

# 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: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade: **K-5**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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)

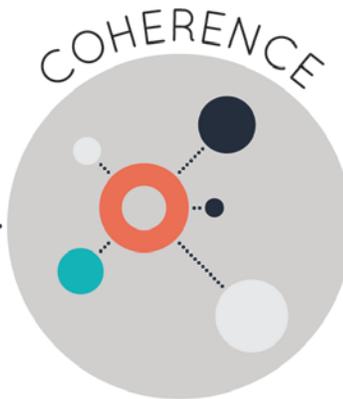
**This review remains a Tier 3 rating.** As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional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

Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	<p>This program currently is reviewed as “Yes” for this criterion in grade 1 and grades 3-5 because materials devote a large majority of class time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade.</p> <p>This program currently is reviewed as “No” for this criterion in Kindergarten and grade 2 because materials do not devote a large majority of class time to the major work of the grade.</p>	<p>For grade 1 and grades 3-5, make sure to review all assessment materials to ensure alignment to new <a href="#">clarifications/limitations</a> and the revised, as well as, the placement of standards by grade/course.</p> <p>For Kindergarten and grade 2, 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.</p>
Consistent, Coherent Content (Non-Negotiable)	<p>This program currently is reviewed as “No” for this criterion because materials do not connect supporting content to major content in meaningful ways. The materials exemplify a lack of coherence between and among content standards.</p>	<p>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.</p>

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: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade/Course: **K-5**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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)
* Weak at Grades K and 2	

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 K \(Tier 3\)](#)

[Grade 1 \(Tier 3\)](#)

[Grade 2 \(Tier 3\)](#)

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

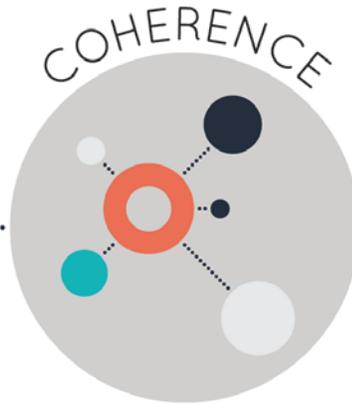
[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

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: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade/Course: **K**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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</b>  <b>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 to the major work of the grade/course.</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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p>No</p>	<p>Only 75 % (i.e., 247 of 330) of the lessons covered major clusters of Grade K, 2% (i.e., 7 of 330) covered supporting clusters, and 23% (i.e., 76 of 330) covered additional clusters. The percentage of major work covered for Grade K, should be closer to 85%. These percentages were calculated using the teacher's edition program overview for Grade K. This correlation document is found in the teacher resources.</p> <p>Because the material uses a variety of different resources to teach the content, a correlation document also exists detailing the number of class hours (GO Combined Pacing Plan STEM Focused) spent on each standard, according to this document 75% (116 of 154 hours) of class time is dedicated to the major work of the grade, 21% (33 of 154 hours) is spent on additional standards, while 3% (5 of 154) is spent on supporting standards.</p> <p>If using the teacher and student textbooks alone, 49% of the teacher's text (357 pages) was devoted to the major clusters, 34% (248 pages) was devoted to additional clusters, and 16% (117 pages) focused on supporting clusters.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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</p>	<p>Yes</p>	<p>Minimal time is spent on content outside the grade level. However, on page 359 the student narrative says, "You can compare numbers up to 20" and goes on to compare 2 equal groups of 12. This is the only instance of comparing numbers greater than 10 (K.CC.7). It should also be noted that on pages 530 - 541 of the teacher text, the students are asked to compare capacities of liquids. K.MD.2 has students "directly compare two objects with a measurable attribute in common, to see which object has more</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%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	grade/course in which they are introduced in the Standards. <sup>3</sup>		of/less of the attribute..." Although it is a measurable attribute, standards teaching liquid measurement are not introduced until 3rd grade.
<b>Non-Negotiable</b> <b>2. CONSISTENT, COHERENT CONTENT</b> Each course's instructional materials are coherent and consistent with the content in the Standards.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<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>	<b>No</b>	The supporting clusters in geometry are never connected to major content; they are only used to support the other geometry standards, which are not major content. An example of this can be found in the STEM project book with the activity "Castle Design". Pages 688 - 742 of the text focus on K.G.4, K.G.5, and K.G.6, all supporting standards. In these lessons these standards are not connected to any other standards, but rather taught alone or with other supporting standards within the same cluster. K.MD.3 is taught with K.MD.1 and K.MD.2, which are additional standards, not major content (pages 513 - 559 of text). Page 566 contains supporting content with no major work. This lesson only focuses on classifying objects in categories. (K.MD.3)
	<b>REQUIRED</b> <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important. <sup>5</sup>	<b>Yes</b>	Pages 513-569 of the text connect all the Measurement and Data standards across clusters. However, there were no instances where there were connections between two or more domains. The correlation document did not indicate where various clusters and domains were included. Upon closer inspection, most lessons are covered within the same domain; therefore addressing multiple clusters within a domain.
<b>Non-Negotiable</b> <b>3. RIGOR AND BALANCE:</b> Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous	<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 discussion	<b>No</b>	This text offers very little help in developing conceptual understanding. For example, K.NBT.A.1 requires students to "compose and decompose numbers from 11 to 19 into ten ones and some further ones...understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones." Yet, the book

<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](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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<p>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>questions.</p>		<p>does not offer opportunities for the students to show their understanding. Instead, directions for these practice pages (pp. 276-285) simply say "How many? Write the number?" and "How many more? Write the number."</p> <p>The Student Arts pages do offer a few conceptual understanding questions. For example p. 204 of the student book says: " Frank thinks it is good to check his homework. He is saying that when you say the numbers 1 to 20 in order, that each number you say adds one more. Here are the numbers 1 to 6 represented by balls. You can see that each row adds one more. Draw on colored circles and show the numbers 7 and 8. Check that each row adds one more. Circle the one you add to each row. Do you agree with Frank?" Even this question, though, only asks if the student agrees. It does not ask the student to tell why he agrees or disagrees with Frank.</p> <p>K.OA.A.4 requires students to add numbers to make 10. On page 491, this lesson plan discusses different strategies to build the concept. The lesson activities and student exercises do not assist with conceptual understanding of the concept. As a result, conceptual understanding of adding numbers to make 10 is not developed in these materials.</p>
	<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</p>	<p>No</p>	<p>There are only 2 lessons that address K.OA.5, which is the required fluency for Kindergarten, and there is no repeated practice offered for this standard. Each lesson does provide sufficient practice in the standard taught that day. For example: The first 148 pages of the student book provide practice in the counting to 20. There are 16 pages of practice for K.NBT.1 (composing and decomposing numbers from 11 to 19) found in the student edition pp. 276 - 291. Standard K.OA.A.2 is only addressed on pages 419-444, 445-463, and 474-468. Standard K.OA.A.5</p>

<sup>6</sup> Refer also to criterion #4 in the K-8 [Publishers' Criteria](#) and #2 in the High School [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
	operations is provided in order for students to have the foundation for later work in algebra.		is only addressed on pages 419-444 and 445-463.
	<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/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	Yes	<p>Materials are designed so that the teachers and students spend sufficient time working with engaging applications. For example standards K.OA.A.2, K.G.A.1, and K.G.B.5 are explicitly included in the lessons. For example, page 444 feature word problems with the above standards. Examples: There are two houses on the street. Three more houses are built. How many houses are in the street now? (K.OA.A.2) Mrs. Dando was counting plums. She has three then find three more. How many plums does she have? Page 430 also feature word problems with the above standards. Examples: There are 5 children on the school bus. If 2 more get on the bus, how many are now on the bus? There are 7 children on the school bus. If 3 children get on the school bus, how many are now on the bus? (K.OA.A.2) Page 300, "Molly has 4 dolls. Sally has 3 dolls. Who has more? How many more does she have? How many dolls are there?" (K.OA.A.2) Page 414, Picture 1: "Circle something that is far away." Picture 2: "Circle something that is near." (K.G.A.1)</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>	No	<p>The materials are somewhat aligned to the expectations of the Standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, Pages 476-483, focus on 1.NBT.3 as students compare numbers using greater than or less than. These problems are all procedural skill, with no conceptual understanding. This could have been incorporated by asking students to justify their answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding</p>

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			and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.
<p><b>Non-Negotiable</b>  <b>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>7</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/course; 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>Instead of incorporating the math practices into each lesson throughout the year, the text addresses the Math Practices in 13 pages (pp. 514-526) of the student text. Although a Common Core State Standards Correlation Document does exist, the eight mathematical standards are not explicitly addressed throughout the text. In the teacher edition, there are 3 pages that explain the math practices in the introduction to the book. The text states that the math practices should be woven through all mathematics lessons, but the text fails to address the standards again until the last few pages of the text. They are not included in the lesson plans, or any other place to help teachers "weave" them into the lessons.</p>
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion</b>  <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b>  Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</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>  <b>5b)</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>
	<p><b>5c)</b> Materials base content progressions on the 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>

<sup>7</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [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](#) and #3 in the High School [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>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <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.
<p><b>Additional Criterion</b>  <b>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.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><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.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><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 others 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></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>6c)</b> Materials explicitly attend to the specialized language of mathematics.<sup>12</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>Additional Criterion</b>  <b>7. INDICATORS OF QUALITY:</b>          Quality materials should exhibit the</p>	<p><b>7a)</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,</p>	<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](#) and #4 in the High School [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](#) and #7 in the High School [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](#) and #5 in the High School [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](#) and #8 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

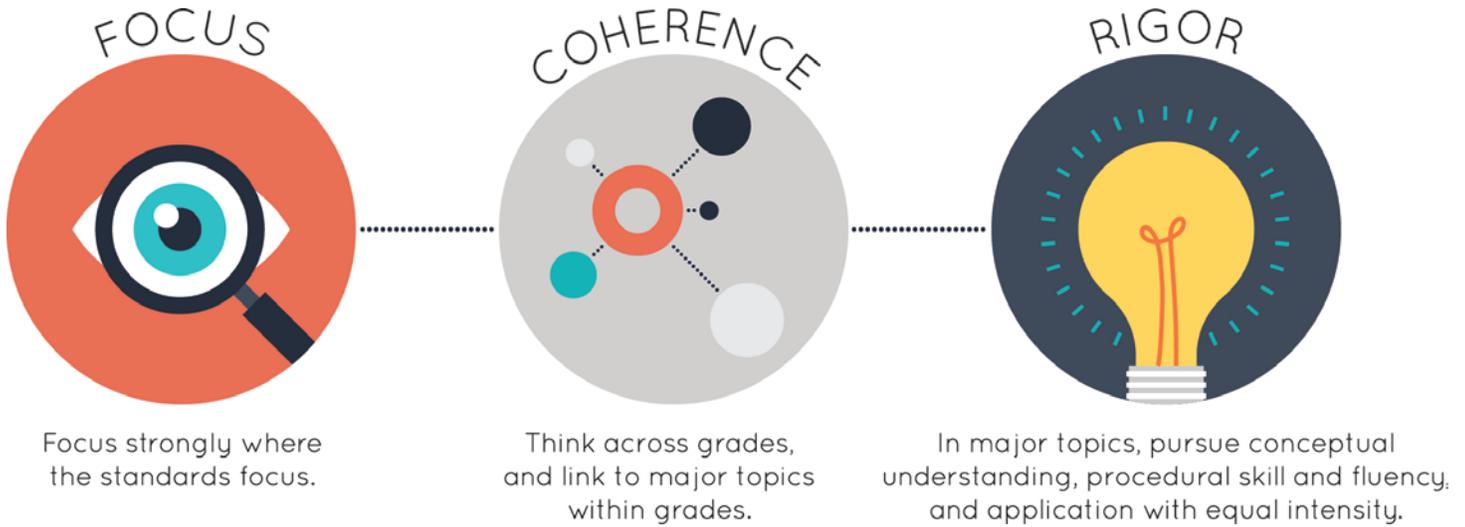
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.<sup>13</sup></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	arguments and explanations, diagrams, mathematical models, etc.		
	<p><b>7b)</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>7c)</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>7d)</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.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7f)</b> Materials support the uses of technology as called for in the Standards.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>13</sup> Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) and pages 16-18 in the High School [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	No	Materials only focus 75% of the lessons on the major work of grade. This percentage should be closer to 85% for grade K. It should be noted that minimal time is spent on content that is outside of the grade level.
	2. Consistent, Coherent Content	No	Supporting content does not support the major work of the grade, while content addresses material across clusters.
	3. Rigor and Balance	No	Materials do not address the three aspects of rigor according to the standards. Materials lack conceptual understanding and fluency according to the standards for grade K, while application is appropriately addressed. Materials are not balanced and address procedural skill more often than application or conceptual understanding.
	4. Focus and Coherence via Practice Standards	No	Practice standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

Strong mathematics instruction contains the following elements:



Title: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade/Course: **1**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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

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

<b>STRONG</b>	<b>WEAK</b>
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</b>  <b>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 to the major work of the grade/course.</p> <p><input checked="" type="checkbox"/> Yes      <input 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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p> <p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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/course in which they are introduced in the Standards.<sup>16</sup></p>	<p>Yes</p> <p>Yes</p>	<p>The materials devote approximately 82% (i.e., 234 of 285) of the lessons to major clusters of Grade 1, 4% (i.e., 12 of 285) to supporting clusters, and 14% (i.e., 39 of 285) to additional clusters. These percentages were calculated using the teacher's edition program overview for Grade 1. This correlation document is found in the teacher resources.</p> <p>Minimal time is spent on content outside the grade level. However, the materials do address content beyond the scope of 1st grade. For example, standard 1.MD.4 requires students to "organize, represent, and interpret data with up to three categories..." yet on pages 225 - 229 and 241-249 of the student text, students are asked to work with data with more than 3 categories. In addition, on page 26, adding numbers greater than 20 is addressed in the student exercise extension activity. While standard 1.OA.A.1 focuses on adding and subtracting numbers within 20.</p>
<p><b>Non-Negotiable</b>  <b>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>	<p>No</p>	<p>The only supporting standard in 1st grade is 1.MD.D.4. Each of the five lessons in the student book covering this standard is taught in isolation and is not connected to any other standard (student book pages 207 - 256). In the "Creative Core Curriculum for Mathematics with STEM, Literacy and Arts" the first activity entitled "Teddy Bear Airline" 1.MD.4 is used to support the standards of Operations and Algebraic Thinking and the other Measurement and Data Standards of 1st grade. Page 307 contains supporting content with no major work. This lesson only focuses on organizing, representing, and interpreting data. (1.MD.4).</p>

<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
	<b>REQUIRED</b> <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important. <sup>18</sup>	No	The student texts do not connect two or more clusters in a domain or two or more domains in a grade. It should be noted that there were 2 activities found in which connections were made across domains. For example, "Teddy Bear Airline" connects the operation and algebraic thinking standards to the measurement and data standards. While the "Harvest Time" activity connects all 3 clusters in the Number and Operations in Base Ten domain.
<b>Non-Negotiable</b> <b>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 discussion questions.	No	Materials do not develop conceptual understanding of key mathematical concepts. For example, 1.NBT.C.6 requires students to subtract multiples of 10 in the range 10-90. On page 604, this lesson plan discusses different strategies to build the concept. The lesson activities and student exercises do not assist with conceptual understanding of the concept. The lesson includes learning the ten times tables. As a result, conceptual understanding of subtracting multiples is not developed in these materials. For example, for 1.NBT.C.4 (Add within 100), the student work has no conceptual understanding questions, only application and procedural fluency. Examples of questions for this standard: "Draw 5 more. How many are there now?" "Count the cubes. There are 12. Take away 6."
	<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.	No	Materials are not designed so that students attain fluencies and procedural skills throughout the course of year. For example, the fluency standards 1.NBT.A.1 and 1.OA.D.8 are not addressed explicitly throughout the text. Standard 1.NBT.A.1 is only addressed on pages 416-426. Standard 1.OA.D.8 is only addressed on pages 186-207 and 214-218. There are only 3 lessons that address 1.OA.C.6, which is the required fluency for 1st grade, and there is no repeated practice offered for this standard.

