

# Instructional Materials Evaluation - Student Standards Review

Louisiana educators engaged in a professional review of the state’s academic standards for English language arts (ELA) and mathematics to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA and math standards will be effective beginning with the 2016-2017 school year. As part of the Louisiana Department of Education’s support for a seamless transition to these new standards, the LDOE identified the major changes of the standards and their potential impact upon criteria used to review instructional materials.

Title: **Mathematics CCSS**

Grade: **7-8**

Publisher: **Odysseyware**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

This Mathematics review has been examined for the following major shifts in alignment resulting from the Louisiana Student Standards Review:

- Include standards for money in grades K, 1, and 3 to ensure connections that provide smooth transitions from one grade to the next
- Provide developmentally appropriate content for all grades or courses while maintaining high expectations:
  - Additive area is moved to grade 4 from grade 3
  - The Statistics - Conditional Probability and the Rules of Probability (S-CP) domain is moved from Algebra II to Geometry
  - The standards provide extra clarity around the distinction between Algebra I and II

The following two indicators may be impacted:

- Focus on Major Work (Non-Negotiable)
- Consistent, Coherent Content (Non-Negotiable)

**This review remains a Tier 3 rating.** As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	This program currently is reviewed as No for this criteria because materials do not devote the large majority of class time to the major work of their corresponding grade.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Consistent, Coherent Content (Non-Negotiable)	This program currently is reviewed as No for this criteria because the supporting and major content are not connected in meaningful ways. While an effort is made to connect some clusters in a domain or domains in a grade, many of the lessons cover a single standard.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus

Think across grades, and link to major topics within grades

In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **Mathematics CCSS**

Grades: **7-8**

Publisher: **Odysseyware**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
	1. Focus on Major Work (Non-Negotiable)
	2. Consistent, Coherent Content (Non-Negotiable)
	3. Rigor and Balance (Non-Negotiable)
	4. Focus Coh. via Practice Std (Non-Negotiable)

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus

Think across grades, and link to major topics within grades

In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **Mathematics 700 CCSS**

Grade: 7

Publisher: **Odysseyware**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
	1. Focus on Major Work (Non-Negotiable)
	2. Consistent, Coherent Content (Non-Negotiable)
	3. Rigor and Balance (Non-Negotiable)
	4. Focus Coh. via Practice Std (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a “Yes” for all indicators in Column 2 for Section I, then the materials receive a “Yes” in Column 1. If there is a “No” for any indicator in Column 2 for Section I, then the materials receive a “No” in Column 1.

For Section II, begin by reviewing the required indicators in Column 2 for each criterion. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.</b>			
<p><b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>1</sup>:</b> Students and teachers using the materials as designed devote the large majority<sup>2</sup> of time in each grade K–8 to the major work of the grade.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade. Each grade must meet the criterion; do not average across two or more grades.</p>	<b>No</b>	<p>Materials do not devote the large majority of class time to the major work of the grade. When looking at the major work of 7th grade according to the Focus by Grade Level, approximately 22% (24 out of 112 lessons) is major work of the grade. The first unit (Integers) has a total of 14 topics. Six of the 14 topics are aligned to grades 6 or 8 standards or are not aligned to a standard. In the Geometry unit, 6 of the 12 topics are aligned to grade 8 standards or are not aligned to a standard.</p>
	<p><b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.<sup>3</sup></p>	<b>No</b>	<p>Students are responsible for topics before the grade in which they are introduced in the Standards. Specifically, 3 of the 12 topics in the Geometry unit are aligned to grade 8 standards. Three additional topics are not aligned to any standard. For example, the metric system objective states: The student will be able to identify metric units and convert within the metric system. Also, there are questions on Pythagorean Theorem on the test in Measurement and Area.</p>
<p><b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.</p>	<p><b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>4</sup></p>	<b>No</b>	<p>The supporting and major content are not connected in meaningful ways. All geometry topics and most of the statistics and probability content are presented in separate units. Most problems only support rote practice (for example, converting fractions to decimals). Most lessons are taught in isolation of a specific concept.</p>

