with the HQIM Rubric	Review teams analyze and rate instructional materials using the element descriptions in each domain. LEAs will evaluate whether the curriculum meets, approaches, or does not meet the criteria. If the curriculum meets or approaches expectations, the review team completes the rubric notes column and documents the evidence. Teams should expect that the review will take multiple sessions over several days

COMPLETING THE REVIEW

To evaluate instructional materials for alignment with the standards and determine a final rating, begin with domains 1, 2, and 3.

- Review each element description under each domain.
- If there is a "Yes" for each element description in a domain, the curriculum receives a rating of "Yes" for that domain.
- If there is a "No" for any description in a domain, the curriculum receives a rating of "No" for that domain.
- Materials must receive a "Yes" rating for domains 1, 2, and 3 in order to continue to domains 4, 5, and 6. **If materials receive a rating of "No" in *any of the first three domains*, do not continue the evaluation.**

If the materials meet all criteria in domains 1, 2, and 3, continue to domains 4, 5, and 6.

- Review and rate the materials according to the element descriptions for domains 4, 5, and 6.
- If there is a "Yes" for all element descriptions in a domain, then the materials receive a "Yes" for that domain.
- If there is a "No" for any element description in a domain, then the materials receive a "No" for that domain.

FINAL EVALUATION

- MEETS ratings receive a "Yes" for all Criteria.
- APPROACHES ratings receive a "Yes" for domains 1-3, and only one "No" for domains 4-6.
- DOES NOT MEET ratings receive at least one "No" for domains 1-3 or more than one "No" for domains 4-6.

RESOURCES

In addition to the HQIM rubric and guidance, the toolkit offers resources that LEAs may use during the curriculum adoption process. Curriculum adoption and implementation resources can be found in Appendix B. Additional information about how OSSE is supporting math education in DC can be found here.

Contact Information

For questions, contact Miryam Oziel, OSSE Math Specialist, at Miryam.Oziel@dc.gov.

RUBRIC WITH GUIDING QUESTIONS[12]

Domain 1: FOCUS ON MAJOR WORK *Instructional materials are designed so that the majority of time is dedicated to the primary work of the grade.*	
Element Description	**Guiding Questions**
1a) Materials devote the **majority** of class time to the major work of each grade/course.	• Are all grade-level or course content standards present? If not, which ones are not present? • Have all aspects or parts of the standards been addressed? • Do the materials present levels of complexity appropriate to meet the full intent of the standards?
1b) Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course during core math class instruction. Content beyond grade/course-level should be clearly labeled as optional.	
Domain 2: CONSISTENT AND COHERENT *Instructional materials align coherently and consistently with the content outlined in the Common Core State Standards.*	
Element Description	**Guiding Questions**
2a) The intended purpose of each lesson and task is clearly stated for educators and students**.** The lesson components are clearly aligned to the stated objectives and intended outcomes.	• Does each lesson have a clear objective? • Are tasks aligned to the objective?
2b) Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	• Do the materials connect multiple standards and clusters in meaningful ways, connecting to feasible real-world examples?
2c) Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	• Do the materials include problems and activities that include content from more than one cluster or domain, using feasible real-world examples?
2d) Lesson materials provide a balance of collaborative sensemaking for students alongside sufficient independent practice to ensure mastery of a given skill, including opportunity for spiral review.	• Do the materials provide opportunities for both group or partner work and independent practice?
2e) Materials connect **prerequisite learning** within the context of new learning in such a way that allows educators to build and support connections between the relevant prerequisite standards and grade/course level work in support of students' access to content (connections are explicit from the student perspective).	• Do the materials make meaningful connections to prior learning within a grade or course and across the series? • Are the materials mathematically coherent?
2f) Pacing is reasonable and flexible; the curriculum can be implemented effectively within a typical school year. Guidance is provided to support schools in making educated decisions for what resources and aspects of the lesson to be prioritized on a daily basis.	• Can the goal of the lessons be achieved in one class period and can the scope of each grade be accomplished within one school year? • Are time estimates for lessons and units accurate? • Do the materials provide guidance for prioritizing lessons when pacing is a concern?