<sup>18</sup> Refer also to criterion #6 in the K-8 [Publishers' Criteria](#) and #4 in the High School [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](#) and #2 in the High School [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><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/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	Yes	<p>Materials are designed so that the teachers and students spend sufficient time working with engaging applications. For example standards 1.OA.A.1 and 1.OA.A.2 are explicitly included in the lessons throughout the text even though the publisher included the strands.</p> <p>For example, page 37 feature word problems with the above standards. Example: Five red cars and eight blue cars are on the road. How many cars are on the road? (1.OA.A.1) Page 58 also feature word problems with the above standards. Example: John had 6 crayons, Alan had 5 crayons, and Sally had 6 crayons. How many crayons did they have altogether? (1.OA.A.2) The text provides 23 activities on the "Student Arts" pages that provide application problems for each of the 1st grade standards.</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>	No	<p>The materials are somewhat aligned to the expectations of the standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, pages 136-142, focus on 1.OA.5 as students work with addition and subtraction. These problems are all procedural skill, with no conceptual understanding or application. Conceptual understanding could have been incorporated by asking students to justify their answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.</p>
<p><b>Non-Negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and</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/course; practices strengthen the focus on major work instead of</p>	No	<p>Materials do not address the practice standards that enrich the major work of the grade. Although a standards correlation document does exist, the eight mathematical standards are not explicitly addressed throughout the text. Instead of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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	detracting from it, in both teacher and student materials.		incorporating the math practices into each lesson throughout the year, the text addresses the Math Practices in 15 pages (pp. 472-486) of the student text. In the teacher edition, there are 3 pages that explain the math practices in the introduction to the book. The text states that the math practices should be woven through all mathematics lessons, but the text fails to address the standards again until the last few pages of the text. They are not included in the lesson plans, or any other place to help teachers "weave" them into the lessons.
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<b>Additional Criterion</b> <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</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>5b)</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.
	<b>5c)</b> Materials base content progressions on the 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>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <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.

<sup>20</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [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](#) and #3 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>22</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [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><b>Additional Criterion</b>  <b>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.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>6a) Careful Attention to Each Practice Standard:</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>6b) Materials Support the Standards' Emphasis on Mathematical Reasoning:</b> Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others 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></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>6c) Materials explicitly attend to the specialized language of mathematics.</b><sup>12</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>Additional Criterion</b>  <b>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>26</sup></p>	<p><b>7a) There is variety in what students produce.</b> 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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>7b) There are separate teacher materials that support and reward teacher study including, but not limited to:</b></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

<sup>23</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) and #7 in the High School [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](#) and #5 in the High School [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](#) and #8 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>26</sup> Refer also to pages 18-20 in the K – 8 [Publishers' Criteria](#) and pages 16-18 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

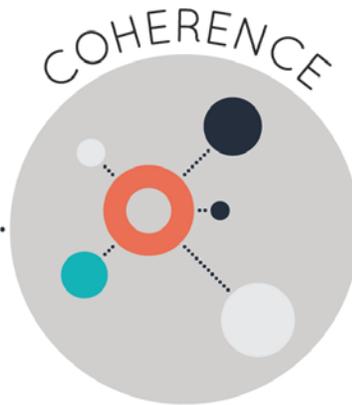
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion 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>		
	<p><b>7c)</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>7d)</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.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7f)</b> Materials support the uses of technology as called for in the Standards.</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
<p><b>I: Non-Negotiables</b></p>	<p>1. Focus on Major Work</p>	<p><b>Yes</b></p>	<p>The materials focus approximately 82% of the lessons on the major work of the grade. In addition, minimal time is spent on content outside the grade level.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	2. Consistent, Coherent Content	<b>No</b>	Supporting content does not support the major work of the grade, nor does the material present problems or material addressing multiple clusters or domains.
	3. Rigor and Balance	<b>No</b>	Materials do not address the three aspects of rigor according to the standards. Materials lack conceptual understanding and procedural skill and fluency according to the standards for grade 1, while application is appropriately addressed. Materials are not balanced and address procedural skill more often than application or conceptual understanding.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice Standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.
<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.
FINAL DECISION FOR THIS MATERIAL: <b><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: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade/Course: **2**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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</b>  <b>1. FOCUS ON MAJOR WORK<sup>27</sup>:</b>            Students and teachers using the materials as designed devote the large majority<sup>28</sup> of time to the major work of the grade/course.</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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p> <p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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/course in which they are introduced in the Standards.<sup>29</sup></p>	<p>No</p> <p>Yes</p>	<p>Only 77 % (i.e., 242 of 316) of the lessons covered major clusters of Grade 2, 15% (i.e., 46 of 316) cover supporting clusters, and 9% (i.e., 28 of 316) cover additional clusters. These percentages were calculated using the teacher's edition program overview for Grade 2. This correlation document is found in the teacher resources.</p> <p>The materials spend minimal time on content outside the grade level. However it should be noted that there are occurrences when the aligned materials does focus on content outside of the appropriate grade level. For example, on page 44, adding and subtracting numbers greater than 100 is addressed in the student exercise extension activity. Standard 2.OA.A.1 requires focus on adding and subtracting numbers within 100. In addition, standard 2.OA.C.4 states to cover, "...rectangular arrays with up to 5 rows and up to 5 columns..." However, on student pages 57 - 69 arrays with up to 10 columns are taught. In addition, student pages 363 - 387 cover standard 2.G.A.3 but these pages require the students to write numerical fractions which is a 3rd grade standard.</p>
<p><b>Non-Negotiable</b>  <b>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>30</sup></p>	<p>No</p>	<p>Supporting content is not connected to major content in a meaningful way. Lessons that feature supporting work do not support the major work of the grade. For example, page 532 contains supporting content with no major work. This lesson only focuses on telling time to the nearest five minutes. (2.MD.7) Each of the eight lessons in the student textbook covering this standard is taught in isolation and is not connected to any major</p>

<sup>27</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>28</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>29</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>30</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			<p>standard. It should be noted that the first activity entitled "Museum Heist" connects the supporting standards in Operation and Algebraic Thinking to other standards in this domain. In addition, the activity "Growing Flowers" found in the same book connects the supporting and major standards in the Measurement and Data domain.</p>
	<p><b>REQUIRED</b>  <b>2b) Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.</b><sup>31</sup></p>	<p><b>No</b></p>	<p>Materials include problems that serve to connect two or more clusters. Pages 242 - 263 of the student textbook connect the clusters 2.MD.A (Measure and Estimate lengths in standard units) to 2.MD.B (Relate addition and subtraction to length). All 4 of the activities in the "Creative Core Curriculum for Mathematics with STEM, Literacy and Arts" connect standards within one domain. There were no instances in the text or other student resources where standards were connected across domains.</p>
<p><b>Non-Negotiable</b>  <b>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>32</sup></p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<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 discussion questions.</p>	<p><b>No</b></p>	<p>Materials do not develop conceptual understanding of key mathematical concepts. The student text offers few opportunities for the students to express their conceptual understanding even when the standard explicitly calls for it. For example, there are 80 pages devoted to the cluster 2.NBT.B (Use place value understanding and properties of operations to add and subtract), yet only 2 conceptual understanding questions are found on all of these pages..."What pattern do you see?" (Pp. 146-147) and "Write a sentence to show how you know that your answer is correct." (p.150) Standards such as 1.NBT.B.9, which explicitly call for understanding, did not have conceptual understanding questions on the pages that taught this standard. 2.G.A.1 requires students to recognize and draw shapes having specified attributes. On page 646, this lesson plan discusses different strategies to build the concept. The lesson activities and student exercises do not assist with conceptual understanding of the concept. As a result, conceptual understanding of recognizing and</p>

<sup>31</sup> Refer also to criterion #6 in the K-8 [Publishers' Criteria](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>32</sup> Refer also to criterion #4 in the K-8 [Publishers' Criteria](#) and #2 in the High School [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
			drawing shapes with various attributes.
	<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>	No	<p>There are only 2 lessons that address 2.OA.B.2 and 6 lessons that address 2.NBT.B.5, which are the required fluencies for 2nd grade, and there is no repeated practice offered for these standards. Standard 2.OA.B.2 is only addressed on pages 63-88. Standard 2.NBT.A.2 is only addressed on pages 105-216.</p>
	<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/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	Yes	<p>Materials are designed so that the teachers and students spend sufficient time working with engaging applications. Standards 2.OA.A.1 and 2.MD.B.5 are explicitly included in the lessons throughout the text even though the publisher included the strands. For example, page 12 feature word problems with one of the above standards. Example: In the baker's shop, there were 57 pink cupcakes and 37 blue cupcakes. How many cupcakes were there in the shop? (2.OA.A.1) Page 458 also feature word problems with the above standards. Example: How many pennies can be placed along the edge of a pencil? (2.MD.B.5)</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>	No	<p>The materials are somewhat aligned to the expectations of the standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, Pages 319-327, focus on 2.NBT.B.6 as students work with addition and subtraction. These problems are all procedural skill and application, with no conceptual understanding. Conceptual understanding could have been incorporated by asking students to justify their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.
<p><b>Non-Negotiable</b>  <b>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>33</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/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.</p>	<p><b>No</b></p>	Materials do not address the practice standards that enrich the Major Work of the grade. Although a standards correlation document does exist, the eight mathematical standards are not explicitly addressed throughout the text. Instead of incorporating the math practices into each lesson throughout the year, the text addresses the Math Practices in 15 pages (pp. 388-403) of the student text. In the teacher edition, there are 3 pages that explain the math practices in the introduction to the book. The text states that the math practices should be woven through all mathematics lessons, but the text fails to address the standards again until the last few pages of the text. They are not included in the lesson plans, or any other place to help teachers "weave" them into the lessons.
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion</b>  <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b>  Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.</p>	<p><b>REQUIRED</b>  <b>5a)</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>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b>  <b>5b)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes</p>	<p><b>Not Evaluated</b></p>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>33</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [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	reorganized and extended to accommodate the new knowledge. <sup>10</sup>		
	<b>5c)</b> Materials base content progressions on the progressions in the Standards. <sup>34</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <sup>35</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</b> <b>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>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>36</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>37</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>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 others 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	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>34</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) and #3 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>35</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>36</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) and #7 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>37</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) and #5 in the High School [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
	thoroughly to places in the Standards that explicitly set expectations for multi-step problems. <sup>38</sup>		
	<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.
<p><b>Additional Criterion</b>  <b>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>39</sup></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<b>7a)</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>7b)</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>7c)</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>7d)</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.

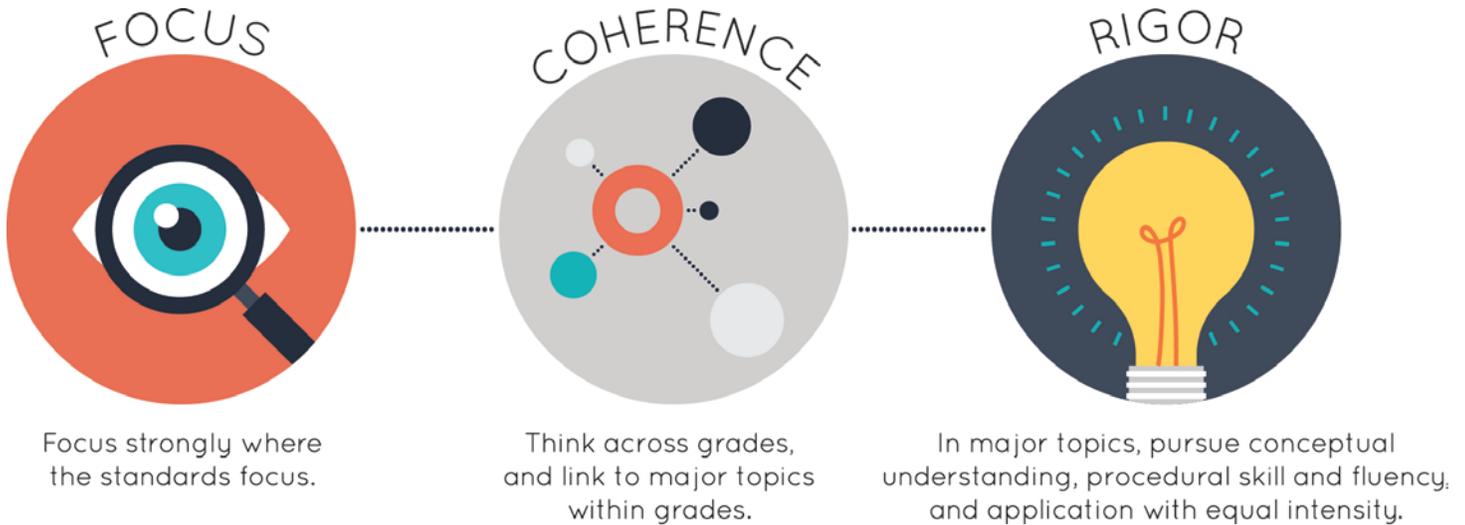
<sup>38</sup> Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) and #8 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>39</sup> Refer also to pages 18-20 in the K – 8 [Publishers' Criteria](#) and pages 16-18 in the High School [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>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	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>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Materials focus only 77% of the lessons on the major work of the grade. This percentage should be closer to 85% for Grade 2. It should be noted that minimal time is spent on content that is outside of the grade level.
	2. Consistent, Coherent Content	<b>No</b>	Supporting content does not support the major work of the grade, while the material does present problems or material addressing multiple clusters.
	3. Rigor and Balance	<b>No</b>	Materials do not address the three aspects of rigor according to the standards. Materials lack conceptual understanding and procedural skill and fluency according to the standards for grade 2, while application is appropriately addressed. Materials are not balanced and address procedural skill more often than application or conceptual understanding.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice Standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.
<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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

Strong mathematics instruction contains the following elements:



Title: Creative Math Curriculum with STEM, Literacy and Arts

Grade/Course: 3

Publisher: TPS Publishing Inc.