<sup>1</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>2</sup> The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

<sup>3</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>4</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.</b> <sup>5</sup>	No	While an effort is made to connect some clusters in a domain or domains in a grade, many of the lessons cover a single standard. Many of the lessons are not aligned to a standard. All skills are in isolation and do not include problems and activities that serve to connect two or more cluster in a domain.
<b>Non-Negotiable 3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. <sup>6</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	No	The materials do not develop conceptual understanding of key mathematical concepts. Each lesson begins with a video and examples. Many have interactive items for students to complete. However, there are very few high-quality conceptual problems and conceptual discussion questions. The materials support mathematical tricks but not conceptual understanding. (For example: The metric system video shows how to convert by remembering an acronym.) Most of the material is direct instruction, giving students a lot of text to read and examples to read through, but do not allow for conceptual understanding of concepts.
	<b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	Yes	There are ample problems to help students attain fluencies and procedural skills. Every lesson has procedural skill at the end which allows students to attain the fluencies and skills necessary. For example, in the lesson Solving Two Step Equations, students can click through a series of steps as they solve a two-step equation. Then, there are a number of multiple choice and fill-in-the-blank questions for students to work in order to gain fluency with solving two step equations.
	<b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and	No	The majority of the problems students complete are matching, multiple choice or true/false. There are very few multi-step contextual problems. For example, in the lesson on multiplying fractions 3 of the 19 items are paragraph style while the remaining 16 are multiple choice. Minimal problem solving applications are available with this resource.

<sup>5</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>6</sup> Refer also to criterion #4 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.		However, there are some performance tasks throughout the content. For example, in Translating Word Sentences, there are application-type problems to the real-world, but it is basic, single-step problems that do not engage students in problem solving.
	<b>REQUIRED</b> <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.	<b>No</b>	The three aspects of rigor are not always addressed. The three aspects of rigor are treated separately in the materials.
<p><b>Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b></p> <p>Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.<sup>7</sup></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<b>REQUIRED</b> <b>4a)</b> Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.	<b>No</b>	While the practice standards are addressed in pop-up windows labeled “Modeling Mathematical Practices”, they are not integrated in a way that strengthens the focus on Major work. For example, in the lesson on Scale Drawings, the student is given a “Modeling Mathematical Practices” only after working through several examples and questions. While there are places throughout the curriculum where one can 'click here' to find how mathematical practices can be used, the students aren't actually putting them into practice.
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b></p> <p>Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.</p>	<b>REQUIRED</b> <b>5a)</b> Materials base content progressions on the grade-by-grade progressions in the Standards. <sup>8</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>5b)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year. <sup>10</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>5c)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>7</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013)

<sup>8</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	the new knowledge. <sup>10</sup>		
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings. <sup>9</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. <sup>11</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:</b> Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>10</sup> Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. <sup>11</sup> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>6b)</b> Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). 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. <sup>12</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>6c)</b> Materials explicitly attend to the specialized language of mathematics. <sup>12</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Additional Criterion 7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools	<b>REQUIRED</b> <b>7a)</b> The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-

<sup>9</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>10</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>11</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>12</sup> Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>they need to meet the expectations of the Standards.<sup>13</sup></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>7b)</b> Design of assignments is not haphazard: exercises are given in intentional sequences.</p>		negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>7c)</b> There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>7d)</b> There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b> <b>7e)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7f)</b> There is variety in the pacing and grain size of content coverage.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7g)</b> Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7h)</b> Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>FINAL EVALUATION</b>  <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7.  <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.  <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.</p>			
<p><b>Compile the results for Sections I and II to make a final decision for the material under review.</b></p>			
Section	Criteria	Yes/No	Final Justification/Comments