Domain 3: RIGOR AND BALANCE *Each grade's instructional materials balance the Common Core State Standards and help students meet rigorous expectations by developing conceptual understanding, procedural skill and fluency, and application.*	
Element Description	**Guiding Questions**
3a) Attention to Conceptual Understanding: Across a majority of the materials, students have regular opportunities to actively and incrementally make sense of mathematical ideas and construct meaning for the various reasons and contexts in which mathematical ideas are useful in order to **develop conceptual understanding of key mathematical concepts as called for explicitly by the standards**. Conceptual understanding is attended to in this way throughout the learning sequence and within both teacher- and student-facing materials featuring high-quality conceptual problems and discussion questions.	• Do the materials provide opportunities for students to develop conceptual understanding throughout the grade levels or courses? • Do the materials specifically show evidence illustrating intentional development of conceptual understanding? • Do the materials provide opportunities for students to independently demonstrate conceptual understanding?
3b) Attention to Procedural Skill and Fluency: In line with the demand of the standards, the materials are designed so that students **attain the required fluencies and procedural skills**. Materials attend to individual standards that set an expectation of procedural skill and fluency throughout the year.	• Do the materials provide opportunities for students to develop procedural skills and fluency throughout the grade levels or courses? • Do the materials specifically show evidence illustrating intentional development of procedural skills and fluency? • Do the materials provide opportunities for students to independently demonstrate procedural skills and fluency? • Are there a variety of opportunities beyond just isolated practice for students to develop procedural skill and fluency?
3c) Attention to Applications: Materials are designed so that across a majority of the course, students have opportunities to apply and experience applications of mathematics in relevant and meaningful ways. This is done through consistent and varied work with **engaging real-world applications**, including problems that build students' proficiency with selecting and applying an efficient method to find a solution and determining whether the solution makes sense. The problems attend thoroughly to those places in the content standards in which expectations for multi-step and real-world problems are explicit.	• Do the materials develop students' ability to utilize mathematical concepts and skills in meaningful and engaging applications throughout the grade levels or courses? • Do the materials require greater levels of application complexity as the grade level or course content series progresses? • Do the materials throughout the series enable students to solve nonroutine problems and apply mathematics to contextual situations?
3d) Balance: Across the majority of the materials, the three aspects of **rigor** are not always treated together and are not always treated separately. There is a balance of the **three aspects of rigor** within the grade/course.	• Do the materials maintain the balance of the three aspects of rigor throughout grade levels or courses?
STOP HERE. If any element descriptions in domains 1-3 received a "No," end the review now. If all element descriptions received a "Yes," then continue to domain 4.	

Domain 4: ALIGNMENT TO STANDARDS FOR MATHEMATICAL PRACTICE *Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting them.*	
Element Description	**Guiding Questions**
4a) Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	• Across the grade level or course, are the majority of tasks/activities designed such that they provide an opportunity for students to make sense of problems and persevere in solving them? • Across the grade level or course, are the majority of tasks designed such that they provide an opportunity for students to reason abstractly and quantitatively? • Across the grade level or course, are the tasks/activities designed such that they provide an opportunity for students to learn how to model with mathematics in several different ways? • Across the grade level or course, are the tasks designed to provide an opportunity for students to learn how to use and when to choose appropriate tools strategically? • Across the grade level or course, are the tasks/activities designed to require students to attend to precision? • Across the grade level or course, are the tasks/activities designed to provide students the opportunity to look for and make use of structure? • Across the grade level or course, are the tasks/activities designed to provide students the opportunity to look for and express regularity in repeated reasoning?
4b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade/course level mathematics that is detailed in the content standards. Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	• Across the grade level or course, are there opportunities for students to routinely construct viable arguments and critique the reasoning of others?
4c) Materials explicitly attend to the **specialized language** of mathematics.	• Do the materials provide opportunity for and require students to use specific mathematical vocabulary?
4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	• Do the materials provide guidance to educators to develop students' skills identified in the standards for mathematical practice?

Domain 5: EQUITY, ACCESS, AND AGENCY *Materials provide support for diverse learners, including English learners and students with disabilities.*	
Element Description	**Guiding Questions**
5a) Materials provide varied means for all students accessing content, helping educators differentiate to meet the diverse needs of students with disabilities, and those working above and/or below grade level.	• Across the grade level or course, do the materials provide tasks with multiple entry points? • Do the materials provide guidance to educators on differentiating the content for varying levels of readiness?
5b) Materials help educators ensure that students at various levels of English proficiency have access to grade-level content, cognitively demanding tasks, and opportunities to develop academic language in English.	• Do the materials provide differentiated strategies for multilingual learners to access grade level content? • Do the materials support educators to differentiate language demands for multilingual learners while maintaining the cognitive demand of the tasks? • Do the materials provide opportunities for students to practice speaking and writing?
5c) Materials provide opportunities for students to actively participate in their learning, fostering their independence, decision-making skills, and self-efficacy (students have opportunity to grapple and engage in productive struggle with grade level content, teacher materials provide guidance on how to develop lines of student inquiry and support students in persisting through challenging tasks).	• Are materials student-centered? Are there opportunities for student inquiry? • Do materials provide opportunities to solve open-ended tasks with multiple possible solutions, multiple entry points and multiple possible strategies for solving? • Do materials provide guidance for educators on supporting students through challenging tasks?
Domain 6: ASSESSMENT *Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Common Core State Standards.*	
Element Description	**Guiding Questions**
6a) Multiple assessment opportunities are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.	• Do materials include formative and summative assessment opportunities (e.g., exit tickets and unit assessments)? • Do assessments reflect grade level content? • Do materials include assessments that help identify students' misconceptions about taught skills, topics, or concepts within and across units, and surface gaps in skills and content knowledge, including language learning? • Do materials guide educators toward next steps based on assessment data (e.g., reteaching, reassessing, continued practice)?