Copyright: 2016

Overall Rating: Tier III, Not representing quality

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

<b>STRONG</b>	<b>WEAK</b>
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</b>  <b>1. FOCUS ON MAJOR WORK<sup>40</sup>:</b>            Students and teachers using the materials as designed devote the large majority<sup>41</sup> of time to the major work of the grade/course.</p> <p><input checked="" type="checkbox"/> Yes      <input 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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	Yes	<p>The instructional materials reviewed for Grade 3 meet the expectations for spending the large majority of class time on the major clusters of the grade. Approximately 74 percent (i.e., 264 out of 357) lessons focus on the major work of the grade, 12 percent (i.e., 43 out of 357) on supporting clusters of the grade, and 14 percent (i.e., 50 out of 357) on additional clusters of the grade. The pacing guide provided (G3 Combined Pacing Plan STEM Focused) indicates the same percentages based on hours of class time versus lessons. For example, 75% (i.e., 120 of 160.5 hours) of the class time should focus on the major work of the grade, 11% (i.e., 17.5 of 160.5 hours) on supporting standards, and 14% (23 of 160.5 hours) on additional standards.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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/course in which they are introduced in the Standards.<sup>42</sup></p>	Yes	<p>Minimal time is spent on content outside the grade level. It should be noted that the Delivery Route STEM project (see pages 63-104) of the Creative Core Curriculum in Mathematics STEM Project Edition on page 70, asks students to convert between unlike units, multiplying fractions with whole numbers. This content should not be addressed until Grade 4 (see 4.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number). The Project also asks students to convert feet to miles on page 70. This too should not be addressed until Grade 4 (see 4.MD.A.1: Know relative sizes of measurement units within one system of units including km., m., cm., kg., g.; lb., oz.; l., ml.; hr., min., sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table). The Project also has students</p>

<sup>40</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>41</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>42</sup> Refer also to criterion #2 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
			multiply decimals with whole numbers on page 73. This should not be addressed until Grade 5 (see 5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used).
<p><b>Non-Negotiable</b></p> <p><b>2. CONSISTENT, COHERENT CONTENT</b></p> <p>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></p> <p><b>2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>43</sup></b></p>	<p><b>No</b></p>	<p>When the supporting content is present, it does not enhance the focus and coherence by engaging students in the Major Work of the grade. Supporting content is not connected to major content in a meaningful way. Throughout the material all major content, supporting content, and additional content are introduced separately. Lessons that feature supporting work do not support the major work of the grade. For example, pages 615-632 of the Creative Core Curriculum in Mathematics Combined Teacher's Edition, contain supporting content, (3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one-and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs) with no major work of the grade.</p> <p>Also, the STEM project "Antique Calculator", pages 25-42 in the STEM Teacher's Edition, includes errors with the intent of the CCSS 3.NBT.A.1 about rounding. 3.NBT.A.1 states: Use place value understanding to round whole numbers to the nearest 10 or 100. No place in the project do they ask students to round numbers at all.</p> <p>Standards in the curriculum are taught overwhelmingly in isolation, with insufficient evidence that supporting standards enhance the teaching of the major standards. However, in the materials' assessment and intervention pieces it is possible for the teacher to pick and choose, and mix</p>

<sup>43</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
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.<sup>44</sup></p>	No	<p>and match standards of the grade 3.</p> <p>Materials do not include problems and activities that serve to connect two or more clusters in a domain or two or more domains in a grade. Each lesson is taught in isolation, as a standard or a cluster of standards within the same domain. No evidence of lessons/activities where standards across domains are made. For example, lessons (pages 615-632 of the Creative Core Curriculum in Mathematics Combined Teacher's Edition, for 3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories, do not follow the intent of the standard and cluster, they include pie graphs (not standard) and include graphs that are not scaled. Although some of the pieces such as the intervention and assessment allow the teacher to pick and choose the grade level content, it does not connect the clusters in a domain within a lesson in the materials.</p>
<p><b>Non-Negotiable</b>  <b>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>45</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 discussion questions.</p>	No	<p>Although the materials contain lessons that develop conceptual understanding of key mathematical concepts, they do not contain high-quality conceptual problems or discussion questions. For example the lesson titled "Multiplication" on page 7 of the teacher's book focuses on the conceptual understanding major standard of 3.OA.1. This conceptual understanding of interpreting products of whole numbers has the students using objects to group together and form an equation for multiplication. There are no deep discussion questions throughout the lesson. Another example is the lesson "Division 1" on page 55 of the teacher's volume focuses on the major conceptual understanding standard of 3.OA.2. This conceptual understanding of interpreting whole-number quotients of whole numbers is presented by the students once again using objects to equally divide</p>

<sup>44</sup> Refer also to criterion #6 in the K-8 [Publishers' Criteria](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>45</sup> Refer also to criterion #4 in the K-8 [Publishers' Criteria](#) and #2 in the High School [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
			to represent a division equation, but there is not enough discussion contained in the lesson.
	<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>	No	<p>The materials do not provide students opportunities to practice standards that suggest fluency throughout the year. For example, in Grade 3, students are expected to fluently add and subtract within 1,000 using the standard algorithm (3.NBT.A.2). To support fluency for 3.NBT.A.2, use the Solving Problems with Addition 0-1,000 lesson on pages 307-317 of the Creative Core Curriculum in Mathematics Combined Textbook Teacher's Edition. Grade 3, students are also expected to fluently multiply and divide within 100 using the standard algorithm (3.OA.C.7). To support fluency for 3.OA.C.7, use the "A Year with the Davis Family" lesson in the Combined Textbook Teacher Edition pages 44-49. However, these are the few instances that provide opportunities to establish fluency of the standards 3.OA.C.7 and 3.NBT.A.2</p>
	<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/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	Yes	<p>Creative Core Curriculum in Mathematics with Literacy and STEM Project Edition provides STEM projects for Grade 3. These activities focus on using math in a real world situation, which is to them, a different context. Students must think about and apply knowledge while being inquisitive and questioning their own understanding. The projects usually address the content of one domain of the standards. On page 623 of the Creative Core Curriculum in Mathematics teacher's edition it says that students are to use the questions and information on page 624 to create a bar chart on squared paper (3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets). This project-based learning style introduces new math in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>the context of solving a real problem, and a standard solution procedure may not be readily available to students. Students make connections to prior knowledge and determine their own methods for solving the problem. But students may not have learned a procedure/technique for solving the problem in the most efficient manner. Classroom discussion exposes them to alternate methods for solving the problem and deepens their understanding.</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>	<p><b>No</b></p>	<p>The materials are somewhat aligned to the expectations of the standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, Pages 90-95, focus on 3.OA.3 as students work with division. These problems are all application, with no conceptual understanding or procedural skill. Conceptual understanding could have been incorporated by asking students to justify their answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.</p>
<p><b>Non-Negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and coherence by connecting practice</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/course; 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>The materials did not address the practice standards in such a way as to enrich the major work of grade 3. The teacher's volume lists the math practices on pages LXXVI-LXXVII. These pages suggest that the math practices are woven into the lessons throughout the materials, but they are not mentioned in the lessons. If each of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards with content that is emphasized in the Standards. <sup>46</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			mathematical practices could be pointed out where they are used throughout the 357 lessons it would be clearer to understand how they are woven through the lessons. The standards for Mathematical Practice are identified in detail in the Creative Core Curriculum in Mathematics Combined Teacher's Edition on pages 876-898 and at the beginning of the first lesson in the Teacher's Edition. The text misses opportunities to incorporate mathematical standards in lessons. For example, under the section titled "Aligning Learning With the Content Standards" on page 1 of Lesson 1, the Mathematical Practices are detailed for each lesson, but are not labeled as such.
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<b>Additional Criterion</b> <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</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>5b)</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.
	<b>5c)</b> Materials base content progressions on the progressions in the Standards. <sup>47</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <sup>48</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>46</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013)

<sup>47</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) and #3 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>48</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [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>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</b> <b>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>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>49</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>50</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>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 others 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>51</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</b> <b>7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the indicators outlined here in order to give teachers and students the	<b>7a)</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.

<sup>49</sup> Refer also to criterion #9 in the K–8 [Publishers’ Criteria](#) and #7 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>50</sup> Refer also to criterion #7 in the K–8 [Publishers’ Criteria](#) and #5 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>51</sup> Refer also to criterion #10 in the K–8 [Publishers’ Criteria](#) and #8 in the High School [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
tools they need to meet the expectations of the Standards. <sup>52</sup>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>7b)</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>7c)</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>7d)</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>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	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.			

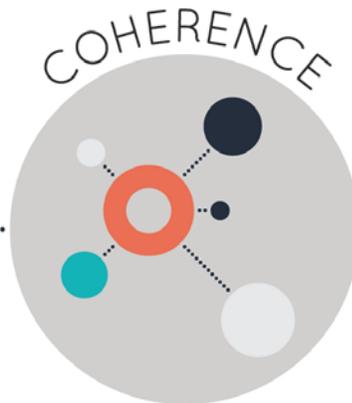
<sup>52</sup> Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) and pages 16-18 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>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>Yes</b>	Materials focus 74% of the lessons on the major work of the grade and spend minimal time on content outside the grade level.
	2. Consistent, Coherent Content	<b>No</b>	Supporting content does not support the major work of the grade, nor does the material present problems or material addressing multiple clusters or domains.
	3. Rigor and Balance	<b>No</b>	Materials do not address the three aspects of rigor according to the standards. Materials lack conceptual understanding according to the standards for Grade 3, while application and procedural skill and fluency is appropriately addressed. Materials are not balanced and address procedural skill more often than application or conceptual understanding.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.
<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.
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</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: Creative Math Curriculum with STEM, Literacy and Arts

Grade/Course: 4

Publisher: TPS Publishing Inc.

Copyright: 2016

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</b>  <b>1. FOCUS ON MAJOR WORK<sup>53</sup>:</b>            Students and teachers using the materials as designed devote the large majority<sup>54</sup> of time to the major work of the grade/course.</p> <p><input checked="" type="checkbox"/> Yes      <input 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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p>Yes</p>	<p>The instructional materials reviewed for Grade 4 do meet the expectations for spending the large majority of class time on the major work of the grade. Approximately 70 percent (i.e., 255 out of 362) lessons focus on the major work of the grade, 11 percent (i.e., 40 out of 362) on supporting clusters of the grade, and 19 percent (i.e., 67 out of 362) on additional clusters of the grade. These percentages were calculated using the provided standard correlation chart and a skimming of lessons.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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/course in which they are introduced in the Standards.<sup>55</sup></p>	<p>Yes</p>	<p>Minimal time is spent on content outside the grade level. It should be noted that the Rocket Apogee STEM Project (see pages 71-94) of the teacher STEM project edition does asks students to find angle measurements of right triangles using tangent ratio, which shouldn't be addressed until Grade 6 (HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles; and HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems).</p> <p>In addition, the Project asks students to identify outliers and calculate averages. These are not to be addressed until Grade 6 (6.SP.B.5.C.c: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data are gathered.)</p>

<sup>53</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>54</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>55</sup> Refer also to criterion #2 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><b>Non-Negotiable</b>  <b>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>56</sup></p>	<p>No</p>	<p>The materials do not connect supporting content to major content in meaningful ways. The materials exemplify a lack of coherence between and among content standards. For example, the ART lesson on page 152 does not support the major work of 4.NF and there is a misrepresentation of a line plot. It does not correctly utilize or represent a line plot (4.MD.B.4: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots). In addition, the standard in this cluster requires students to use a line plot to display measurements in fractions of a unit and to solve problems involving addition and subtraction of fractions.</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.<sup>57</sup></p>	<p>No</p>	<p>Materials do not include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade. Learning objectives are written and either address learning at the individual standard level or simply restate the cluster. Most lessons address content that serves one standard or cluster.</p>
<p><b>Non-Negotiable</b>  <b>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>58</sup></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 discussion questions.</p>	<p>Yes</p>	<p>The materials’ deliberate progression in conceptual development, purposeful use of representation, and explicit instruction about making connections among representations exists to help teachers analyze developing mathematicians. The carefully engineered structure and questioning in the lessons are designed to show the teacher where students are and where they need to go. The teacher’s text includes sample dialog to develop conceptual understanding in the students. For example, in the Creative Core of Mathematics Combined Teacher Edition, in the lesson, Rufus At The Olympics on pages 414-423, teaches the standard, 4.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole</p>

<sup>56</sup> Refer also to criterion #3 in the K–8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>57</sup> Refer also to criterion #6 in the K–8 [Publishers’ Criteria](#) and #4 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>58</sup> Refer also to criterion #4 in the K–8 [Publishers’ Criteria](#) and #2 in the High School [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			<p>number. Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. In the lesson students are expected to build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers 6. In the lesson, it tells teachers to write on the board: <math>2 \times 3/7</math>. They are then to use a visual model to show <math>3/7</math>. Then they are to tell students to think of each <math>1/7</math> as a separate object, like an apple. They then ask: If a child has three apples, how can he or she multiply them by two? Later in the lesson, it tells teachers to ask students, "What happens when you multiply something by 1?" It also tells the teacher gives the students the problem, <math>2 \times 3/4</math> and asks them how they would go about solving the problem by breaking it into <math>2 \times 3 \times 1/4</math>?</p>
	<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>	<p>Yes</p>	<p>Materials do not provide an opportunity for students to develop grade level fluency throughout the year. For example, in Grade 4, students are expected to add/subtract within 1,000,000 (4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm). In the Creative Core Curriculum in Mathematics Combined Teacher Edition, pages 190-191 support fluency for 4.NBT.B.4, by asking students to solve addition and subtraction problems mentally using strategies that are meaningful and they can understand. The teacher puts some number problems on the board and has students suggest ways to find answers using mental strategies. The teacher models the strategies for students. The students then practice adding and subtracting multi-digit numbers with the teacher. Finally the students work the fluency problems on pages 198-201 on their own. However, this is one of the few opportunities provided in the fourth grade to establish fluency for the standard 4.NBT.B.4.</p>
	<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</p>	<p>Yes</p>	<p>Creative Core Curriculum in Mathematics with Literacy and STEM Project Edition provides STEM projects for Grade 4. These activities focus on using math in a real world situation, which is to them, a different context. Students must think about and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>		<p>apply knowledge while being inquisitive and questioning their own understanding. The projects usually address the content of one domain of the standards. For example, the "Stomp the Math" project on pages 43-70 in the Creative Core Curriculum in Mathematics with Literacy and STEM Project Edition specifically addresses Number and Operations-Fractions. In "Stomp the Math," students make "alien insects" from pipe cleaners and other craft supplies. They learn how to work with fractions as they compare features of their imaginary alien insects to actual insects. It's important that there are 12, 24, 36, or 48 total insects so there are plenty of options for fractions. Next, students apply fractions as they analyze a song. Comparing the various sections of the song provide opportunity to use fractions (4.NF.3.d: Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.) Next, students determine the size of the stage and how it can be divided to provide adequate sections for each dance team. Here again, the manipulation of fractions is stressed. Finally, the insects, music, and stage all come together when students make a stop-action video. This project-based learning style introduces new math in the context of solving a real problem, and a standard solution procedure may not be readily available to students. Students make connections to prior knowledge and determine their own methods for solving the problem. But students may not have learned a procedure/technique for solving the problem in the most efficient manner. Classroom discussion exposes them to alternate methods for solving the problem and deepens their understanding.</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>	<p>No</p>	<p>The materials are somewhat aligned to the expectations of the Standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			<p>components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, Pages 224-231, focus on 4.NBT.B.6 as students work with multi-digit multiplication. These problems are all procedural skill, with no conceptual understanding or application. Conceptual understanding could have been incorporated by asking students to justify their answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.</p>
<p><b>Non-Negotiable</b>  <b>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>59</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/course; 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>The materials did not address the practice standards in such a way as to enrich the major work of the grade. The teachers volume list the Math Practices on pages LXXVI-LXXVII. These pages suggest that the Math Practices are woven into the lessons throughout the materials, but they are not mentioned in the lessons. The standards for Mathematical Practice are identified in detail in the Creative Core Curriculum in Mathematics Combined Teacher's Edition on pages 876-898 and at the beginning of each lesson in the Teacher's Edition. For example, under the section titled "Aligning Learning With the Content Standards" on page 1 of Lesson 1, the Mathematical Practices are detailed for each lesson, but are not labeled as such. The text states that the math practices should be woven through all mathematics lessons, but the text fails to address the standards again until the last few pages of the text. They are not included in the lesson plans, or any other place to help teachers "weave" them into the lessons.</p>

<sup>59</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [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>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion</b>  <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b>  Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</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>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b>  <b>5b)</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>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>5c)</b> Materials base content progressions on the progressions in the Standards.<sup>60</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.<sup>61</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.<sup>11</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>Additional Criterion</b>  <b>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</p>	<p><b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.<sup>62</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>63</sup> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students’ mathematical</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>60</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) and #3 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>61</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>62</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) and #7 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>63</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) and #5 in the High School [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
additional content/skills to teach which are not included in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	development. Alignments to practice standards are accurate.		
	<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 others 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>64</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</b> <b>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>65</sup>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>7a)</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>7b)</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>7c)</b> Support for English Language Learners and other special populations is thoughtful and helps those	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>64</sup> Refer also to criterion #10 in the K–8 [Publishers’ Criteria](#) and #8 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>65</sup> Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) and pages 16-18 in the High School [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
	students meet the same standards as all other students. The language in which problems are posed is carefully considered.		
	<b>7d)</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>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

**FINAL EVALUATION**

*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.

