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: **PARCC Made Easy** Grade: **3-5**

Publisher: **Star Shine Learning** Copyright: **2014**

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

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

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

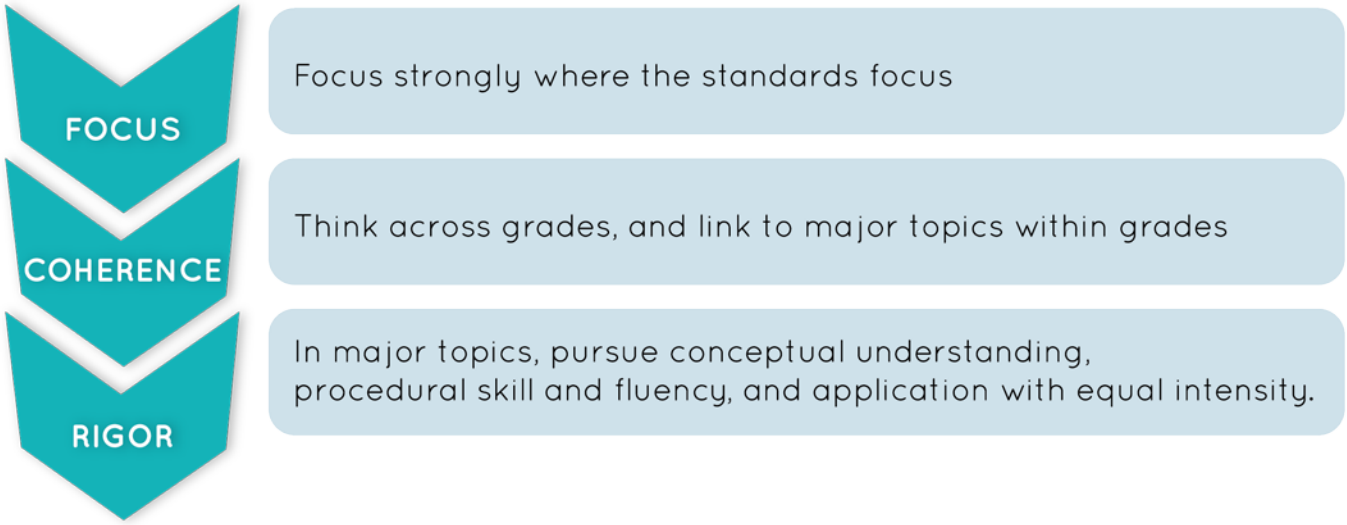
The following two indicators may be impacted:

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

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

Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	This program currently is reviewed as "No" for this criteria because most of the materials focus on the grade level content, but content outside of the grade levels are also included.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Consistent, Coherent Content (Non-Negotiable)	This program currently is reviewed as "Yes" for this criteria in grade 3 because the materials were consistently found to connect the major content to the support content in meaningful ways. This program currently is reviewed as "No" for this criteria in grades 4-5 because the supporting content is not connected to the major content. There are some pages that require students to use standards from different clusters or domains.	Make sure to review instructional materials focused on new supporting content (e.g., money in Grades K and 1) to ensure it supports the major work of the grade/course. Since these materials received a "No" for this indicator in grades 4-5, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.

Strong mathematics instruction contains the following elements:



Title: **PARCC Made Easy** Grade: **3-5**

Publisher: **Star Shine Learning** Copyright: **2014**

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

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

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

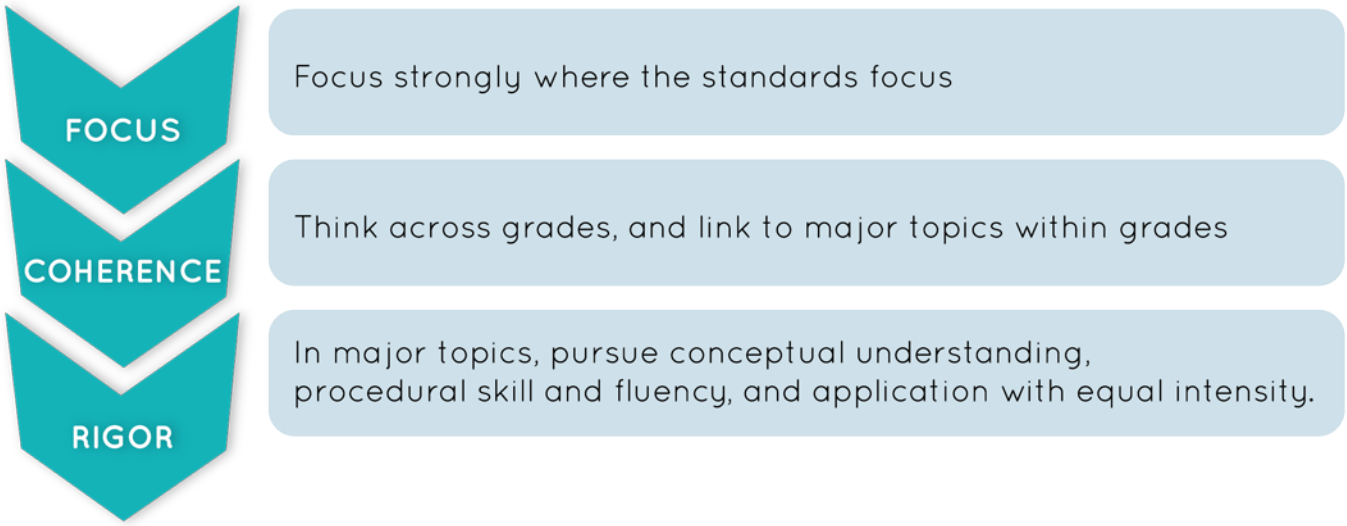
Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

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 3 (Tier 3) Grade 4 (Tier 3) Grade 5 (Tier 3)

Strong mathematics instruction contains the following elements:



Title: **PARCC Made Easy** Grade: **3**

Publisher: **Star Shine Learning** Copyright: **2014**

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

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

STRONG	WEAK
2. Consistent, Coherent Content (Non-Negotiable)	1. Focus on Major Work (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 required indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a "Yes" for all required indicators in Column 2 for Section I, then the materials receive a "Yes" in Column 1. If there is a "No" for any required 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
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ☐ Yes ☒ No	**REQUIRED** **1a)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**No**	Most of the materials do focus on third grade content, but content outside of third grade is included. For example, Chapter 5 focuses on fractions. In the footnotes of the standards, denominators in Grade 3 are limited to 2, 3, 4, 6, and 8. Chapter 5 includes denominators outside of these limitations. Denominators outside of the Grade 3 limitations are also included on the Chapter 5 Review Test. Specifically, denominators of 5, 7, 10, and 12 are included. The Practice Test at the end of the book includes denominators of 5, 10, 12 15, and 20.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☒ Yes ☐ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**Yes**	Some supporting content is connected to major content. For example, standards 3.G.A.1 and 3.G.A.2 are addressed in Chapter 9 to support major standards, such as 3.MD.C.5, focused on area. Other supporting content is not connected to major content in meaningful ways. For example, standard 3.MD.B.3 is taught in isolation in Chapter 10.
	2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. [5]	**Yes**	Materials include problems and activities that serve to connect two or more clusters in a domain or two or more domains in a grade. For example, Chapter 9 connects the Geometry domain to the Measurement and Data domain to introduce students to area and perimeter problems. It should be noted that many domains are isolated within Chapters. For example, Chapter 5 is the only Chapter that addresses the Number and Operations-Fractions domain. Also, although some chapters address two or more clusters in a domain or two domains, individual problems and activities mostly focus on individual standards.

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] 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%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Non-Negotiable 3. RIGOR AND BALANCE: 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.[6] ☐ Yes ☒ No	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	**No**	These materials do not develop conceptual understanding of key mathematical concepts. For example, although students are exposed to multiplication through various types of problems, students complete eight pages of multiplication work focused on multiplication table and equations before practicing with equal groups or arrays for three pages. As a result, conceptual understanding of multiplication is not developed in these materials.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** 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**	These materials are not designed so that students attain the fluencies and procedural skills required by the Standards. For example, standard 3.OA.C.7 requires students to fluently multiply and divide within 100. This standard is only addressed in Chapters 3 and 4.
	REQUIRED **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.	**Yes**	Students and teachers spend sufficient time working with applications without losing focus on the major work of the grade. Each chapter provides application problems related to the standards addressed in the chapter. For example, on page 79 solve application problems using two operations.
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	The three aspects of rigor are not always treated together and are not always treated separately. Each chapter provides a mixture of conceptual knowledge, procedural skill and fluency, and application as dictated by the standards addressed in that chapter.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[7] ☐ Yes ☒ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.	**No**	Materials do not address the practice standards directly. However, the materials address Norman Webb's Depth of Knowledge (DOK) levels. Although DOK levels aim to represent higher-ordering thinking skills, they do not address the majority of the eight mathematical practice standards as described in the CCSS. While these DOK levels incorporate some of the language of the math practice standards, the practice standards are not specifically addressed in the teacher and student materials.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. Content from previous or future grades does not unduly interfere with or displace on-grade-level content.[8]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** 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.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met
	5c) 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.[10]	**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.[9]	**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.[11]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: 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. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Included Practice Standards: Materials attend to the full meaning of each included practice standard.[10] Over the course of any given year of instruction, mathematical practice standards are meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[11] 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
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.[12]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the	**REQUIRED** **7a)** 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met