6b) Assessment items include a combination of tasks that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course appropriate way.	• Do the assessments address all aspects of rigor? • Do the assessments require students to apply the standards for mathematical practice when demonstrating content mastery?

6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable.	• Do materials include:
	  ○ Clear rubrics for scoring?
	  ○ Checklists for students to use in peer or self-assessment?
	  ○ Annotated student work at various levels of achievement, including non-exemplars, or student work at different levels of English development?
	  ○ Guidance for the teacher to avoid bias in setting expectations for students?

SCORESHEET

Criteria			Yes/No	Final Justification/Comments
Domain 1: FOCUS ON MAJOR WORK				
Domain 2: CONSISTENT AND COHERENT				
Domain 3: RIGOR AND BALANCE				
If materials receive a "no" rating in any of the first three domains, end the review. Only continue of materials receive a "yes" rating in domains 1, 2 and 3.				
Domain 4: ALIGNMENT TO STANDARDS FOR MATHEMATICAL PRACTICE				
Domain 5: EQUITY, ACCESS, AND AGENCY				
Domain 6: ASSESSMENT				
Final decision for this material:	**MEET**	**APPROACHING**	**DO NOT MEET**	

APPENDIX A: BLANK RUBRIC FOR SCORING[13]

Element Description	Meets Yes/No	Justification or Explanation
Domain 1: FOCUS ON MAJOR WORK *Instructional materials are designed so that the majority of time is dedicated to the primary work of the grade.*		
1a) Materials devote the **majority** of class time (typically 65-85 percent) to the major work of each grade/course.		
1b) Instructional materials, including assessments, spend **minimal time** on content outside of the appropriate grade/course during core math class instruction. Content beyond grade/course-level should be clearly labeled as optional.		
Domain 2: CONSISTENT AND COHERENT *Instructional materials align coherently and consistently with the content outlined in the Common Core State Standards.*		
2a) The **intended purpose** of each lesson and task is clearly stated for educators and students**.** The lesson components are clearly aligned to the stated objectives and intended outcomes.		
2b) Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.		
2c) Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.		
2d) Lesson materials provide a **balance of collaborative sensemaking** for students alongside sufficient **independent practice** to ensure mastery of a given skill, including opportunity for spiral review.		
2e) Materials connect **prerequisite learning** within the context of new learning in such a way that allows educators to build and support connections between the relevant prerequisite standards and grade/course level work in support of students' access to content (connections are explicit from the student perspective).		
2f) Pacing is reasonable and flexible; the curriculum can be implemented effectively within a typical school year. Guidance is provided to support schools in making educated decisions for what resources and aspects of the lesson to be prioritized on a daily basis.		

Element Description	Meets Yes/No	Justification or Explanation
Domain 3: RIGOR AND BALANCE *Each grade's instructional materials balance the Common Core State Standards and help students meet rigorous expectations by developing conceptual understanding, procedural skill and fluency, and application.*		
3a) Attention to Conceptual Understanding: Across the majority of the materials, students have regular opportunities to actively and incrementally make sense of mathematical ideas and construct meaning for the various reasons and contexts in which mathematical ideas are useful in order to **develop conceptual understanding of key mathematical concepts as called for explicitly by the standards**. Conceptual understanding is attended to in this way throughout the learning sequence and within both teacher- and student-facing materials featuring high-quality conceptual problems and discussion questions.		
3b) Attention to Procedural Skill and Fluency: In line with the demand of the standards, the materials are designed so that students **attain the required fluencies and procedural skills** in service of developing their ability to solve more complex tasks. Materials attend to individual standards that set an expectation of procedural skill and fluency throughout the year. Materials provide students with opportunity to develop the procedural skills and fluencies demanded by the standards in a manner that allows for meaningful application rather than isolated practice.		
3c) Attention to Applications: Materials are designed so that across the majority of the course, students have the opportunity to apply and experience applications of mathematics in relevant and meaningful ways. This is done through consistent and varied work with **engaging real-world applications**, including problems that build students' proficiency with selecting and applying an efficient method to find a solution and determining whether the solution makes sense. The problems attend thoroughly to those places in the content standards in which expectations for multi-step and real-world problems are explicit.		
3d) Balance: Across the majority of the materials, the three aspects of **rigor** are not always treated together and are not always treated separately. There is a **balance** of the three aspects of rigor within the grade/course.		