<sup>13</sup> Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Using the materials as designed, the teacher and students do not spend the large majority of time devoted to the major work of the grade.
	2. Consistent, Coherent Content	<b>No</b>	Supporting content is not connected to major content.
	3. Rigor and Balance	<b>No</b>	Students do not spend sufficient time working with engaging applications that develop the mathematics of the grade.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards are not integrated in a way that strengthens the focus on Major work.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			



Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus

Think across grades, and link to major topics within grades

In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **Mathematics 800 CCSS**

Grade: **8**

Publisher: **Odysseyware**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
	1. Focus on Major Work (Non-Negotiable)
	2. Consistent, Coherent Content (Non-Negotiable)
	3. Rigor and Balance (Non-Negotiable)
	4. Focus Coh. via Practice Std (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a “Yes” for all indicators in Column 2 for Section I, then the materials receive a “Yes” in Column 1. If there is a “No” for any indicator in Column 2 for Section I, then the materials receive a “No” in Column 1.

For Section II, begin by reviewing the required indicators in Column 2 for each criterion. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.</b>			
<p><b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>14</sup>:</b> Students and teachers using the materials as designed devote the large majority<sup>15</sup> of time in each grade K–8 to the major work of the grade.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade. Each grade must meet the criterion; do not average across two or more grades.</p>	No	Materials do not devote the large majority of class time to the major work of the grade. The first unit (The Real Number System) has a total of 11 topics. Only 5 of the 11 topics are aligned to grade level content. When looking at the Major Work of 8th grade, approximately 28% (33/119) lessons are spent on the Major Work of 8th grade. In the second unit (Modeling Problems with Integers), only 6 out of 15 topics are aligned to grade level content.
	<p><b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.<sup>16</sup></p>	No	Students are responsible for topics before the grade in which they are introduced in the Standards. Specifically, in the Real Number System Unit, students are assessed over high school standards in the Using Variables lesson. In another example, Quiz 4: Patterns has many non-linear equations which aren't introduced in the CCSS until high school. It is not in 8th grade CCSS.
<p><b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.</p>	<p><b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>17</sup></p>	No	The supporting and major content are not connected in meaningful ways. All geometry topics and statistics and probability content are presented in separate units. Most lessons are taught in isolation of a specific concept. Most problems only support rote practice (for example, adding integers).

<sup>14</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>15</sup> The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

<sup>16</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>17</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>2b) Materials</b> including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. <sup>18</sup>	<b>No</b>	While an effort is made to connect some clusters in a domain or domains in a grade, many of the lessons cover a single standard or standards that are not on grade level. Most skills and standards are presented in isolation and do not include problems and activities that serve to connect two or more cluster in a domain.
<b>Non-Negotiable 3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. <sup>19</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	<b>No</b>	The materials sometimes develop conceptual understanding of key mathematical concepts. Many of the lessons begin with a video, vocabulary, and examples. Many have interactive items for students to complete. However, there are very few high-quality conceptual problems and conceptual discussion questions. The materials support mathematical tricks but not conceptual understanding. (For example: The integers and adding on the number line--moving left for negative and right for positive.) Most of the material is direct instruction, giving students a lot of text to read and examples to read through, but do not allow for conceptual understanding of concepts.
	<b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	<b>Yes</b>	There are ample problems to help students attain fluencies and procedural skills. Every lesson has a lot of procedural skill at the end which allows students to attain the fluencies and skills necessary. The lesson, Pythagorean Theorem, Part 1 is an example of different types of procedural skill practice questions. They range from multiple choice and short answer.
	<b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual	<b>No</b>	The majority of the problems students complete are matching, multiple choice or true/false. There are very few multi-step contextual problems. For example, in the lesson on Euler’s Formula, all 8 of the items are matching or multiple choice.