**Compile the results for Sections I and II to make a final decision for the material under review.**

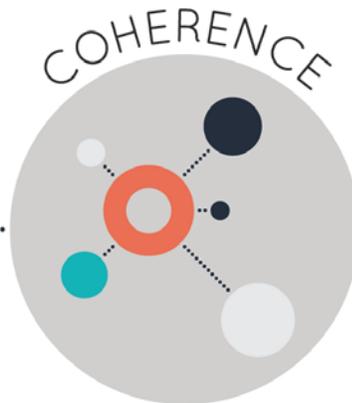
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>Yes</b>	Materials focus 70% of the lessons on the major work of the grade. Minimal time is spent on content outside the grade level.
	2. Consistent, Coherent Content	<b>No</b>	Supporting content does not support the major work of the grade, while the material does not present problems or material addressing multiple clusters or domains.
	3. Rigor and Balance	<b>No</b>	Materials do address the three aspects of rigor according to the standards. Materials are not balanced and address procedural skill more often than application or conceptual understanding.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.
<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.
FINAL DECISION FOR THIS MATERIAL: <b><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: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade/Course: **5**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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

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

<b>STRONG</b>	<b>WEAK</b>
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</b>  <b>1. FOCUS ON MAJOR WORK<sup>66</sup>:</b>            Students and teachers using the materials as designed devote the large majority<sup>67</sup> of time to the major work of the grade/course.</p> <p><input checked="" type="checkbox"/> Yes      <input 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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p><b>Yes</b></p>	<p>The instructional materials reviewed for Grade 5 do meet the expectations for spending the large majority of class time on the major work of the grade. Approximately 90 percent (i.e., 292 out of 323) lessons focus on the major work of the grade, 0 percent (i.e., 0 out of 323) on supporting clusters of the grade, and 10 percent (i.e., 31 out of 323) on additional clusters of the grade.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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/course in which they are introduced in the Standards.<sup>68</sup></p>	<p><b>Yes</b></p>	<p>Minimal time is spent on content outside the grade level. It should be noted that some content in M-Class Hydroplane Racing, STEM Project (see pages 55-78), is aligned with Grade 6, 6.G.A.4 (Solve real-world and mathematical problems involving area, surface area, and mathematical problems), when students are asked to address surface area and 6.RP.3.C (Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent) when students are asked to find the percent of a number.</p> <p>Content addressed in the Engines STEM Project, (see pages 15-38), is aligned with Grade 7, 7.G.B.4 (Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.), when students are asked to find the area of a circle and with Grade 8, 8.G.C.9 (Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.), when students are asked to find the volume of a cylinder.</p> <p>The content addressed in the Fractional Playground</p>

<sup>66</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>67</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>68</sup> Refer also to criterion #2 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
			STEM Project, (see pages 39-54), is aligned with Grade 6, 6.SP.B.5.c (Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.) when students are asked to find the average.
<p><b>Non-Negotiable</b>  <b>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>69</sup></p>	<p><b>No</b></p>	<p>The instructional materials for Grade 5 do not meet the expectation for coherence so that supporting content would enhance the major work of the grade. For example, the STEM lesson "Cryptology," does not support the major work of 5.NBT (Understand the place value system); and the ART lesson on page 146 does not support the major work of 5.NF (Use equivalent fractions as a strategy to add and subtract fractions) fully at the grade level; all fraction calculations have been done for students, additional units could have been added so that students had to use conversions and the connection to 5.NBT (Understand the place value system).</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.<sup>70</sup></p>	<p><b>No</b></p>	<p>The instructional materials reviewed for Grade 5 do not meet expectations for fostering coherence through connections at a single grade level. Learning objectives are written and either address learning at the individual standard level, or they restate the cluster. Although standards and objectives are listed for each lesson, it does not always cohesively connect together in the following examples: STEM project "Planetary Exploration", ART lesson, page 44, Teacher edition lesson, page 1, Teacher edition, page 210, Teacher edition, page 388, STEM project "Cryptology". Each lesson is taught in isolation, as a standard or a cluster of standards within the same domain. There are missed opportunities for</p>

<sup>69</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>70</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [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>connections including: Missing 5.OA (Write and interpret numerical expressions) and 5.NBT (Understand the place value system) connections in teacher edition pages 2-47, mostly whole number smaller numbers; Missing coherence between 5.MD.B (Represent and interpret data: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots) and 5.NF.A (Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.) with use of fractions within line plots for real-world problems. With the exception of the ART lessons having a family theme (21st Century Families), there is no mathematical connection from one lesson to the next within a domain and materials do not make connections between domains or clusters when appropriate. Connections between concepts are not clearly articulated for teachers and therefore the criterion is not met.</p>
<p><b>Non-Negotiable</b>  <b>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>71</sup></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 discussion questions.</p>	<p><b>Yes</b></p>	<p>The materials’ deliberate progression in conceptual development, purposeful use of representation, and explicit instruction about making connections among representations exists to help teachers analyze developing mathematicians. The carefully engineered structure and questioning in the lessons are designed to show the teacher where students are and where they need to go. The teacher’s text includes sample dialog to develop conceptual understanding in the students. For example, in the Creative Core Curriculum in Mathematics Teacher’s Edition, page 53, it tells the teacher to tell the students to count on in fives from 3. The teacher is then to write the resulting sequence on the board: 8, 13, 18, 23 and so on. The teacher is then to ask</p>

<sup>71</sup> Refer also to criterion #4 in the K–8 [Publishers’ Criteria](#) and #2 in the High School [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			<p>students to provide a rule to fit this sequence. Then to ask students, "Why is it harder to work out this sequence than the first one? (5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Forms ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.)</p>
	<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>	<p>No</p>	<p>Students are not provided opportunities to develop fluency for required standards for 5th grade throughout the course of the year. For example, in Grade 5, students are expected to multiply multi-digit numbers (5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm). In the Creative Core Curriculum in Mathematics Combined Teacher Edition, pages 182-184 support fluency for 5.NBT.B.5, by having students multiply multi-digit whole numbers using the standard algorithm. However, this is one of the few instances where materials provide fluency and procedural skill practice of standard 5.NBT.B.5</p>
	<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/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to</p>	<p>Yes</p>	<p>Creative Core Curriculum in Mathematics with Literacy and STEM Project Edition provides STEM projects for Grade 5. These activities focus on using math in a real world situation, which is to them, a different context. Students must think about and apply knowledge while being inquisitive and questioning their own understanding. The projects usually address the content of one domain of the standards. For example, the "Fractional Playground" project on pages 39-54 in the Creative Core Curriculum in Mathematics with Literacy and STEM Project Edition specifically addresses Number and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	those places in the content Standards where expectations for multi-step and real-world problems are explicit.		Operations-Fractions. In "Fractional Playground", teams of students each design a playground for a specific age group of students. Each playground will be scaled to the average size of the children of that age. Scale drawings will be made that indicate full size dimensions. Eventually a scale model will be built. These models can be placed together to make a playground that will appeal to a large range of ages and sizes of children. Throughout this process, students will get extensive experience working with fractions (5.NF.B.3: Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). This project-based learning style introduces new math in the context of solving a real problem, and a standard solution procedure may not be readily available to students. Students make connections to prior knowledge and determine their own methods for solving the problem. But students may not have learned a procedure/technique for solving the problem in the most efficient manner. Classroom discussion exposes them to alternate methods for solving the problem and deepens their understanding.
	<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 materials are somewhat aligned to the expectations of the standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, Pages 246-273, focus on 5.NBT.B.6 as students work with multi-digit arithmetic using decimals. These problems are all procedural skill and application, with no conceptual understanding. Conceptual understanding could have been incorporated by asking students to justify their answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.
<p><b>Non-Negotiable</b>  <b>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>72</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/course; 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>The materials did not address the math practice standards in such a way as to enrich the major work of the grade. The teachers volume list the Math Practices on pages LXXVI-LXXVII. These pages suggest that the math practices are woven into the lessons throughout the materials, but they are not mentioned in the lessons. The standards for Mathematical Practice are identified in detail in the Creative Core Curriculum in Mathematics Combined Teacher's Edition on pages 876-898 and at the beginning of each lesson in the Teacher's Edition. For example, under the section titled "Aligning Learning With the Content Standards" on page 1 of Lesson 1, the Mathematical Practices are detailed for each lesson, but are not labeled as such. The text states that the math practices should be woven through all mathematics lessons, but the text fails to address the standards again until the last few pages of the text. They are not included in the lesson plans, or any other place to help teachers "weave" them into the lessons.</p>
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion</b>  <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b>  Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.</p>	<p><b>REQUIRED</b>  <b>5a)</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>  <b>5b)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

<sup>72</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [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	reorganized and extended to accommodate the new knowledge. <sup>10</sup>		
	<b>5c)</b> Materials base content progressions on the progressions in the Standards. <sup>73</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <sup>74</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</b> <b>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>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>75</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>76</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>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 others 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	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>73</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) and #3 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>74</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>75</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) and #7 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>76</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) and #5 in the High School [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
	thoroughly to places in the Standards that explicitly set expectations for multi-step problems. <sup>77</sup>		
	<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.
<p><b>Additional Criterion</b>  <b>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>78</sup></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<b>7a)</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>7b)</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>7c)</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>7d)</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.

<sup>77</sup> Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) and #8 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>78</sup> Refer also to pages 18-20 in the K – 8 [Publishers' Criteria](#) and pages 16-18 in the High School [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>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	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>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>Yes</b>	Materials focus on 90% of the lessons on the major work of the grade and minimal time is spent on content outside the grade level.
	2. Consistent, Coherent Content	<b>No</b>	Supporting content does not support the major work of the grade, while the material does not present problems or material addressing multiple clusters or domains.
	3. Rigor and Balance	<b>No</b>	Materials do address the three aspects of rigor according to the standards. Materials are not balanced and address procedural skill more often than application or conceptual understanding.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.
<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.
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>			

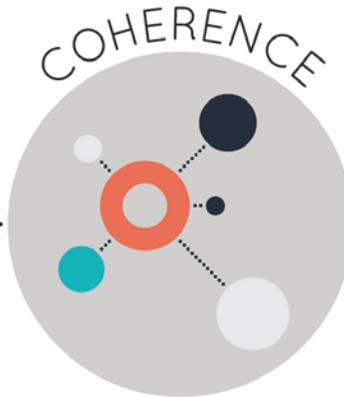
Appendix I.

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: Creative Math Curriculum with STEM, Literacy and Arts

Grade/Course: K-5

Publisher: TPS Publishing Inc.

Copyright: 2016

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)
* Weak at Grades K and 2	

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 K \(Tier 3\)](#)

[Grade 1 \(Tier 3\)](#)

[Grade 2 \(Tier 3\)](#)

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

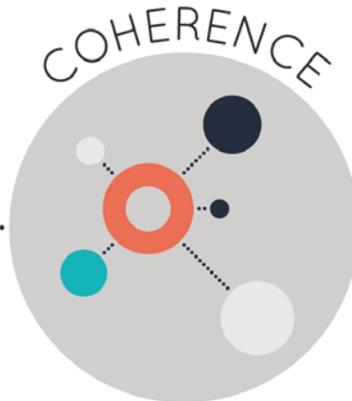
[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

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: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade/Course: **K**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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 RESPONSE
<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</b>  <b>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 to the major work of the grade/course.</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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p>No</p>	<p>Only 75 % (i.e., 247 of 330) of the lessons covered major clusters of Grade K, 2% (i.e., 7 of 330) covered supporting clusters, and 23% (i.e., 76 of 330) covered additional clusters. The percentage of major work covered for Grade K, should be closer to 85%. These percentages were calculated using the teacher's edition program overview for Grade K. This correlation document is found in the teacher resources.</p> <p>Because the material uses a variety of different resources to teach the content, a correlation document also exists detailing the number of class hours (GO Combined Pacing Plan STEM Focused) spent on each standard, according to this document 75% (116 of 154 hours) of class time is dedicated to the major work of the grade, 21% (33 of 154 hours) is spent on additional standards, while 3% (5 of 154) is spent on supporting standards.</p> <p>If using the teacher and student textbooks alone, 49% of the teacher's text (357 pages) was devoted to the major clusters, 34% (248 pages) was devoted to additional clusters, and 16% (117 pages) focused on supporting clusters.</p>	<p>The pacing plans provided show that the 75.32 % is for major work but that is only using the books and does not consider the Didax online, or any other online materials. When these are added more than 85% is achieved. This is a STEAM program and we do not only use the printed books or just one Teacher edition but have, for example, STEM projects and over 30 arts projects labeled as 'Afterschool' but these are used in classrooms. Didax is a key component and lesson plans are online only. STEM is used for introducing each concept in a separate by domain book then the textbook and then Didax and Afterschool, Amelia Rose, and online assessments as well as Modeling Math and all need to be included in the calculation if you wish to see the +85% as TPS are showing schools who do not have technology how they can reach 75%. Did you review the Live and Learn activities in the libraries, and Didax early learning book?</p>
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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</p>	<p>Yes</p>	<p>Minimal time is spent on content outside the grade level. However, on page 359 the student narrative says, "You can compare numbers up to 20" and goes on to compare 2 equal groups of 12. This is the only instance of comparing numbers greater than 10 (K.CC.7). It should also be noted that on pages 530 - 541 of the teacher text, the students are asked to compare capacities of liquids. K.MD.2 has students "directly compare two objects with a measurable attribute in common, to see which object has more</p>	<p>With regards to the instance of liquid measurement it is not a chapter test, unit test or other assessment. It is clearly being used as a measurable attribute. TPS would be willing to edit if you believe otherwise but it has been adopted in six States as most accept a few advanced student extensions and in training we advise teachers that we can provide an alternative if required.</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%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	grade/course in which they are introduced in the Standards. <sup>3</sup>		of/less of the attribute..." Although it is a measurable attribute, standards teaching liquid measurement are not introduced until 3rd grade.	
<p><b>Non-Negotiable</b>  <b>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>	No	<p>The supporting clusters in geometry are never connected to major content; they are only used to support the other geometry standards, which are not major content. An example of this can be found in the STEM project book with the activity "Castle Design". Pages 688 - 742 of the text focus on K.G.4, K.G.5, and K.G.6, all supporting standards. In these lessons these standards are not connected to any other standards, but rather taught alone or with other supporting standards within the same cluster. K.MD.3 is taught with K.MD.1 and K.MD.2, which are additional standards, not major content (pages 513 - 559 of text). Page 566 contains supporting content with no major work. This lesson only focuses on classifying objects in categories. (K.MD.3)</p>	<p>Did the reviewer look at Understanding shapes in afterschool and or Didax early learning book materials, as these are used in centers, connect supporting content to major content? It appears the reviewer is only looking at one or two of the books;are they using the pacing plan?</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.<sup>5</sup></p>	Yes	<p>Pages 513-569 of the text connect all the Measurement and Data standards across clusters. However, there were no instances where there were connections between two or more domains. The correlation document did not indicate where various clusters and domains were included. Upon closer inspection, most lessons are covered within the same domain; therefore addressing multiple clusters within a domain.</p>	
<p><b>Non-Negotiable</b>  <b>3. RIGOR AND BALANCE:</b>  Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous</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 discussion</p>	No	<p>This text offers very little help in developing conceptual understanding. For example, K.NBT.A.1 requires students to "compose and decompose numbers from 11 to 19 into ten ones and some further ones...understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones." Yet, the book</p>	<p>Conceptual understanding is high using Helicopter Rescue in the STEM project guide. Students build their own helipad and initially build up to ten for their own helipad. The project ends up with 10 x 10 different colored helipads and students how many tens and ones are in a two digit number. Did you look at the Number poetry section starting page</p>