[10] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[11] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[12] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
expectations of the Standards.[13]	intentional sequences.		
☐ Yes ☐ No	**REQUIRED** **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met
	REQUIRED **7d)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met
	7e) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met
	7f) There is variety in the pacing and grain size of content coverage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met

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.

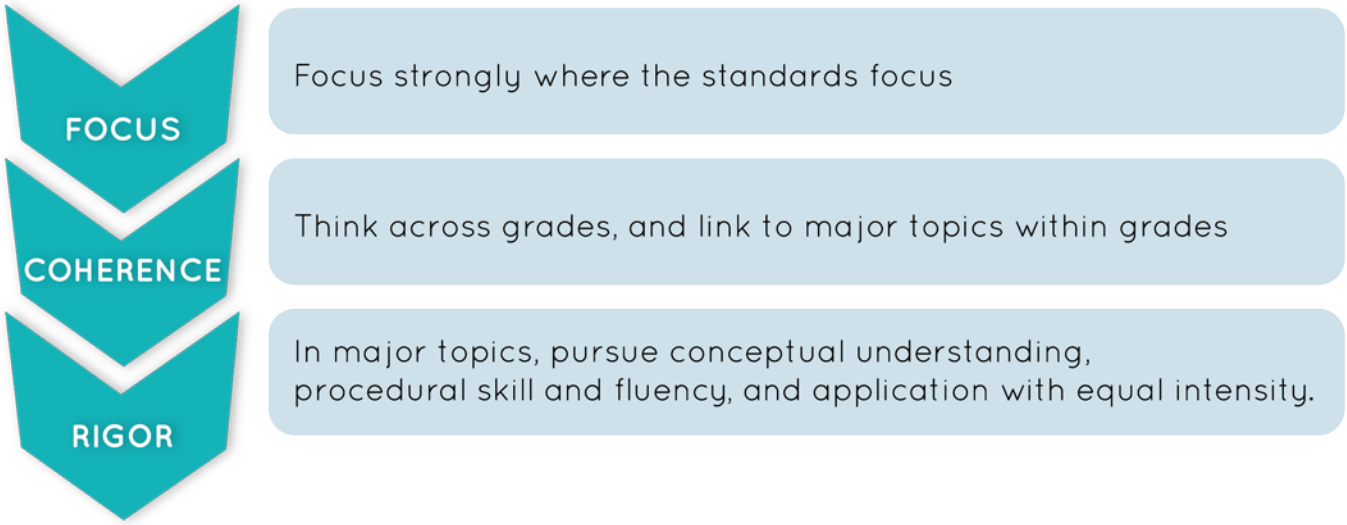
Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I: Non-Negotiables	1. Focus on Major Work	**No**	Although the majority of student and teacher work is spent completing material appropriate for the 3rd grade, instructional and assessement components include denominators that are beyond 3rd grade.
	2. Consistent, Coherent Content	**Yes**	Some supporting content is connected to major content, but more connections between supporting content and major content are needed.
	3. Rigor and Balance	**No**	Conceptual understanding and fluency are not adequately addressed in the materials.
	4. Focus and Coherence via Practice Standards	**No**	Practice Standards are not specifically addressed in the student or teacher materials. However, Webb's DOK levels are addressed, but do not focus on the practice standards.
II: Additional Alignment Criteria and Indicators of Quality	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: **Tier III, Not representing quality**			

Strong mathematics instruction contains the following elements:



Title: **PARCC Made Easy** Grade: **4**

Publisher: **Star Shine Learning** Copyright: **2014**

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

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

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

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing the required indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a "Yes" for all required indicators in Column 2 for Section I, then the materials receive a "Yes" in Column 1. If there is a "No" for any required 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
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[14]: Students and teachers using the materials as designed devote the large majority[15] of time in each grade K–8 to the major work of the grade. ☐ Yes ☒ No	**REQUIRED** **1a)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[16]	**No**	Most of the materials do focus on fourth grade content, but content outside of fourth grade is included. For example, Chapter 5 focuses on fractions. In the footnotes of the standards, denominators in Grade 4 are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100. Chapter 5 includes denominators outside of these limitations. Denominators outside of the Grade 4 limitations are also included on the Chapter 5 Review Test. Speciifcally, denominators of 7, 16, 18, 24, 25. Formative Assessment 1 includes denominators of 15, 16, 20, 24, 27, 30, and 120. The footnotes of the CCSS also specify that "addition and subtraction with unlike denominators in general is not a requirement at this grade." Chapter 6 includes addition and subtraction with unlike denominators. the Chapter 6 Review Test includes addition and subtraction with unlike denominators.Formative Assessment 2 also requires addition and subtraction of fractions with unlike denominators.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ☒ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[17]	**No**	Supporting content is not connected to major content in meaningful ways. For example, standards in the supporting clusters, 4.MD.A and 4.MD.B, are taught in isolation. Only one supporting standard is addressed in chapters specifically connected to major content.
	2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. [18]	**Yes**	There are some pages that require students to use standards from different clusters or domains. For example, page 70 requires students to use standards from the OA and NF domains. Although some chapters address two or more clusters in a domain or two domains, individual problems and activities mostly focus

[14] For more on the major work of the grade, see Focus by Grade Level.
[15] 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%.
[16] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[17] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[18] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			on individual standards.
Non-Negotiable 3. RIGOR AND BALANCE: 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.[19] ☐ Yes ☒ No	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	**No**	These materials do not develop conceptual understanding of key mathematical concepts. For example, standard 4.NBT.B.5 requires students to multiply one-digit numbers by up to four digit numbers and two two-digit numbers using strategies based on place value and the properties of operations. Chapter 3 begins with a brief review of single-digit multiplication from Grade 3, and then moves directly to multiplication of two two-digit numbers and one-digit numbers by multi-digit numbers using the standard algorithm. Students are given 40 practice problems using the standard algorithm before the materials introduce the multi-digit multiplication using area models. As a result, conceptual understanding of multi-digit multiplication is not developed in these materials.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** 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**	These materials are not designed so that sutdents attain the fluencies and procedural skills required by the Standards. Standard 4.NT.B.4 requires students to fluently add and subract multi-digit whole numbers using the standard algorithm. This standard is only addressed in Chapter 2.
	REQUIRED **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.	**Yes**	Students and teachers spend sufficient time working with applications without losing focus on the major work of the grade. Each chapter and most lessons provide application problems related to the standards addressed in the lesson or chapter. The materials provide ample practice with single-step and multi-step contextual problems through pictorial representations, charts, number lines, and application problems. WEBB's Depth of Knowledge is addressed through level 3 and

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			scaffolded to help move from single-step to multi-step contextual problems. For example, page 125 has application problems where students are using the four arithmetic operations.
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	The three aspects of rigor are not always treated together and are not always treated separately. Each chapter provides a mixture of conceptual knowledge, procedural skills and fluency, and application as dictated by the standards addressed in that chapter. The material is scaffolded in a way to provide balance between the three aspects of rigor
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[20] ☐ Yes ☒ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.	**No**	Materials do not address the practice standards directly. However, the materials address Norman Webb's Depth of Knowledge (DOK) levels. Although DOK levels aim to represent higher-ordering thinking skills, they do not address the majority of the eight mathematical practice standards as described in the CCSS. While these DOK levels incorporate some of the language of the math practice standards, the practice standards are not specifically addressed in the teacher and student materials.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. Content from previous or future grades does not unduly interfere with or displace on-grade-level content.[21]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** 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.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
staying consistent with the progressions in the standards. ☐ Yes ☐ No	**5c)** 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.[10]	**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.[22]	**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. [11]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: 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. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Included Practice Standards: Materials attend to the full meaning of each included practice standard.[23] Over the course of any given year of instruction, mathematical practice standards are meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[24] 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.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems. [25]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[22] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[23] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[24] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[25] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion 7. INDICATORS OF QUALITY: 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. [26] ☐ Yes ☐ No	**REQUIRED** **7a)** 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7d)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7e) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) There is variety in the pacing and grain size of content coverage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