<sup>18</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>19</sup> Refer also to criterion #4 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.</p>		
	<p><b>REQUIRED</b>  <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.</p>	<b>No</b>	<p>The three aspects of rigor are not always addressed. The three aspects of rigor are treated separately in the materials. There is application in the materials; however, they are done by way of a Performance Task, which are separate from the actual lesson.</p>
<p><b>Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b></p> <p>Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.<sup>20</sup></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>4a)</b> Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.</p>	<b>No</b>	<p>While the practice standards are addressed in pop-up windows labeled “Modeling Mathematical Practices”, they are not integrated in a way that strengthens the focus on Major work. For example, in the lesson on Scientific Notation, the student is given a “Modeling Mathematical Practices” only after working through several examples and questions. While there are places throughout the curriculum where one can 'click here' to find how mathematical practices can be used, the students aren't actually putting them into practice. It just has the problems with them worked out.</p>
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b></p> <p>Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.</p>	<p><b>REQUIRED</b>  <b>5a)</b> Materials base content progressions on the grade-by-grade progressions in the Standards.<sup>21</sup></p>	<b>Not Evaluated</b>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.<sup>10</sup></p>	<b>Not Evaluated</b>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>5c)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate</p>	<b>Not Evaluated</b>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

<sup>20</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013)

<sup>21</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	the new knowledge. <sup>10</sup>		
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings. <sup>22</sup>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. <sup>11</sup>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
<b>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:</b> Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>23</sup> Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. <sup>24</sup> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>6b)</b> Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). 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. <sup>25</sup>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<b>6c)</b> Materials explicitly attend to the specialized language of mathematics. <sup>12</sup>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
<b>Additional Criterion 7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the indicators outlined here in order to	<b>REQUIRED</b> <b>7a)</b> The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

<sup>22</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>23</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>24</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>25</sup> Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
give teachers and students the tools they need to meet the expectations of the Standards. <sup>26</sup>  <input type="checkbox"/> Yes <input type="checkbox"/> No	mastery. Each problem or exercise has a purpose.		
	<b>REQUIRED</b> <b>7b)</b> Design of assignments is not haphazard: exercises are given in intentional sequences.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7c)</b> There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7d)</b> There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>7e)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7f)</b> There is variety in the pacing and grain size of content coverage.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7g)</b> Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7h)</b> Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>26</sup> Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Using the materials as designed, teacher and students do not spend the large majority of time devoted to the major work of the grade.
	2. Consistent, Coherent Content	<b>No</b>	Supporting content is not connected to major content.
	3. Rigor and Balance	<b>No</b>	Students do not spend sufficient time working with engaging applications that develop the mathematics of the grade.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards are not integrated in a way that strengthens the focus on Major work.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

Appendix I.

Publisher Response

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus

Think across grades, and link to major topics within grades

In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **Mathematics CCSS**

Grades: **7-8**

Publisher: **Odysseyware**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
	1. Focus on Major Work (Non-Negotiable)
	2. Consistent, Coherent Content (Non-Negotiable)
	3. Rigor and Balance (Non-Negotiable)
	4. Focus Coh. via Practice Std (Non-Negotiable)

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

Strong mathematics instruction contains the following elements:



- Focus strongly where the standards focus
- Think across grades, and link to major topics within grades
- In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **Mathematics 700 CCSS**

Grade: **7**

Publisher: **Odysseyware**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
	1. Focus on Major Work (Non-Negotiable)
	2. Consistent, Coherent Content (Non-Negotiable)
	3. Rigor and Balance (Non-Negotiable)
	4. Focus Coh. via Practice Std (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a “Yes” for all indicators in Column 2 for Section I, then the materials receive a “Yes” in Column 1. If there is a “No” for any indicator in Column 2 for Section I, then the materials receive a “No” in Column 1.