<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](#) and #4 in the High School [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 RESPONSE
<p>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>questions.</p>		<p>does not offer opportunities for the students to show their understanding. Instead, directions for these practice pages (pp. 276-285) simply say "How many? Write the number?" and "How many more? Write the number."</p> <p>The Student Arts pages do offer a few conceptual understanding questions. For example p. 204 of the student book says: " Frank thinks it is good to check his homework. He is saying that when you say the numbers 1 to 20 in order, that each number you say adds one more. Here are the numbers 1 to 6 represented by balls. You can see that each row adds one more. Draw on colored circles and show the numbers 7 and 8. Check that each row adds one more. Circle the one you add to each row. Do you agree with Frank?" Even this question, though, only asks if the student agrees. It does not ask the student to tell why he agrees or disagrees with Frank.</p> <p>K.OA.A.4 requires students to add numbers to make 10. On page 491, this lesson plan discusses different strategies to build the concept. The lesson activities and student exercises do not assist with conceptual understanding of the concept. As a result, conceptual understanding of adding numbers to make 10 is not developed in these materials.</p>	<p>155?in the traditional as the students use manipulatives to build numbers up to 20. The STEM projects, using DAPIC, provide the majority of conceptual understanding and are always completed first, before use of the large textbook. Did you look at Amelia Rose? The math is built into the science activities and has a problem solving element on last page. Did you look at the Didax Early learning book and the one hundred board book which has key modeling conceptual understanding pieces, see pages from 59 and especially 'place the number'. Did you see the list and activity using ten frame trains? Students literally build numbers using the trains?Did you look at each standards art project where students die cut activities?Students die cut numbers and explain place value?</p>
	<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</p>	<p>No</p>	<p>There are only 2 lessons that address K.OA.5, which is the required fluency for Kindergarten, and there is no repeated practice offered for this standard. Each lesson does provide sufficient practice in the standard taught that day. For example: The first 148 pages of the student book provide practice in the counting to 20. There are 16 pages of practice for K.NBT.1 (composing and decomposing numbers from 11 to 19) found in the student edition pp. 276 - 291. Standard K.OA.A.2 is only addressed on pages 419-444, 445-463, and 474-468. Standard K.OA.A.5</p>	<p>This is not accurate. Again, this comment relates to one book. Our program is a STEAM program. The STEM project, Amelia Rose, Modeling Math, Didax and Live and Learn activities are all of equal importance and lessons exist within them - see the pacing plan that shows the % and number of lessons and time spent by standard</p>

<sup>6</sup> Refer also to criterion #4 in the K-8 [Publishers' Criteria](#) and #2 in the High School [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 RESPONSE
	operations is provided in order for students to have the foundation for later work in algebra.		is only addressed on pages 419-444 and 445-463.	
	<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/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	Yes	<p>Materials are designed so that the teachers and students spend sufficient time working with engaging applications. For example standards K.OA.A.2, K.G.A.1, and K.G.B.5 are explicitly included in the lessons. For example, page 444 feature word problems with the above standards. Examples: There are two houses on the street. Three more houses are built. How many houses are in the street now? (K.OA.A.2) Mrs. Dando was counting plums. She has three then find three more. How many plums does she have? Page 430 also feature word problems with the above standards. Examples: There are 5 children on the school bus. If 2 more get on the bus, how many are now on the bus? There are 7 children on the school bus. If 3 children get on the school bus, how many are now on the bus? (K.OA.A.2) Page 300, "Molly has 4 dolls. Sally has 3 dolls. Who has more? How many more does she have? How many dolls are there?" (K.OA.A.2) Page 414, Picture 1: "Circle something that is far away." Picture 2: "Circle something that is near." (K.G.A.1)</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>	No	<p>The materials are somewhat aligned to the expectations of the Standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, Pages 476-483, focus on 1.NBT.3 as students compare numbers using greater than or less than. These problems are all procedural skill, with no conceptual understanding. This could have been incorporated by asking students to justify their answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding</p>	<p>Again, not just one book. STEM, Didax, Amelia Rose and Live and Learn and the applied math library content are built to cover this area. See notes above.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.	
<p><b>Non-Negotiable</b>  <b>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>7</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/course; 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>Instead of incorporating the math practices into each lesson throughout the year, the text addresses the Math Practices in 13 pages (pp. 514-526) of the student text. Although a Common Core State Standards Correlation Document does exist, the eight mathematical standards are not explicitly addressed throughout the text. In the teacher edition, there are 3 pages that explain the math practices in the introduction to the book. The text states that the math practices should be woven through all mathematics lessons, but the text fails to address the standards again until the last few pages of the text. They are not included in the lesson plans, or any other place to help teachers "weave" them into the lessons.</p>	<p>The CA State panel commended our program for math practices. They followed the pacing plans we have provided. The STEM, Didax, Amelia Rose, Live and Learn, Libraries and textbook, work together and the modeling math, and Live and Learn afterschool (they are not for only afterschool but were named as make great activities for this purpose) address all math practices as do STEM and Arts projects. Did you review these or just one book?</p>
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>				
<p><b>Additional Criterion</b>  <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b>  Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</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>  <b>5b)</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>	
	<p><b>5c)</b> Materials base content progressions on the 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>	

<sup>7</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [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](#) and #3 in the High School [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 RESPONSE
	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <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</b> <b>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>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>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 others 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</b> <b>7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the	<b>7a)</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,	<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](#) and #4 in the High School [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](#) and #7 in the High School [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](#) and #5 in the High School [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](#) and #8 in the High School [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 RESPONSE
<p>indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.<sup>13</sup></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	arguments and explanations, diagrams, mathematical models, etc.			
	<p><b>7b)</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>7c)</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>7d)</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.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>7f)</b> Materials support the uses of technology as called for in the Standards.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

<sup>13</sup> Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) and pages 16-18 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

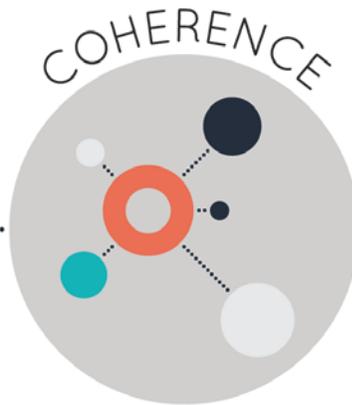
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>FINAL EVALUATION</b>				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (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	No	Materials only focus 75% of the lessons on the major work of grade. This percentage should be closer to 85% for grade K. It should be noted that minimal time is spent on content that is outside of the grade level.	This is inaccurate. Please see the detailed list of lessons in pacing and the % covered and explain why you believe this not to be so.
	2. Consistent, Coherent Content	No	Supporting content does not support the major work of the grade, while content addresses material across clusters.	Per the comments above TPS believes many core components have not been reviewed for each category, STEM, Didax, Afterschool and Applied libraries and Amelia Rose are all key, not just the textbook and the program is adopted in six States where reviewers followed the pacing
	3. Rigor and Balance	No	Materials do not address the three aspects of rigor according to the standards. Materials lack conceptual understanding and fluency according to the standards for grade K, while application is appropriately addressed. Materials are not balanced and address procedural skill more often than application or conceptual understanding.	Ditto comment above, STEM and Modeling Math reviewed for this category? Program commended for this area of review in other States.
	4. Focus and Coherence via Practice Standards	No	Practice standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.	This is inaccurate. The whole afterschool library was built to embody all math practices as was STEM. It is built as a STEAM program and not traditional.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Alignment Criteria for Standards for Mathematical Practice	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Indicators of Quality	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
FINAL DECISION FOR THIS MATERIAL: <b><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: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade/Course: **1**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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

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

<b>STRONG</b>	<b>WEAK</b>
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 RESPONSE
<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</b>  <b>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 to the major work of the grade/course.</p> <p><input checked="" type="checkbox"/> Yes      <input 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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p> <p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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/course in which they are introduced in the Standards.<sup>16</sup></p>	<p>Yes</p> <p>Yes</p>	<p>The materials devote approximately 82% (i.e., 234 of 285) of the lessons to major clusters of Grade 1, 4% (i.e., 12 of 285) to supporting clusters, and 14% (i.e., 39 of 285) to additional clusters. These percentages were calculated using the teacher's edition program overview for Grade 1. This correlation document is found in the teacher resources.</p> <p>Minimal time is spent on content outside the grade level. However, the materials do address content beyond the scope of 1st grade. For example, standard 1.MD.4 requires students to "organize, represent, and interpret data with up to three categories..." yet on pages 225 - 229 and 241-249 of the student text, students are asked to work with data with more than 3 categories. In addition, on page 26, adding numbers greater than 20 is addressed in the student exercise extension activity. While standard 1.OA.A.1 focuses on adding and subtracting numbers within 20.</p>	
<p><b>Non-Negotiable</b>  <b>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>	<p>No</p>	<p>The only supporting standard in 1st grade is 1.MD.D.4. Each of the five lessons in the student book covering this standard is taught in isolation and is not connected to any other standard (student book pages 207 - 256). In the "Creative Core Curriculum for Mathematics with STEM, Literacy and Arts" the first activity entitled "Teddy Bear Airline" 1.MD.4 is used to support the standards of Operations and Algebraic Thinking and the other Measurement and Data Standards of 1st grade. Page 307 contains supporting content with no major work. This lesson only focuses on organizing, representing, and interpreting data. (1.MD.4).</p>	<p>Did you review Didax, Amelia Rose, Afterschool libraries and Applied math library as well as not all content is in STEM and or traditional only? If you look at the majority of afterschool library content you should find that we have materials that connect supporting content to major content. For example, afterschool library, Handling Data book - How do we get to school pages 9 and 10 or in Transport Bundle, how we travel. In didax, 'Pack away' p59 and then 'shopping basket'</p>

<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	PUBLISHER RESPONSE
	<b>REQUIRED</b> <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important. <sup>18</sup>	No	The student texts do not connect two or more clusters in a domain or two or more domains in a grade. It should be noted that there were 2 activities found in which connections were made across domains. For example, "Teddy Bear Airline" connects the operation and algebraic thinking standards to the measurement and data standards. While the "Harvest Time" activity connects all 3 clusters in the Number and Operations in Base Ten domain.	TPS does not believe that Didax or afterschool libraries or Amelia Rose have been reviewed? Have the pacing plans been used?
<b>Non-Negotiable</b> <b>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 discussion questions.	No	Materials do not develop conceptual understanding of key mathematical concepts. For example, 1.NBT.C.6 requires students to subtract multiples of 10 in the range 10-90. On page 604, this lesson plan discusses different strategies to build the concept. The lesson activities and student exercises do not assist with conceptual understanding of the concept. The lesson includes learning the ten times tables. As a result, conceptual understanding of subtracting multiples is not developed in these materials. For example, for 1.NBT.C.4 (Add within 100), the student work has no conceptual understanding questions, only application and procedural fluency. Examples of questions for this standard: "Draw 5 more. How many are there now?" "Count the cubes. There are 12. Take away 6."	Has Didax, Modeling Math and Afterschool and Amelia Rose been reviewed?
	<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.	No	Materials are not designed so that students attain fluencies and procedural skills throughout the course of year. For example, the fluency standards 1.NBT.A.1 and 1.OA.D.8 are not addressed explicitly throughout the text. Standard 1.NBT.A.1 is only addressed on pages 416-426. Standard 1.OA.D.8 is only addressed on pages 186-207 and 214-218. There are only 3 lessons that address 1.OA.C.6, which is the required fluency for 1st grade, and there is no repeated practice offered for this standard.	Have you followed the provided pacing plans as we have more lessons than are stated here. Have you used those in Amelia Rose, Afterschool libraries and didax?

<sup>18</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [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](#) and #2 in the High School [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 RESPONSE
	<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/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	Yes	<p>Materials are designed so that the teachers and students spend sufficient time working with engaging applications. For example standards 1.OA.A.1 and 1.OA.A.2 are explicitly included in the lessons throughout the text even though the publisher included the strands.</p> <p>For example, page 37 feature word problems with the above standards. Example: Five red cars and eight blue cars are on the road. How many cars are on the road? (1.OA.A.1) Page 58 also feature word problems with the above standards. Example: John had 6 crayons, Alan had 5 crayons, and Sally had 6 crayons. How many crayons did they have altogether? (1.OA.A.2) The text provides 23 activities on the "Student Arts" pages that provide application problems for each of the 1st grade standards.</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>	No	<p>The materials are somewhat aligned to the expectations of the standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, pages 136-142, focus on 1.OA.5 as students work with addition and subtraction. These problems are all procedural skill, with no conceptual understanding or application. Conceptual understanding could have been incorporated by asking students to justify their answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.</p>	<p>TPS believes that the projects in afterschool, modeling math and didax in particular have not been reviewed?</p>
<p><b>Non-Negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and</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/course; practices strengthen the focus on major work instead of</p>	No	<p>Materials do not address the practice standards that enrich the major work of the grade. Although a standards correlation document does exist, the eight mathematical standards are not explicitly addressed throughout the text. Instead of</p>	<p>TPS believes that the projects in afterschool, modeling math and didax in particular have not been reviewed?</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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	detracting from it, in both teacher and student materials.		incorporating the math practices into each lesson throughout the year, the text addresses the Math Practices in 15 pages (pp. 472-486) of the student text. In the teacher edition, there are 3 pages that explain the math practices in the introduction to the book. The text states that the math practices should be woven through all mathematics lessons, but the text fails to address the standards again until the last few pages of the text. They are not included in the lesson plans, or any other place to help teachers "weave" them into the lessons.	
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>				
<b>Additional Criterion</b> <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</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>5b)</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.	
	<b>5c)</b> Materials base content progressions on the 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>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <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.	