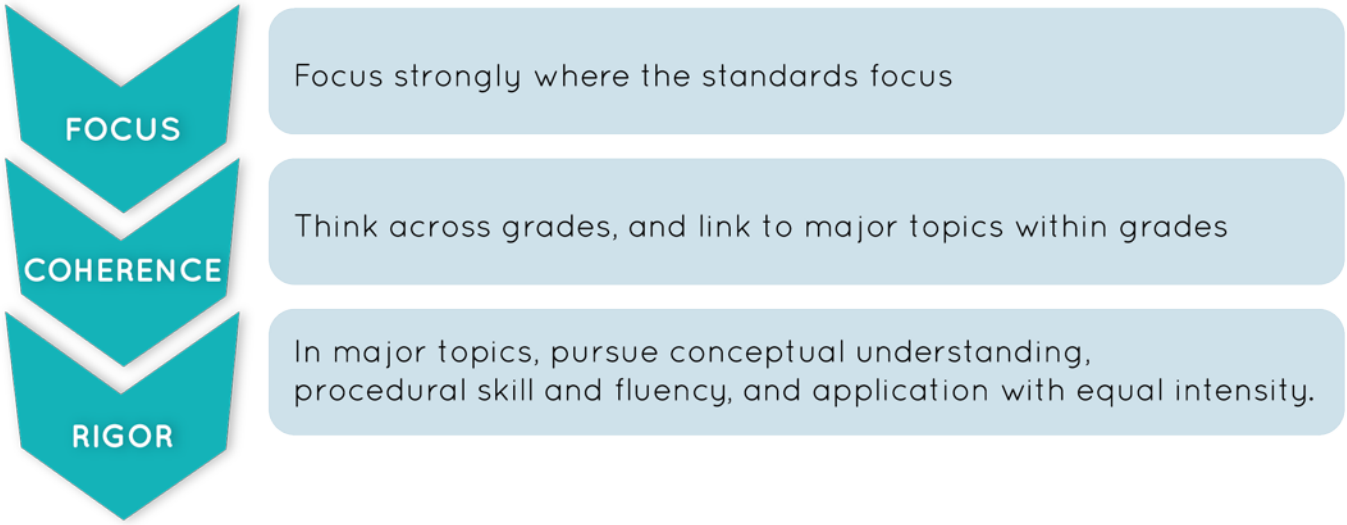
FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the 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
I: Non-Negotiables	1. Focus on Major Work	**No**	Although the majority of student and teacher work is spent completing material appropriate for the 4th grade, instructional and assessement components include denominators that are beyond 4th grade.
	2. Consistent, Coherent Content	**No**	Often supporting content is not connected to major content of the grade.
	3. Rigor and Balance	**No**	Conceptual understanding and fluency are not adequately addressed in the materials.
	4. Focus and Coherence via Practice Standards	**No**	Practice Standards are not specifically addressed in the student or teacher materials. However, Webb's DOK levels are addressed, but do not focus on the practice standards.
II: Additional Alignment Criteria and Indicators of Quality	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: **Tier III, Not representing quality**			

Strong mathematics instruction contains the following elements:



Title: **PARCC Made Easy** Grade: **5**

Publisher: **Star Shine Learning** Copyright: **2014**

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

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

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

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing the required indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a "Yes" for all required indicators in Column 2 for Section I, then the materials receive a "Yes" in Column 1. If there is a "No" for any required 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
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[27]: Students and teachers using the materials as designed devote the large majority[28] of time in each grade K–8 to the major work of the grade. ☐ Yes ☒ No	**REQUIRED** **1a)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[29]	**No**	Most of the materials do focus on fifth grade content, but content outside of fifth grade is included. For example, standard 5.NF.B.7 focuses on using understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Chapter 7 includes division of whole numbers and fractions that are not unit fractions. The footnotes also specify that division of a fraction by a fraction is not required at this grade, but Chapter 7 includes division of fractions by fractions. The Chapter 7 Review Test includes division using whole numbers and fractions that are not unit fractions. The Practice Test also requires division of af whole number by a fraction that is not a unit fraction.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ☒ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[30]	**No**	Supporting content is not connected to major content in meaningful ways. The two supporting standards in Grade 5- 5.MD.A.1 and 5.MD.B.2 are taught in isolation in Chapter 10.
	2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. [31]	**No**	Although some chapters address two or more clusters in a domain or two domains, individual problems and activities mostly focus on individual standards.
Non-Negotiable 3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	**No**	These materials do not develop conceptual understanding of key mathematical concepts. For example, standard 5.NF.B.5b requires students to interpret multiplication as scaling by explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and