For Section II, begin by reviewing the required indicators in Column 2 for each criterion. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.</b>				
<p><b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>1</sup>:</b> Students and teachers using the materials as designed devote the large majority<sup>2</sup> of time in each grade K–8 to the major work of the grade.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade. Each grade must meet the criterion; do not average across two or more grades.</p>	<b>No</b>	Materials do not devote the large majority of class time to the major work of the grade. When looking at the major work of 7th grade according to the Focus by Grade Level, approximately 22% (24 out of 112 lessons) is major work of the grade. The first unit (Integers) has a total of 14 topics. Six of the 14 topics are aligned to grades 6 or 8 standards or are not aligned to a standard. In the Geometry unit, 6 of the 12 topics are aligned to grade 8 standards or are not aligned to a standard.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.
	<p><b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.<sup>3</sup></p>	<b>No</b>	Students are responsible for topics before the grade in which they are introduced in the Standards. Specifically, 3 of the 12 topics in the Geometry unit are aligned to grade 8 standards. Three additional topics are not aligned to any standard. For example, the metric system objective states: The student will be able to identify metric units and convert within the metric system. Also, there are questions on Pythagorean Theorem on the test in Measurement and Area.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.
<p><b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>4</sup></p>	<b>No</b>	The supporting and major content are not connected in meaningful ways. All geometry topics and most of the statistics and probability content are presented in separate units. Most problems only support rote practice (for example, converting fractions to decimals). Most lessons are taught in isolation of a specific concept.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.
	<p><b>REQUIRED</b> <b>2b)</b> Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.<sup>5</sup></p>	<b>No</b>	While an effort is made to connect some clusters in a domain or domains in a grade, many of the lessons cover a single standard. Many of the lessons are not aligned to a standard. All skills are in isolation and do not include problems and activities that serve to	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.

<sup>1</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>2</sup> The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

<sup>3</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>4</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>5</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			connect two or more cluster in a domain.	
<p><b>Non-Negotiable 3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.<sup>6</sup></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.</p>	<b>No</b>	The materials do not develop conceptual understanding of key mathematical concepts. Each lesson begins with a video and examples. Many have interactive items for students to complete. However, there are very few high-quality conceptual problems and conceptual discussion questions. The materials support mathematical tricks but not conceptual understanding. (For example: The metric system video shows how to convert by remembering an acronym.) Most of the material is direct instruction, giving students a lot of text to read and examples to read through, but do not allow for conceptual understanding of concepts.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.
	<p><b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	<b>Yes</b>	There are ample problems to help students attain fluencies and procedural skills. Every lesson has procedural skill at the end which allows students to attain the fluencies and skills necessary. For example, in the lesson Solving Two Step Equations, students can click through a series of steps as they solve a two-step equation. Then, there are a number of multiple choice and fill-in-the-blank questions for students to work in order to gain fluency with solving two step equations.	
	<p><b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.</p>	<b>No</b>	The majority of the problems students complete are matching, multiple choice or true/false. There are very few multi-step contextual problems. For example, in the lesson on multiplying fractions 3 of the 19 items are paragraph style while the remaining 16 are multiple choice. Minimal problem solving applications are available with this resource. However, there are some performance tasks throughout the content. For example, in Translating Word Sentences, there are application-type problems to the real-world, but it is basic, single-	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.

<sup>6</sup> Refer also to criterion #4 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			step problems that do not engage students in problem solving.	
<p><b>Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b></p> <p>Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.<sup>7</sup></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.</p>	<p><b>No</b></p>	<p>The three aspects of rigor are not always addressed. The three aspects of rigor are treated separately in the materials.</p>	<p>Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.</p>
	<p><b>REQUIRED</b></p> <p><b>4a)</b> Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.</p>	<p><b>No</b></p>	<p>While the practice standards are addressed in pop-up windows labeled "Modeling Mathematical Practices", they are not integrated in a way that strengthens the focus on Major work. For example, in the lesson on Scale Drawings, the student is given a "Modeling Mathematical Practices" only after working through several examples and questions. While there are places throughout the curriculum where one can 'click here' to find how mathematical practices can be used, the students aren't actually putting them into practice.</p>	<p>Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.</p>
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>				
<p><b>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b></p> <p>Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> Materials base content progressions on the grade-by-grade progressions in the Standards.<sup>8</sup></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b></p> <p><b>5b)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.<sup>10</sup></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>REQUIRED</b></p> <p><b>5c)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.<sup>10</sup></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