<sup>20</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [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](#) and #3 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>22</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [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 RESPONSE
<p><b>Additional Criterion</b>  <b>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.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>6a) Careful Attention to Each Practice Standard:</b> 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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>6b) Materials Support the Standards' Emphasis on Mathematical Reasoning:</b> Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others 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></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>6c) Materials explicitly attend to the specialized language of mathematics.</b><sup>12</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>Additional Criterion</b>  <b>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>26</sup></p>	<p><b>7a) There is variety in what students produce.</b> 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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>7b) There are separate teacher materials that support and reward teacher study including, but not limited to:</b></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

<sup>23</sup> Refer also to criterion #9 in the K-8 [Publishers' Criteria](#) and #7 in the High School [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](#) and #5 in the High School [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](#) and #8 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>26</sup> Refer also to pages 18-20 in the K-8 [Publishers' Criteria](#) and pages 16-18 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

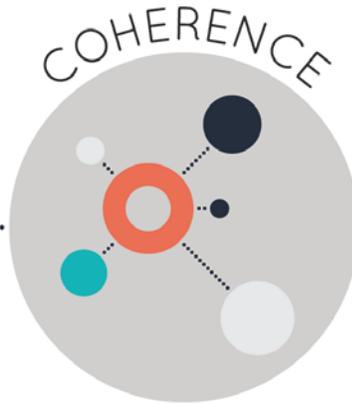
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts 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>			
	<p><b>7c)</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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>7d)</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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>7f)</b> Materials support the uses of technology as called for in the Standards.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<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>				
<p><b>Section</b></p>	<p><b>Criteria</b></p>	<p><b>Yes/No</b></p>	<p><b>Final Justification/Comments</b></p>	
<p><b>I: Non-Negotiables</b></p>	<p>1. Focus on Major Work</p>	<p><b>Yes</b></p>	<p>The materials focus approximately 82% of the lessons on the major work of the grade. In addition, minimal time is spent on content outside the grade level.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	2. Consistent, Coherent Content	No	Supporting content does not support the major work of the grade, nor does the material present problems or material addressing multiple clusters or domains.	TPS does not believe that the pacing plans have been followed or afterschool and math applied libraries, Didax and Amelia Rose been reviewed?
	3. Rigor and Balance	No	Materials do not address the three aspects of rigor according to the standards. Materials lack conceptual understanding and procedural skill and fluency according to the standards for grade 1, while application is appropriately addressed. Materials are not balanced and address procedural skill more often than application or conceptual understanding.	TPS does not believe that the pacing plans have been followed or afterschool and math applied libraries, Didax and Amelia Rose been reviewed?
	4. Focus and Coherence via Practice Standards	No	Practice Standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.	TPS does not believe that the pacing plans have been followed or afterschool and math applied libraries, Didax and Amelia Rose been reviewed?
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Alignment Criteria for Standards for Mathematical Practice	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Indicators of Quality	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</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: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade/Course: **2**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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 RESPONSE
<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</b>  <b>1. FOCUS ON MAJOR WORK<sup>27</sup>:</b>  Students and teachers using the materials as designed devote the large majority<sup>28</sup> of time to the major work of the grade/course.</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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p> <p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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/course in which they are introduced in the Standards.<sup>29</sup></p>	<p>No</p> <p>Yes</p>	<p>Only 77 % (i.e., 242 of 316) of the lessons covered major clusters of Grade 2, 15% (i.e., 46 of 316) cover supporting clusters, and 9% (i.e., 28 of 316) cover additional clusters. These percentages were calculated using the teacher's edition program overview for Grade 2. This correlation document is found in the teacher resources.</p> <p>The materials spend minimal time on content outside the grade level. However it should be noted that there are occurrences when the aligned materials does focus on content outside of the appropriate grade level. For example, on page 44, adding and subtracting numbers greater than 100 is addressed in the student exercise extension activity. Standard 2.OA.A.1 requires focus on adding and subtracting numbers within 100. In addition, standard 2.OA.C.4 states to cover, "...rectangular arrays with up to 5 rows and up to 5 columns..." However, on student pages 57 - 69 arrays with up to 10 columns are taught. In addition, student pages 363 - 387 cover standard 2.G.A.3 but these pages require the students to write numerical fractions which is a 3rd grade standard.</p>	<p>The% does not include the online materials such as Didax, assessment materials, and the arts projects 'afterschool' from which teachers choose to get the % to above 85%. TPS has created a toolbox not a prescriptive approach but we show in pacing plans how schools without any technology can cover above 75%</p>
<p><b>Non-Negotiable</b>  <b>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>30</sup></p>	<p>No</p>	<p>Supporting content is not connected to major content in a meaningful way. Lessons that feature supporting work do not support the major work of the grade. For example, page 532 contains supporting content with no major work. This lesson only focuses on telling time to the nearest five minutes. (2.MD.7) Each of the eight lessons in the student textbook covering this standard is taught in isolation and is not connected to any major</p>	<p>Can the reviewer provide specific page numbers of what he or she is looking at as TPS wish to respond accurately but cannot locate the eight lessons referenced</p>

<sup>27</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>28</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>29</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>30</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	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p><b>REQUIRED</b>  <b>2b) Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.</b><sup>31</sup></p>	<p>No</p>	<p>standard. It should be noted that the first activity entitled "Museum Heist" connects the supporting standards in Operation and Algebraic Thinking to other standards in this domain. In addition, the activity "Growing Flowers" found in the same book connects the supporting and major standards in the Measurement and Data domain.</p> <p>Materials include problems that serve to connect two or more clusters. Pages 242 - 263 of the student textbook connect the clusters 2.MD.A (Measure and Estimate lengths in standard units) to 2.MD.B (Relate addition and subtraction to length). All 4 of the activities in the "Creative Core Curriculum for Mathematics with STEM, Literacy and Arts" connect standards within one domain. There were no instances in the text or other student resources where standards were connected across domains.</p>	<p>Modeling Math -page 11 is an example of connected clusters. Students measure and cut their game board MD and then also cover OA with the number game.</p> <p>Each of the live and learn activities in the math section connect two or more clusters in a domain and Didax activities and Amelia Rose have this content. For example, Didax pages 13-14</p>
<p><b>Non-Negotiable</b>  <b>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>32</sup></p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<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 discussion questions.</p>	<p>No</p>	<p>Materials do not develop conceptual understanding of key mathematical concepts. The student text offers few opportunities for the students to express their conceptual understanding even when the standard explicitly calls for it. For example, there are 80 pages devoted to the cluster 2.NBT.B (Use place value understanding and properties of operations to add and subtract), yet only 2 conceptual understanding questions are found on all of these pages..."What pattern do you see?" (Pp. 146-147) and "Write a sentence to show how you know that your answer is correct." (p.150) Standards such as 1.NBT.B.9, which explicitly call for understanding, did not have conceptual understanding questions on the pages that taught this standard. 2.G.A.1 requires students to recognize and draw shapes having specified attributes. On page 646, this lesson plan discusses different strategies to build the concept. The lesson activities and student exercises do not assist with conceptual understanding of the concept. As a result, conceptual understanding of recognizing and</p>	<p>The STEM projects were funded nationally and following the testing showed high conceptual understanding by students and a 5% test score improvement resulted. The STEM projects provide initial conceptual understanding which is then deepened by Didax, afterschool library content, Amelia Rose, Arts projects and the traditional text. It is not always a question that represents conceptual understanding but also the doing. If you want to see questions you can look at Didax pages 59-71 where students use manipulatives and answer questions but also are challenged. For shapes look at Didax pattern book, and understanding shapes.</p>

<sup>31</sup> Refer also to criterion #6 in the K-8 [Publishers' Criteria](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>32</sup> Refer also to criterion #4 in the K-8 [Publishers' Criteria](#) and #2 in the High School [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 RESPONSE
			drawing shapes with various attributes.	
	<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>	No	<p>There are only 2 lessons that address 2.OA.B.2 and 6 lessons that address 2.NBT.B.5, which are the required fluencies for 2nd grade, and there is no repeated practice offered for these standards. Standard 2.OA.B.2 is only addressed on pages 63-88. Standard 2.NBT.A.2 is only addressed on pages 105-216.</p>	<p>This is not accurate. What about all of the lesson plans in Didax, the afterschool libraries, modeling math and Amelia Rose? What about the practice in the interactive homework system and assessment database and workbooks?</p>
	<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/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	Yes	<p>Materials are designed so that the teachers and students spend sufficient time working with engaging applications. Standards 2.OA.A.1 and 2.MD.B.5 are explicitly included in the lessons throughout the text even though the publisher included the strands. For example, page 12 feature word problems with one of the above standards. Example: In the baker's shop, there were 57 pink cupcakes and 37 blue cupcakes. How many cupcakes were there in the shop? (2.OA.A.1) Page 458 also feature word problems with the above standards. Example: How many pennies can be placed along the edge of a pencil? (2.MD.B.5)</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>	No	<p>The materials are somewhat aligned to the expectations of the standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, Pages 319-327, focus on 2.NBT.B.6 as students work with addition and subtraction. These problems are all procedural skill and application, with no conceptual understanding. Conceptual understanding could have been incorporated by asking students to justify their</p>	<p>TPS do not believe the reviewer has looked at the projects students complete in the Live and Learn section which make connections between the three components of rigor, or modeling math or Didax?</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.	
<p><b>Non-Negotiable</b>  <b>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>33</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/course; 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>Materials do not address the practice standards that enrich the Major Work of the grade. Although a standards correlation document does exist, the eight mathematical standards are not explicitly addressed throughout the text. Instead of incorporating the math practices into each lesson throughout the year, the text addresses the Math Practices in 15 pages (pp. 388-403) of the student text. In the teacher edition, there are 3 pages that explain the math practices in the introduction to the book. The text states that the math practices should be woven through all mathematics lessons, but the text fails to address the standards again until the last few pages of the text. They are not included in the lesson plans, or any other place to help teachers "weave" them into the lessons.</p>	<p>TPS was commended by six State panels for the math afterschool library projects and applied math library within which there are many projects covering math practices and across domain connections. This is a STEAM program and is not built traditionally. The STEM projects use many of the MPs in their build also. The STEM projects list them?</p>
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>				
<p><b>Additional Criterion</b>  <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b>  Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.</p>	<p><b>REQUIRED</b>  <b>5a)</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>  <b>5b)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

<sup>33</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [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 RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	reorganized and extended to accommodate the new knowledge. <sup>10</sup>			
	5c) Materials base content progressions on the progressions in the Standards. <sup>34</sup>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <sup>35</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</b> <b>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>6a) Careful Attention to Each Practice Standard:</b> Materials attend to the full meaning of each practice standard. <sup>36</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>37</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>6b) Materials Support the Standards' Emphasis on Mathematical Reasoning:</b> Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others 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	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

<sup>34</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) and #3 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>35</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>36</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) and #7 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>37</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) and #5 in the High School [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 RESPONSE
	thoroughly to places in the Standards that explicitly set expectations for multi-step problems. <sup>38</sup>			
	<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</b> <b>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>39</sup>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>7a)</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>7b)</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>7c)</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>7d)</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.	

<sup>38</sup> Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) and #8 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>39</sup> Refer also to pages 18-20 in the K – 8 [Publishers' Criteria](#) and pages 16-18 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

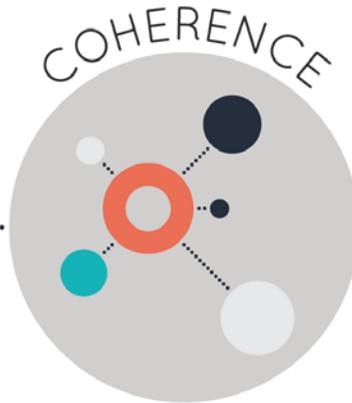
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	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>				
Section	Criteria	Yes/No	Final Justification/Comments	
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Materials focus only 77% of the lessons on the major work of the grade. This percentage should be closer to 85% for Grade 2. It should be noted that minimal time is spent on content that is outside of the grade level.	This % is inaccurate, see information sent by Andrew Norris and pacing plan
	2. Consistent, Coherent Content	<b>No</b>	Supporting content does not support the major work of the grade, while the material does present problems or material addressing multiple clusters.	It does but believe only two components reviewed and not the main tools for this area
	3. Rigor and Balance	<b>No</b>	Materials do not address the three aspects of rigor according to the standards. Materials lack conceptual understanding and procedural skill and fluency according to the standards for grade 2, while application is appropriately addressed. Materials are not balanced and address procedural skill more often than application or conceptual understanding.	It does but believe only two components reviewed and not the main tools for this area
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice Standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.	It does but believe only two components reviewed and not the main tools for this area
<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.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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.	
FINAL DECISION FOR THIS MATERIAL: <b><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: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade/Course: **3**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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 RESPONSE
<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</b>  <b>1. FOCUS ON MAJOR WORK<sup>40</sup>:</b>  Students and teachers using the materials as designed devote the large majority<sup>41</sup> of time to the major work of the grade/course.</p> <p><input checked="" type="checkbox"/> Yes      <input 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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p><b>Yes</b></p>	<p>The instructional materials reviewed for Grade 3 meet the expectations for spending the large majority of class time on the major clusters of the grade. Approximately 74 percent (i.e., 264 out of 357) lessons focus on the major work of the grade, 12 percent (i.e., 43 out of 357) on supporting clusters of the grade, and 14 percent (i.e., 50 out of 357) on additional clusters of the grade. The pacing guide provided (G3 Combined Pacing Plan STEM Focused) indicates the same percentages based on hours of class time versus lessons. For example, 75% (i.e., 120 of 160.5 hours) of the class time should focus on the major work of the grade, 11% (i.e., 17.5 of 160.5 hours) on supporting standards, and 14% (23 of 160.5 hours) on additional standards.</p>	
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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/course in which they are introduced in the Standards.<sup>42</sup></p>	<p><b>Yes</b></p>	<p>Minimal time is spent on content outside the grade level. It should be noted that the Delivery Route STEM project (see pages 63-104) of the Creative Core Curriculum in Mathematics STEM Project Edition on page 70, asks students to convert between unlike units, multiplying fractions with whole numbers. This content should not be addressed until Grade 4 (see 4.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number). The Project also asks students to convert feet to miles on page 70. This too should not be addressed until Grade 4 (see 4.MD.A.1: Know relative sizes of measurement units within one system of units including km., m., cm., kg., g.; lb., oz.; l., ml.; hr., min., sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table). The Project also has students</p>	

<sup>40</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>41</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>42</sup> Refer also to criterion #2 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 RESPONSE
			multiply decimals with whole numbers on page 73. This should not be addressed until Grade 5 (see 5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used).	
<p><b>Non-Negotiable</b>  <b>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) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.</b><sup>43</sup></p>	<p><b>No</b></p>	<p>When the supporting content is present, it does not enhance the focus and coherence by engaging students in the Major Work of the grade. Supporting content is not connected to major content in a meaningful way. Throughout the material all major content, supporting content, and additional content are introduced separately. Lessons that feature supporting work do not support the major work of the grade. For example, pages 615-632 of the Creative Core Curriculum in Mathematics Combined Teacher's Edition, contain supporting content, (3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one-and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs) with no major work of the grade.</p> <p>Also, the STEM project "Antique Calculator", pages 25-42 in the STEM Teacher's Edition, includes errors with the intent of the CCSS 3.NBT.A.1 about rounding. 3.NBT.A.1 states: Use place value understanding to round whole numbers to the nearest 10 or 100. No place in the project do they ask students to round numbers at all.</p> <p>Standards in the curriculum are taught overwhelmingly in isolation, with insufficient evidence that supporting standards enhance the teaching of the major standards. However, in the materials' assessment and intervention pieces it is possible for the teacher to pick and choose, and mix</p>	<p>It is not only in STEM and traditional that TPS has their connections. Did the reviewer look at modeling math, didax lesson plans, afterschool projects and Amelia Rose too? This is not a traditional program and is not built to be so. It is a STEAM program and we have the concepts and connections across a variety of tools</p>

<sup>43</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	PUBLISHER RESPONSE
	<p><b>REQUIRED</b>  <b>2b) Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.</b> <sup>44</sup></p>	<b>No</b>	<p>and match standards of the grade 3.</p> <p>Materials do not include problems and activities that serve to connect two or more clusters in a domain or two or more domains in a grade. Each lesson is taught in isolation, as a standard or a cluster of standards within the same domain. No evidence of lessons/activities where standards across domains are made. For example, lessons (pages 615-632 of the Creative Core Curriculum in Mathematics Combined Teacher's Edition, for 3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories, do not follow the intent of the standard and cluster, they include pie graphs (not standard) and include graphs that are not scaled. Although some of the pieces such as the intervention and assessment allow the teacher to pick and choose the grade level content, it does not connect the clusters in a domain within a lesson in the materials.</p>	<p>It is not only in STEM and traditional that TPS has their connections. Did the reviewer look at modeling math, didax lesson plans, afterschool projects and Amelia Rose too? This is not a traditional program and is not built to be so. It is a STEAM program and we have the concepts and connections across a variety of tools. The afterschool projects and Didax have many problems connecting two or more clusters and this is why in the provided pacing plan you will see them listed, especially Didax which features in every standard</p>
<p><b>Non-Negotiable</b>  <b>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>45</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 discussion questions.</p>	<b>No</b>	<p>Although the materials contain lessons that develop conceptual understanding of key mathematical concepts, they do not contain high-quality conceptual problems or discussion questions. For example the lesson titled "Multiplication" on page 7 of the teacher's book focuses on the conceptual understanding major standard of 3.OA.1. This conceptual understanding of interpreting products of whole numbers has the students using objects to group together and form an equation for multiplication. There are no deep discussion questions throughout the lesson. Another example is the lesson "Division 1" on page 55 of the teacher's volume focuses on the major conceptual understanding standard of 3.OA.2. This conceptual understanding of interpreting whole-number quotients of whole numbers is presented by the students once again using objects to equally divide</p>	<p>It is interesting that you do not believe the STEM projects to contain high-quality conceptual problems or discussion questions as six States who adopted the program found them to be excellent. In addition the modeling math content contains high conceptual understanding and the projects in afterschool have been rated as excellent also. For multiplication you are only quoting a traditional lesson, what about the STEM project content? What about the multiplication book 'Magic Math' and the board game Parfait from Didax? These all provide conceptual understanding? Didax has whole books of lesson plans for conceptual understanding, did you review them?</p>