[27] For more on the major work of the grade, see Focus by Grade Level.
[28] 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%.
[29] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[30] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[31] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards and help students meet the standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[32] ☐ Yes ☒ No			why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Page 85 states "When a whole number is multiplied by a fraction, the product will be less than the whole number." This statement is not clarified until page 91. Also, on page 85 students are taught to multiply a whole number by a fraction in a procedural manner. Students are given 22 problems to practice this method before being introduced to using fraction models to represent multiplication of a whole number by a fraction, and then they are only required to match a model to a problem- not state the actual product.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** 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**	These materials are not designed so that sutdents attain the fluencies and procedural skills required by the Standards. Standard 5.NBT.B.5 requires students to fluently multiply multi-digit whole numbers using the standard algorithm. This standard is only addrressed in Chapter 1.
	REQUIRED **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.	**Yes**	Students and teachers spend time working with applications without losing focus on the major work of the grade. Each Chapter provides application problems related to the standards addressed in the lesson or chapter. For example, page 92 requires students to use their knowledge of multiplication of fractions to solve multi-step application problems. WEBB's Depth of Knowledge is addressed through level 3 and scaffolded to help move from single-step to multi-step contextual problems.
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	The three aspects of rigor are not always treated together and are not always treated separately. Each chapter provides a mixture of conceptual knowledge, procedural skills and fluency, and application as dictated by the standards addressed in that chapter. The materials present ample problems for skill practice.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			Focus, Coherence, and Rigor are addressed with the scaffolding of items and prerequisites taking place first.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[33] ☐ Yes ☒ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.	**No**	Materials do not address the practice standards directly. However, the materials address Norman Webb's Depth of Knowledge (DOK) levels. Although DOK levels aim to represent higher-ordering thinking skills, they do not address the majority of the eight mathematical practice standards as described in the CCSS. While these DOK levels incorporate some of the language of the math practice standards, the practice standards are not specifically addressed in the teacher and student materials.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. Content from previous or future grades does not unduly interfere with or displace on-grade-level content.[34]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** 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.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) 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.[10]	**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.[35]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: 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. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Included Practice Standards: Materials attend to the full meaning of each included practice standard.[36] Over the course of any given year of instruction, mathematical practice standards are meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[37] 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.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems. [38]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the	**REQUIRED** **7a)** 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED	**Not Evaluated**	This section was not evaluated because the non-

[36] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[37] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[38] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
tools they need to meet the expectations of the Standards. [39] ☐ Yes ☐ No	**7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.		negotiable criteria were not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7d)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7e) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) There is variety in the pacing and grain size of content coverage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	Although the majority of student and teacher work is spent completing material appropriate for the 5th grade, instructional and assessement components include denominators that are beyond 5th grade.
	2. Consistent, Coherent Content	**No**	Often supporting content is not connected to major content of the grade.
	3. Rigor and Balance	**No**	Conceptual understanding and fluency are not adequately addressed in the materials.
	4. Focus and Coherence via Practice Standards	**No**	Practice Standards are not specifically addressed in the student or teacher materials. However, Webb's DOK levels are addressed, but do not focus on the practice standards.
II: Additional Alignment Criteria and Indicators of Quality	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: Tier III, Not representing quality			

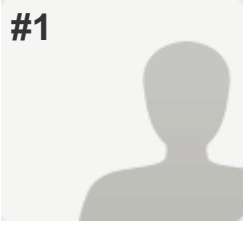
Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments



COMPLETE

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Started: Monday, January 26, 2015 8:16:43 AM
Last Modified: Monday, January 26, 2015 8:18:03 AM
Time Spent: 00:01:20
IP Address: 130.70.0.34

PAGE 1: Public Review - Louisiana Informal Instructional Content Review

Q1: **What is your first name?**	Jaymi
Q2: **What is your last name?**	Theriot
Q3: **In what Louisiana parish do you live?**	Lafayette

PAGE 2: Please respond to the following set of questions and leave comments below:

Q4: **Are you affiliated with any instructional content provider?**	No
Q5: **Did you personally review the title selected?**	Yes
Q6: **Were the materials inviting and appealing?**	Yes
Q7: **Were the materials user-friendly and easy to navigate?**	Yes
Q8: **Were the materials age and grade appropriate?**	Yes
Q9: **My comments are based upon:**	Personal review
Q10: **My comments pertain to:**	An entire program
Q11: **Comments:(Disclaimer: I understand that the Department will not verify the accuracy or validity of public comments and that these comment do not reflect the opinions or policies of the State Board of Elementary and Secondary Education or the State Superintendent of Education.)**	*Respondent skipped this question*