<sup>7</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013)

<sup>8</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings. <sup>9</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. <sup>11</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:</b> Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>10</sup> Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. <sup>11</sup> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>6b)</b> Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). 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. <sup>12</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>6c)</b> Materials explicitly attend to the specialized language of mathematics. <sup>12</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>Additional Criterion 7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. <sup>13</sup>	<b>REQUIRED</b> <b>7a)</b> The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7b)</b> Design of assignments is not haphazard: exercises are given in intentional sequences.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

<sup>9</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>10</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>11</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>12</sup> Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>13</sup> Refer also to pages 18-20 in the K – 8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<input type="checkbox"/> Yes <input type="checkbox"/> No				
	<b>REQUIRED</b> <b>7c)</b> There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7d)</b> There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>7e)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>7f)</b> There is variety in the pacing and grain size of content coverage.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>7g)</b> Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>7h)</b> Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>				
<b>Section</b>	<b>Criteria</b>	<b>Yes/No</b>	<b>Final Justification/Comments</b>	
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Using the materials as designed, the teacher and students do not spend the large majority of time devoted to the major work of the grade.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	2. Consistent, Coherent Content	<b>No</b>	Supporting content is not connected to major content.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3. Rigor and Balance	<b>No</b>	Students do not spend sufficient time working with engaging applications that develop the mathematics of the grade.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards are not integrated in a way that strengthens the focus on Major work.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>				



Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus

Think across grades, and link to major topics within grades

In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **Mathematics 800 CCSS**

Grade: **8**

Publisher: **Odysseyware**

Copyright: **2014**

Overall Rating: **Tier III, Not representing quality**

**Tier I, Tier II, Tier III** Elements of this review:

STRONG	WEAK
	1. Focus on Major Work (Non-Negotiable)
	2. Consistent, Coherent Content (Non-Negotiable)
	3. Rigor and Balance (Non-Negotiable)
	4. Focus Coh. via Practice Std (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a “Yes” for all indicators in Column 2 for Section I, then the materials receive a “Yes” in Column 1. If there is a “No” for any indicator in Column 2 for Section I, then the materials receive a “No” in Column 1.

For Section II, begin by reviewing the required indicators in Column 2 for each criterion. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

**Tier 2 ratings** receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.</b>				
<p><b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>14</sup>:</b> Students and teachers using the materials as designed devote the large majority<sup>15</sup> of time in each grade K–8 to the major work of the grade.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade. Each grade must meet the criterion; do not average across two or more grades.</p>	<b>No</b>	Materials do not devote the large majority of class time to the major work of the grade. The first unit (The Real Number System) has a total of 11 topics. Only 5 of the 11 topics are aligned to grade level content. When looking at the Major Work of 8th grade, approximately 28% (33/119) lessons are spent on the Major Work of 8th grade. In the second unit (Modeling Problems with Integers), only 6 out of 15 topics are aligned to grade level content.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.
	<p><b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.<sup>16</sup></p>	<b>No</b>	Students are responsible for topics before the grade in which they are introduced in the Standards. Specifically, in the Real Number System Unit, students are assessed over high school standards in the Using Variables lesson. In another example, Quiz 4: Patterns has many non-linear equations which aren't introduced in the CCSS until high school. It is not in 8th grade CCSS.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.
<p><b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>17</sup></p>	<b>No</b>	The supporting and major content are not connected in meaningful ways. All geometry topics and statistics and probability content are presented in separate units. Most lessons are taught in isolation of a specific concept. Most problems only support rote practice (for example, adding integers).	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.
	<p><b>REQUIRED</b> <b>2b)</b> Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.<sup>18</sup></p>	<b>No</b>	While an effort is made to connect some clusters in a domain or domains in a grade, many of the lessons cover a single standard or standards that are not on grade level. Most skills and standards are presented in isolation and do not include problems and	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.