<sup>44</sup> Refer also to criterion #6 in the K-8 [Publishers' Criteria](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>45</sup> Refer also to criterion #4 in the K-8 [Publishers' Criteria](#) and #2 in the High School [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 RESPONSE
			to represent a division equation, but there is not enough discussion contained in the lesson.	
	<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>	No	<p>The materials do not provide students opportunities to practice standards that suggest fluency throughout the year. For example, in Grade 3, students are expected to fluently add and subtract within 1,000 using the standard algorithm (3.NBT.A.2). To support fluency for 3.NBT.A.2, use the Solving Problems with Addition 0-1,000 lesson on pages 307-317 of the Creative Core Curriculum in Mathematics Combined Textbook Teacher's Edition. Grade 3, students are also expected to fluently multiply and divide within 100 using the standard algorithm (3.OA.C.7). To support fluency for 3.OA.C.7, use the "A Year with the Davis Family" lesson in the Combined Textbook Teacher Edition pages 44-49. However, these are the few instances that provide opportunities to establish fluency of the standards 3.OA.C.7 and 3.NBT.A.2</p>	<p>What about all of the Didax and Afterschool projects? What about the lessons in STEM? Did you review Didax in particular?</p>
	<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/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	Yes	<p>Creative Core Curriculum in Mathematics with Literacy and STEM Project Edition provides STEM projects for Grade 3. These activities focus on using math in a real world situation, which is to them, a different context. Students must think about and apply knowledge while being inquisitive and questioning their own understanding. The projects usually address the content of one domain of the standards. On page 623 of the Creative Core Curriculum in Mathematics teacher's edition it says that students are to use the questions and information on page 624 to create a bar chart on squared paper (3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets). This project-based learning style introduces new math in</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>the context of solving a real problem, and a standard solution procedure may not be readily available to students. Students make connections to prior knowledge and determine their own methods for solving the problem. But students may not have learned a procedure/technique for solving the problem in the most efficient manner. Classroom discussion exposes them to alternate methods for solving the problem and deepens their understanding.</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>	<p><b>No</b></p>	<p>The materials are somewhat aligned to the expectations of the standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, Pages 90-95, focus on 3.OA.3 as students work with division. These problems are all application, with no conceptual understanding or procedural skill. Conceptual understanding could have been incorporated by asking students to justify their answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.</p>	<p>If the reviewer is not accounting for all components they would not say Yes here. They need to review all components per the pacing plan to get to the same understanding of our STEAM program as the six State adopting panels. Conceptual understanding is high using our STEAM program and increases test scores. Eight years of field tests and results show this.</p>
<p><b>Non-Negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and coherence by connecting practice</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/course; 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>The materials did not address the practice standards in such a way as to enrich the major work of grade 3. The teacher's volume lists the math practices on pages LXXVI-LXXVII. These pages suggest that the math practices are woven into the lessons throughout the materials, but they are not mentioned in the lessons. If each of the</p>	<p>TPS has used the MPs in the build of STEM projects, Didax and After school libraries and Amelia Rose in particular. They also appear in the traditional text but the other core components were specifically built to address them and are actually listed in STEM. We take on board the comment about specific page references for the text and will try and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
standards with content that is emphasized in the Standards. <sup>46</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			mathematical practices could be pointed out where they are used throughout the 357 lessons it would be clearer to understand how they are woven through the lessons. The standards for Mathematical Practice are identified in detail in the Creative Core Curriculum in Mathematics Combined Teacher's Edition on pages 876-898 and at the beginning of the first lesson in the Teacher's Edition. The text misses opportunities to incorporate mathematical standards in lessons. For example, under the section titled "Aligning Learning With the Content Standards" on page 1 of Lesson 1, the Mathematical Practices are detailed for each lesson, but are not labeled as such.	do that for clarity for next print run. The lack of labelling does not however mean they are not present?
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>				
<b>Additional Criterion</b> <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</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>5b)</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.	
	<b>5c)</b> Materials base content progressions on the progressions in the Standards. <sup>47</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <sup>48</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

<sup>46</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013)

<sup>47</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) and #3 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>48</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [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 RESPONSE
	<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.	
<p><b>Additional Criterion</b>  <b>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.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.<sup>49</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>50</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.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><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 others 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>51</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<p><b>6c)</b> Materials explicitly attend to the specialized language of mathematics.<sup>12</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
<p><b>Additional Criterion</b>  <b>7. INDICATORS OF QUALITY:</b>            Quality materials should exhibit the indicators outlined here in order to give teachers and students the</p>	<p><b>7a)</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.	

<sup>49</sup> Refer also to criterion #9 in the K–8 [Publishers’ Criteria](#) and #7 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>50</sup> Refer also to criterion #7 in the K–8 [Publishers’ Criteria](#) and #5 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>51</sup> Refer also to criterion #10 in the K–8 [Publishers’ Criteria](#) and #8 in the High School [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 RESPONSE
tools they need to meet the expectations of the Standards. <sup>52</sup>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>7b)</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>7c)</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>7d)</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>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	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.				

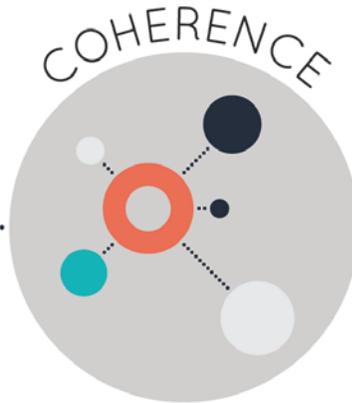
<sup>52</sup> Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) and pages 16-18 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<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>Yes</b>	Materials focus 74% of the lessons on the major work of the grade and spend minimal time on content outside the grade level.	TPS disagree with the % and ask that you review the specific information sent by Andrew Norris and the pacing plans
	2. Consistent, Coherent Content	<b>No</b>	Supporting content does not support the major work of the grade, nor does the material present problems or material addressing multiple clusters or domains.	TPS believe the pacing plan content has not been followed and core components not reviewed, especially Didax, After school, Math applied library, Amelia Rose
	3. Rigor and Balance	<b>No</b>	Materials do not address the three aspects of rigor according to the standards. Materials lack conceptual understanding according to the standards for Grade 3, while application and procedural skill and fluency is appropriately addressed. Materials are not balanced and address procedural skill more often than application or conceptual understanding.	TPS believe the pacing plan content has not been followed and core components not reviewed, especially Didax, After school, Math applied library, Amelia Rose, interactive homework, assessment generator and focus tutorial
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.	No, TPS was highly commended for the original STEAM approach to MPs and specific STEM and Arts and Afterschool projects were designed to ensure all MPs used regularly. See afterschool, math applied library and STEM projects plus modeling math in particular and Amelia Rose
<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.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</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: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade/Course: **4**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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 RESPONSE
<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</b>  <b>1. FOCUS ON MAJOR WORK<sup>53</sup>:</b>  Students and teachers using the materials as designed devote the large majority<sup>54</sup> of time to the major work of the grade/course.</p> <p><input checked="" type="checkbox"/> Yes      <input 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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p>Yes</p>	<p>The instructional materials reviewed for Grade 4 do meet the expectations for spending the large majority of class time on the major work of the grade. Approximately 70 percent (i.e., 255 out of 362) lessons focus on the major work of the grade, 11 percent (i.e., 40 out of 362) on supporting clusters of the grade, and 19 percent (i.e., 67 out of 362) on additional clusters of the grade. These percentages were calculated using the provided standard correlation chart and a skimming of lessons.</p>	
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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/course in which they are introduced in the Standards.<sup>55</sup></p>	<p>Yes</p>	<p>Minimal time is spent on content outside the grade level. It should be noted that the Rocket Apogee STEM Project (see pages 71-94) of the teacher STEM project edition does asks students to find angle measurements of right triangles using tangent ratio, which shouldn't be addressed until Grade 6 (HSG.SRT.C.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles; and HSG.SRT.C.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems).</p> <p>In addition, the Project asks students to identify outliers and calculate averages. These are not to be addressed until Grade 6 (6.SP.B.5.C.c: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data are gathered.)</p>	

<sup>53</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>54</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>55</sup> Refer also to criterion #2 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 RESPONSE
<p><b>Non-Negotiable</b>  <b>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>56</sup></p>	<p>No</p>	<p>The materials do not connect supporting content to major content in meaningful ways. The materials exemplify a lack of coherence between and among content standards. For example, the ART lesson on page 152 does not support the major work of 4.NF and there is a misrepresentation of a line plot. It does not correctly utilize or represent a line plot (4.MD.B.4: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots). In addition, the standard in this cluster requires students to use a line plot to display measurements in fractions of a unit and to solve problems involving addition and subtraction of fractions.</p>	<p>One lesson or page does not represent the whole offering for any standard. TPS cannot see a line plot on page 152? Please review again and reconfirm this is the page. Perhaps you can identify text on the page? Also, please then advise why you believe the line plot is inaccurate in it's detail. Wherever it is, it was accepted in six other States as being accurate. Did the reviewer look at Didax, Afterschool library, applied math library and STEM project and modeling math for any content for this standard?</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.<sup>57</sup></p>	<p>No</p>	<p>Materials do not include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade. Learning objectives are written and either address learning at the individual standard level or simply restate the cluster. Most lessons address content that serves one standard or cluster.</p>	<p>See the afterschool library content all of which were built for this purpose, together with STEM projects, Amelia Rose and especially Didax. Sometimes, labeling may be missing. For example in Rocket Apogee in G4 STEM project guide the project is for Geometry however it contains a lot of measurement and data. Each STEM project will have across domain delivery of at grade content. In Modeling Math page 20 the fraction fringe is focused on fractions, but when listening to the matching video you are encourage to deliver the same project but for liquid measurement. In Amelia Rose chapter one pages 11 and 12 students weigh objects, record data and write equations</p>
<p><b>Non-Negotiable</b>  <b>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</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 discussion questions.</p>	<p>Yes</p>	<p>The materials' deliberate progression in conceptual development, purposeful use of representation, and explicit instruction about making connections among representations exists to help teachers analyze developing mathematicians. The carefully engineered structure and questioning in the lessons are designed to show the teacher where students are and where they need to go. The teacher's text includes sample dialog to develop conceptual</p>	

<sup>56</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>57</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [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 RESPONSE
<p>develop conceptual understanding, procedural skill and fluency, and application.<sup>58</sup></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>			<p>understanding in the students. For example, in the Creative Core of Mathematics Combined Teacher Edition, in the lesson, Rufus At The Olympics on pages 414-423, teaches the standard, 4.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. In the lesson students are expected to build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers 6. In the lesson, it tells teachers to write on the board: <math>2 \times 3/7</math>. They are then to use a visual model to show <math>3/7</math>. Then they are to tell students to think of each <math>1/7</math> as a separate object, like an apple. They then ask: If a child has three apples, how can he or she multiply them by two? Later in the lesson, it tells teachers to ask students, "What happens when you multiply something by 1?" It also tells the teacher gives the students the problem, <math>2 \times 3/4</math> and asks them how they would go about solving the problem by breaking it into <math>2 \times 3 \times 1/4</math>?</p>	
	<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>	<p>Yes</p>	<p>Materials do not provide an opportunity for students to develop grade level fluency throughout the year. For example, in Grade 4, students are expected to add/subtract within 1,000,000 (4.NBT.B.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm). In the Creative Core Curriculum in Mathematics Combined Teacher Edition, pages 190-191 support fluency for 4.NBT.B.4, by asking students to solve addition and subtraction problems mentally using strategies that are meaningful and they can understand. The teacher puts some number problems on the board and has students suggest ways to find answers using mental strategies. The teacher models the strategies for students. The students then practice adding and subtracting multi-digit numbers with the teacher. Finally the students work the fluency problems on</p>	

<sup>58</sup> Refer also to criterion #4 in the K-8 [Publishers' Criteria](#) and #2 in the High School [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 RESPONSE
	<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/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	Yes	<p>pages 198-201 on their own. However, this is one of the few opportunities provided in the fourth grade to establish fluency for the standard 4.NBT.B.4.</p> <p>Creative Core Curriculum in Mathematics with Literacy and STEM Project Edition provides STEM projects for Grade 4. These activities focus on using math in a real world situation, which is to them, a different context. Students must think about and apply knowledge while being inquisitive and questioning their own understanding. The projects usually address the content of one domain of the standards. For example, the "Stomp the Math" project on pages 43-70 in the Creative Core Curriculum in Mathematics with Literacy and STEM Project Edition specifically addresses Number and Operations-Fractions. In "Stomp the Math," students make "alien insects" from pipe cleaners and other craft supplies. They learn how to work with fractions as they compare features of their imaginary alien insects to actual insects. It's important that there are 12, 24, 36, or 48 total insects so there are plenty of options for fractions. Next, students apply fractions as they analyze a song. Comparing the various sections of the song provide opportunity to use fractions (4.NF.3.d: Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.) Next, students determine the size of the stage and how it can be divided to provide adequate sections for each dance team. Here again, the manipulation of fractions is stressed. Finally, the insects, music, and stage all come together when students make a stop-action video. This project-based learning style introduces new math in the context of solving a real problem, and a standard solution procedure may not be readily available to students. Students make connections to prior knowledge and determine their own methods for solving the problem. But students may not have learned a procedure/technique for solving the problem in the most efficient manner.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Classroom discussion exposes them to alternate methods for solving the problem and deepens their understanding.	
	<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 materials are somewhat aligned to the expectations of the Standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, Pages 224-231, focus on 4.NBT.B.6 as students work with multi-digit multiplication. These problems are all procedural skill, with no conceptual understanding or application. Conceptual understanding could have been incorporated by asking students to justify their answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.	TPS does not agree and believes that many core components have not been reviewed including but not limited to Amelia Rose, After school library content, Applied Math library content, Didax lesson plan books, and consideration has not been given to STEM and Modeling Math content. Did the reviewer look at 'Magic Math' in afterschool for multiplication or use the Didax 'Dice Activities for Multiplication' lesson plans? .
<b>Non-Negotiable</b> <b>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>59</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/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.	<b>No</b>	The materials did not address the practice standards in such a way as to enrich the major work of the grade. The teachers volume list the Math Practices on pages LXXVI-LXXVII. These pages suggest that the Math Practices are woven into the lessons throughout the materials, but they are not mentioned in the lessons. The standards for Mathematical Practice are identified in detail in the Creative Core Curriculum in Mathematics Combined Teacher's Edition on pages 876-898 and at the beginning of each lesson in the Teacher's Edition. For example, under the section titled "Aligning Learning With the Content Standards" on page 1 of Lesson 1, the Mathematical Practices are detailed for each lesson, but are not labeled as such. The text	TPS does not agree and believes that many core components have not been reviewed including but not limited to Amelia Rose, After school library content, Applied Math library content, Didax lesson plan books, and consideration has not been given to STEM and Modeling Math content. Math practices are listed for each STEM project and are in all Didax lesson plans and afterschool projects were built specifically to address them in an artistic way. What MPs do you feel are not addressed once the students have made all of these projects? In addition, the traditional lesson plans have MPs within them