Element Description	Meets Yes/No	Justification or Explanation
STOP HERE. If any element descriptions in domains 1-3 received a "No," end the review now. If all element descriptions received a "Yes," then continue to domain 4.		
Domain 4: ALIGNMENT TO STANDARDS FOR MATHEMATICAL PRACTICE *Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting them.*		
4a) Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.		
4b) Materials provide regular opportunities for students to construct **viable arguments and critique the arguments of others** concerning key grade/course level mathematics that is detailed in the content standards. Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.		
4c) Materials explicitly attend to the **specialized language** of mathematics.		
4d) There are educator-facing materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.		
Domain 5: EQUITY, ACCESS, AND AGENCY *Materials provide support for diverse learners, including English learners and students with disabilities.*		
5a) Materials provide for varied means for all students accessing content, helping educators **differentiate to meet the diverse needs** of students with disabilities, and those working above and/or below grade level.		
5b) Materials help educators ensure that students at **various levels of English proficiency** have access to grade-level content, cognitively demanding tasks, and opportunities to develop academic language in English.		
5c) Materials provide regular opportunities for **students to actively participate** in their learning, fostering their independence, decision-making skills, and self-efficacy. Students have opportunities to grapple with and engage in productive struggle with grade-level content.		

Element Description	Meets Yes/No	Justification or Explanation
5d) Teacher materials provide guidance on how to develop lines of **student inquiry** and support students in persisting through challenging tasks.		
STOP HERE. If both domains 4 and 5 received a "No" rating, end the review now. If either domain 4 or 5 or both domains 4 and 5 received a "Yes" rating, continue to domain 6.		
Domain 6: ASSESSMENT *Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Common Core State Standards.*		
6a) Multiple assessment opportunities are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
6b) Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way		
6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable.		

APPENDIX B - ADOPTION AND IMPLEMENTATION RESOURCES[14]

There are resources available to LEAs that are considering adopting a new curriculum

- EdReports is an independent non-profit that reviews curricular materials. EdReports outlines six key steps for adopting new curricular materials.
- UnBoundEd has released the first two phases of an adoption toolkit and expects to release second half by the end of 2025.
- Rivet Education, an organization focusing on HQIM and curriculum-based professional development, offers this Instructional Materials Implementation Tool which focuses on curriculum adoption through year four of curriculum implementation.

ENDNOTES

1 National Academies of Sciences, Engineering, and Medicine. 2001. Adding It Up: Helping Children Learn Mathematics. Washington, DC: The National Academies Press. doi.org/10.17226/9822.

2 National Academies of Sciences, Engineering, and Medicine. 2001. Adding It Up: Helping Children Learn Mathematics. Washington, DC: The National Academies Press. doi.org/10.17226/9822.

3 Terese Rainwater, Doug Souvde, Rebecca Hartzler, Connie Richardson, Ophella Dano, & Phil Swann. (n.d.). What is Rigor in Mathematics Really? Dana Center Mathematics Pathways. utdanacenter.org

4 corestandards.org

5 corestandards.org

6 Thecorestandards.org/Math/Practice

7 llearning.ccsso.org

8 learning.ccsso.org

9 More information about the major work of each grade can be found here (achievethecore.org/category/774/mathematics-focus-by-grade-level).

10 thecorestandards.org/other-resources/key-shifts-in-mathematics/

11 For more information about this topic, visit: imaginelearning.com/wp-content/uploads/2022/11/Language-of-math-whitepaper-2208.pdf

12 The guiding questions in this section and throughout draw heavily on the guiding questions found in the Ohio Department of Education and Workforce's HQIM rubric for math and the considerations found in the Massachusetts Department of Elementary and Secondary Education's CURATE Rubrics.

13 This rubric draws heavily on the Louisiana Department of Education Instructional Materials Evaluation Tool (IMET) for math.

14 OSSE does not endorse any of these resources over another and LEAs have the agency to select whichever protocol for adopting and implementing new curricular materials is best for their individual needs.

Office of the State Superintendent of Education
1050 First Street, NE, Washington, DC 20002