<sup>14</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>15</sup> The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

<sup>16</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>17</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>18</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
			activities that serve to connect two or more cluster in a domain.	
<p><b>Non-Negotiable 3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.<sup>19</sup></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.</p>	No	The materials sometimes develop conceptual understanding of key mathematical concepts. Many of the lessons begin with a video, vocabulary, and examples. Many have interactive items for students to complete. However, there are very few high-quality conceptual problems and conceptual discussion questions. The materials support mathematical tricks but not conceptual understanding. (For example: The integers and adding on the number line--moving left for negative and right for positive.) Most of the material is direct instruction, giving students a lot of text to read and examples to read through, but do not allow for conceptual understanding of concepts.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.
	<p><b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	There are ample problems to help students attain fluencies and procedural skills. Every lesson has a lot of procedural skill at the end which allows students to attain the fluencies and skills necessary. The lesson, Pythagorean Theorem, Part 1 is an example of different types of procedural skill practice questions. They range from multiple choice and short answer.	
	<p><b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.</p>	No	The majority of the problems students complete are matching, multiple choice or true/false. There are very few multi-step contextual problems. For example, in the lesson on Euler’s Formula, all 8 of the items are matching or multiple choice.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer’s commentary. It is our intention to resubmit materials for the next review cycle.

<sup>19</sup> Refer also to criterion #4 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
	<b>REQUIRED</b> <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.	<b>No</b>	The three aspects of rigor are not always addressed. The three aspects of rigor are treated separately in the materials. There is application in the materials; however, they are done by way of a Performance Task, which are separate from the actual lesson.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
<b>Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. <sup>20</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>4a)</b> Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.	<b>No</b>	While the practice standards are addressed in pop-up windows labeled "Modeling Mathematical Practices", they are not integrated in a way that strengthens the focus on Major work. For example, in the lesson on Scientific Notation, the student is given a "Modeling Mathematical Practices" only after working through several examples and questions. While there are places throughout the curriculum where one can 'click here' to find how mathematical practices can be used, the students aren't actually putting them into practice. It just has the problems with them worked out.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>				
<b>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b>  Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.	<b>REQUIRED</b> <b>5a)</b> Materials base content progressions on the grade-by-grade progressions in the Standards. <sup>21</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>5b)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year. <sup>10</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>5c)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge. <sup>10</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

<sup>20</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013)

<sup>21</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings. <sup>22</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. <sup>11</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:</b> Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>23</sup> Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. <sup>24</sup> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b> <b>6b)</b> Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). 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. <sup>25</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>6c)</b> Materials explicitly attend to the specialized language of mathematics. <sup>12</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>Additional Criterion 7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools	<b>REQUIRED</b> <b>7a)</b> The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>REQUIRED</b>	<b>Not Evaluated</b>	This section was not evaluated because the non-	

<sup>22</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>23</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>24</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>25</sup> Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<p>they need to meet the expectations of the Standards.<sup>26</sup></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>7b)</b> Design of assignments is not haphazard: exercises are given in intentional sequences.</p>		negotiable criteria were not met.	
	<p><b>REQUIRED</b> <b>7c)</b> There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>REQUIRED</b> <b>7d)</b> There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>REQUIRED</b> <b>7e)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>7f)</b> There is variety in the pacing and grain size of content coverage.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>7g)</b> Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>7h)</b> Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<p><b>FINAL EVALUATION</b>  <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7.  <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.  <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.</p>				

<sup>26</sup> Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>				
Section	Criteria	Yes/No	Final Justification/Comments	
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Using the materials as designed, teacher and students do not spend the large majority of time devoted to the major work of the grade.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	2. Consistent, Coherent Content	<b>No</b>	Supporting content is not connected to major content.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3. Rigor and Balance	<b>No</b>	Students do not spend sufficient time working with engaging applications that develop the mathematics of the grade.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards are not integrated in a way that strengthens the focus on Major work.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>				

Appendix II.

Public Comments

There were no public comments submitted.