<sup>59</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [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 RESPONSE
			states that the math practices should be woven through all mathematics lessons, but the text fails to address the standards again until the last few pages of the text. They are not included in the lesson plans, or any other place to help teachers "weave" them into the lessons.	
<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 (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</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>5b)</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.	
	<b>5c)</b> Materials base content progressions on the progressions in the Standards. <sup>60</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <sup>61</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>	<b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>62</sup> Over the course of any given year of instruction, each mathematical practice standard is meaningfully present	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	

<sup>60</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) and #3 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>61</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>62</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) and #7 in the High School [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 RESPONSE
<p>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.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.<sup>63</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.</p>			
	<p><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 others 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>64</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>6c)</b> Materials explicitly attend to the specialized language of mathematics.<sup>12</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>Additional Criterion</b> <b>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>65</sup></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>7a)</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>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p><b>7b)</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</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

<sup>63</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) and #5 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>64</sup> Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) and #8 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>65</sup> Refer also to pages 18-20 in the K – 8 [Publishers' Criteria](#) and pages 16-18 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

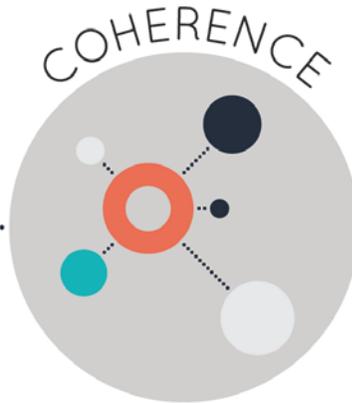
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.			
	<b>7c)</b> Support for English Language Learners and other 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>7d)</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>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	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>				
Section	Criteria	Yes/No	Final Justification/Comments	
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>Yes</b>	Materials focus 70% of the lessons on the major work of the grade. Minimal time is spent on content outside the grade level.	
	2. Consistent, Coherent Content	<b>No</b>	Supporting content does not support the major work of the grade, while the material does not present problems or material addressing multiple clusters or domains.	TPS does not believe all core components have been reviewed as this occurs in almost all Didax lessons, Afterschool projects (they are only named in this manner as can be used in class during the day and also as an afterschool or Summer school material) Amelia Rose and STEM.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	3. Rigor and Balance	No	Materials do address the three aspects of rigor according to the standards. Materials are not balanced and address procedural skill more often than application or conceptual understanding.	TPS does not believe all core components have been reviewed as this occurs in almost all Didax lessons, Afterschool projects (they are only named in this manner as can be used in class during the day and also as an afterschool or Summer school material) Amelia Rose and STEM.
	4. Focus and Coherence via Practice Standards	No	Practice standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.	TPS does not believe all core components have been reviewed as this occurs in almost all Didax lessons, Afterschool projects (they are only named in this manner as can be used in class during the day and also as an afterschool or Summer school material) Amelia Rose and STEM. The six adopting states has this area as a real strength of TPS
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Alignment Criteria for Standards for Mathematical Practice	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Indicators of Quality	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</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: **Creative Math Curriculum with STEM, Literacy and Arts**

Grade/Course: **5**

Publisher: **TPS Publishing Inc.**

Copyright: **2016**

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

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

<b>STRONG</b>	<b>WEAK</b>
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 RESPONSE
<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</b>  <b>1. FOCUS ON MAJOR WORK<sup>66</sup>:</b>  Students and teachers using the materials as designed devote the large majority<sup>67</sup> of time to the major work of the grade/course.</p> <p><input checked="" type="checkbox"/> Yes      <input 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/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p><b>Yes</b></p>	<p>The instructional materials reviewed for Grade 5 do meet the expectations for spending the large majority of class time on the major work of the grade. Approximately 90 percent (i.e., 292 out of 323) lessons focus on the major work of the grade, 0 percent (i.e., 0 out of 323) on supporting clusters of the grade, and 10 percent (i.e., 31 out of 323) on additional clusters of the grade.</p>	
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. 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/course in which they are introduced in the Standards.<sup>68</sup></p>	<p><b>Yes</b></p>	<p>Minimal time is spent on content outside the grade level. It should be noted that some content in M-Class Hydroplane Racing, STEM Project (see pages 55-78), is aligned with Grade 6, 6.G.A.4 (Solve real-world and mathematical problems involving area, surface area, and mathematical problems), when students are asked to address surface area and 6.RP.3.C (Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent) when students are asked to find the percent of a number.</p> <p>Content addressed in the Engines STEM Project, (see pages 15-38), is aligned with Grade 7, 7.G.B.4 (Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.), when students are asked to find the area of a circle and with Grade 8, 8.G.C.9 (Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.), when students are asked to find the volume of a cylinder.</p> <p>The content addressed in the Fractional Playground</p>	

<sup>66</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>67</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>68</sup> Refer also to criterion #2 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 RESPONSE
			STEM Project, (see pages 39-54), is aligned with Grade 6, 6.SP.B.5.c (Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.) when students are asked to find the average.	
<p><b>Non-Negotiable</b>  <b>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>69</sup></p>	<p><b>No</b></p>	<p>The instructional materials for Grade 5 do not meet the expectation for coherence so that supporting content would enhance the major work of the grade. For example, the STEM lesson "Cryptology," does not support the major work of 5.NBT (Understand the place value system); and the ART lesson on page 146 does not support the major work of 5.NF (Use equivalent fractions as a strategy to add and subtract fractions) fully at the grade level; all fraction calculations have been done for students, additional units could have been added so that students had to use conversions and the connection to 5.NBT (Understand the place value system).</p>	<p>The coverage is not supposed to be in one or two lessons only. If you review all core components then the outcome will be different. For example, the STEM lesson is for conceptual understanding and is then followed by the lessons in the text but is also covered in modeling math, Didax, Amelia Rose, afterschool and applied math libraries. It is the total of these tools that ensure materials connect supporting content to major content. Some elements are building toward mastery. Did reviewer check out the fraction wheel and fringe activity? Did reviewer look at Common Core G5 Didax interlocking fractions and deluxe fractions x 2 activities? Did reviewer look at a key whole book on fractions called Interlocking fraction circles in the Didax online area? Similarly did they review all of these books for place value? The STEM project and text are key tools but so are these other pieces; TPS has a STEAM toolbox not one or two books.</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.<sup>70</sup></p>	<p><b>No</b></p>	<p>The instructional materials reviewed for Grade 5 do not meet expectations for fostering coherence through connections at a single grade level. Learning objectives are written and either address learning at the individual standard level, or they restate the cluster. Although standards and objectives are listed for each lesson, it does not always cohesively connect together in the following examples: STEM project "Planetary Exploration", ART lesson, page 44, Teacher edition lesson, page 1, Teacher edition,</p>	<p>Ditto above - A STEAM program provides themes but they can be separate and need to offer different strategies. Everything is connected by the standards and when you have the ongoing P.D. and 24 hour helpline that TPS provide at no cost, it does all fall into place. A traditional teacher may not, from reading the books, comprehend where all the pieces are or how they work. but they do. Six states have adopted the program and it is working well in schools. I am sure that the reviewer is correct by</p>

<sup>69</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>70</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [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 RESPONSE
			<p>page 210, Teacher edition, page 388, STEM project "Cryptology". Each lesson is taught in isolation, as a standard or a cluster of standards within the same domain. There are missed opportunities for connections including: Missing 5.OA (Write and interpret numerical expressions) and 5.NBT (Understand the place value system) connections in teacher edition pages 2-47, mostly whole number smaller numbers; Missing coherence between 5.MD.B (Represent and interpret data: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots) and 5.NF.A (Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.) with use of fractions within line plots for real-world problems. With the exception of the ART lessons having a family theme (21st Century Families), there is no mathematical connection from one lesson to the next within a domain and materials do not make connections between domains or clusters when appropriate. Connections between concepts are not clearly articulated for teachers and therefore the criterion is not met.</p>	<p>saying that there are some missed opportunities as the writers are all educators and vary from working teachers to college professors, all passionate to offer a different approach than traditional. It may also be true that some labeling could be improved. However, is the content there and does it pace out over a school year and build progression for all students? Yes. Teachers can see and read the connections in the pacing plan. Was it used? We sent it as this is how we start training and how we know the % coverage we are applying.</p>
<p><b>Non-Negotiable</b>  <b>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,</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 discussion questions.</p>	<p>Yes</p>	<p>The materials' deliberate progression in conceptual development, purposeful use of representation, and explicit instruction about making connections among representations exists to help teachers analyze developing mathematicians. The carefully engineered structure and questioning in the lessons are designed to show the teacher where students are and where they need to go. The teacher's text includes sample dialog to develop conceptual understanding in the students. For example, in the</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
procedural skill and fluency, and application. <sup>71</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			Creative Core Curriculum in Mathematics Teacher's Edition, page 53, it tells the teacher to tell the students to count on in fives from 3. The teacher is then to write the resulting sequence on the board: 8, 13, 18, 23 and so on. The teacher is then to ask students to provide a rule to fit this sequence. Then to ask students, "Why is it harder to work out this sequence than the first one? (5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.)	
	<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>No</b>	Students are not provided opportunities to develop fluency for required standards for 5th grade throughout the course of the year. For example, in Grade 5, students are expected to multiply multi-digit numbers (5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm). In the Creative Core Curriculum in Mathematics Combined Teacher Edition, pages 182-184 support fluency for 5.NBT.B.5, by having students multiply multi-digit whole numbers using the standard algorithm. However, this is one of the few instances where materials provide fluency and procedural skill practice of standard 5.NBT.B.5	Did the reviewer see the critical thinking workbooks and interactive homework, assessment generator and focus tutorial in addition to the modeling math, Amelia Rose, Didax, STEM project and text? Did the reviewer look at personal finance and literacy? Did the reviewer look at the afterschool math library? All of these works provide procedural skills, fluency and progress students to their highest skill level
	<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	<b>Yes</b>	Creative Core Curriculum in Mathematics with Literacy and STEM Project Edition provides STEM projects for Grade 5. These activities focus on using math in a real world situation, which is to them, a different context. Students must think about and	

<sup>71</sup> Refer also to criterion #4 in the K-8 [Publishers' Criteria](#) and #2 in the High School [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 RESPONSE
	<p>major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>		<p>apply knowledge while being inquisitive and questioning their own understanding. The projects usually address the content of one domain of the standards. For example, the "Fractional Playground" project on pages 39-54 in the Creative Core Curriculum in Mathematics with Literacy and STEM Project Edition specifically addresses Number and Operations-Fractions. In "Fractional Playground", teams of students each design a playground for a specific age group of students. Each playground will be scaled to the average size of the children of that age. Scale drawings will be made that indicate full size dimensions. Eventually a scale model will be built. These models can be placed together to make a playground that will appeal to a large range of ages and sizes of children. Throughout this process, students will get extensive experience working with fractions (5.NF.B.3: Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). This project-based learning style introduces new math in the context of solving a real problem, and a standard solution procedure may not be readily available to students. Students make connections to prior knowledge and determine their own methods for solving the problem. But students may not have learned a procedure/technique for solving the problem in the most efficient manner. Classroom discussion exposes them to alternate methods for solving the problem and deepens their understanding.</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>	<p>No</p>	<p>The materials are somewhat aligned to the expectations of the standards for this grade; however, the materials rarely provide students an opportunity to make connections between the three components of rigor. Majority of the lessons and accompanying problem sets focus on a single component of rigor, mostly procedural skill or fluency, For example, Pages 246-273, focus on 5.NBT.B.6 as students work with multi-digit arithmetic using decimals. These problems are all procedural skill and application, with no conceptual</p>	<p>The reviewer is not considering the balance between using STEAM, STEM, Arts and Traditional strategies. There is an arts project for every standard and a STEM project for each domain and then plenty of practice via modeling, using manipulatives and with literacy. There is real world practice. TPS believe some components have not been considered.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			understanding. Conceptual understanding could have been incorporated by asking students to justify their answers. Procedural skills and fluencies are developed void of connections to appropriate, foundational understandings, and application is approached through contrived problem solving strategies, not leveraging conceptual understanding and procedural skill of the grade. Conceptual Understanding is rarely addressed in the materials.	
<p><b>Non-Negotiable</b>  <b>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>72</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/course; 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>The materials did not address the math practice standards in such a way as to enrich the major work of the grade. The teachers volume list the Math Practices on pages LXXVI-LXXVII. These pages suggest that the math practices are woven into the lessons throughout the materials, but they are not mentioned in the lessons. The standards for Mathematical Practice are identified in detail in the Creative Core Curriculum in Mathematics Combined Teacher's Edition on pages 876-898 and at the beginning of each lesson in the Teacher's Edition. For example, under the section titled "Aligning Learning With the Content Standards" on page 1 of Lesson 1, the Mathematical Practices are detailed for each lesson, but are not labeled as such. The text states that the math practices should be woven through all mathematics lessons, but the text fails to address the standards again until the last few pages of the text. They are not included in the lesson plans, or any other place to help teachers "weave" them into the lessons.</p>	<p>The MP coverage is an area where all six adopting States rated TPS at excellent as they are built into and labeled in each STEM project, embedded in textbook, practiced in arts projects both in the text book and in afterschool library and are evident in both modeling math, Didax and Amelia Rose. Many assessment questions require MPs also.</p>
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>				
<p><b>Additional Criterion</b>  <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b></p>	<p><b>REQUIRED</b>  <b>5a)</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</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

<sup>72</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [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 RESPONSE
<p>Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>teacher, and teachers and students can see what their specific responsibility is for the current year.<sup>10</sup></p>			
	<p><b>REQUIRED</b>  <b>5b)</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>	
	<p><b>5c)</b> Materials base content progressions on the progressions in the Standards.<sup>73</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>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.<sup>74</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>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.<sup>11</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>Additional Criterion</b>  <b>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</p>	<p><b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.<sup>75</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>76</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.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

<sup>73</sup> Refer also to criterion #5 in the K–8 [Publishers’ Criteria](#) and #3 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>74</sup> Refer also to criterion #6 in the K–8 [Publishers’ Criteria](#) and #4 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>75</sup> Refer also to criterion #9 in the K–8 [Publishers’ Criteria](#) and #7 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>76</sup> Refer also to criterion #7 in the K–8 [Publishers’ Criteria](#) and #5 in the High School [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 RESPONSE
Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<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 others 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>77</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</b> <b>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>78</sup>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>7a)</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>7b)</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>7c)</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.	

<sup>77</sup> Refer also to criterion #10 in the K–8 [Publishers’ Criteria](#) and #8 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>78</sup> Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) and pages 16-18 in the High School [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 RESPONSE
	<b>7d)</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>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	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>				
Section	Criteria	Yes/No	Final Justification/Comments	
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>Yes</b>	Materials focus on 90% of the lessons on the major work of the grade and minimal time is spent on content outside the grade level.	
	2. Consistent, Coherent Content	<b>No</b>	Supporting content does not support the major work of the grade, while the material does not present problems or material addressing multiple clusters or domains.	TPS does not believe that all core components were considered especially Didax, Amelia Rose, Afterschool library, math applied library and modeling math, interactive homework, assessment generator and focus tutorial
	3. Rigor and Balance	<b>No</b>	Materials do address the three aspects of rigor according to the standards. Materials are not balanced and address procedural skill more often than application or conceptual understanding.	TPS does not believe that all core components were considered especially Didax, Amelia Rose, Afterschool library, math applied library and modeling math, interactive homework, assessment generator and focus tutorial
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards are merely mentioned within a correlation document and are not presented in order to enrich the content of the grade.	TPS does not believe that all core components were considered especially Didax, Amelia Rose, Afterschool library, math applied library and modeling math, interactive homework, assessment generator and focus tutorial

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<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.	
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>				

Appendix II.

Public Comments

There were no public comments submitted.