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: **Big Ideas Math Green, Red, and Blue** Grade: **6-8**

Publisher: **Big Ideas 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.

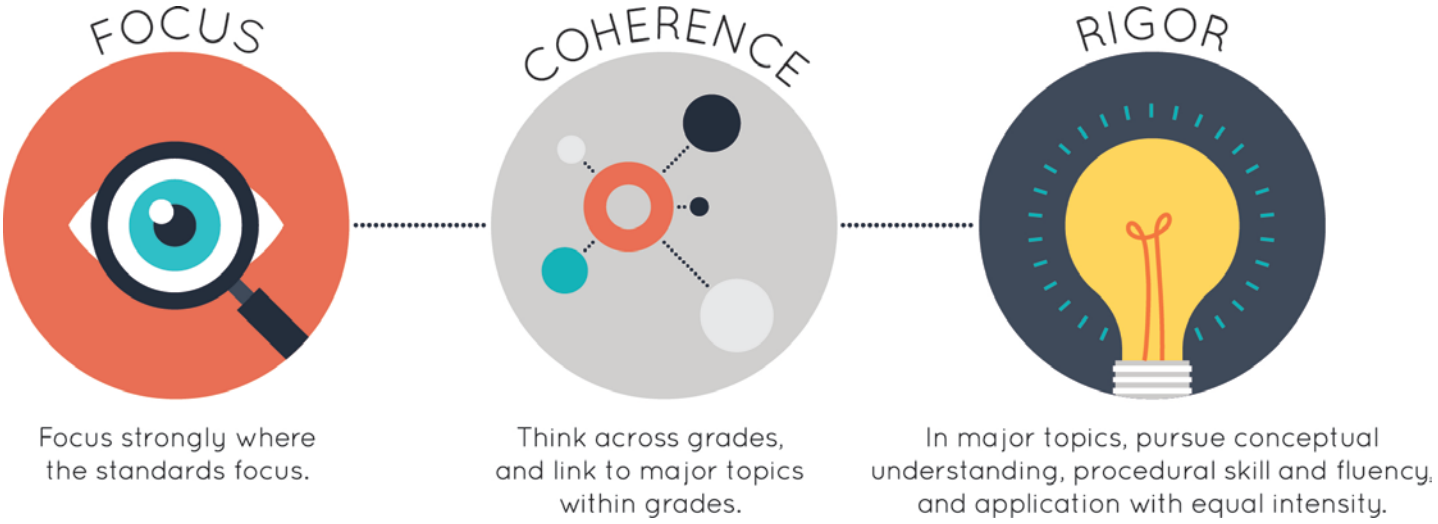
Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	This program currently is reviewed as "No" for this criterion because the materials do not devote at least 65% of the class time covering the major work required the grades. Only 38 to 45% of the class time is devoted to the major work of grades 6 to 8.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Consistent, Coherent Content (Non-Negotiable)	This program currently is reviewed as "No" for this criterion because the materials do not connect supporting content to major content in meaningful ways. Several chapters were found to contain all supporting content taught and practiced in isolation with no connections to the major work of the grade; however, problems and activities do make important connections across clusters and some domains.	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.

DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Review for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Strong mathematics instruction contains the following elements:



Title: **Big Ideas Math Green, Red, and Blue**

Grade: **6-8**

Publisher: **Big Ideas Learning**

Copyright: **2014**

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

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

STRONG	WEAK
3. Rigor and Balance (Non-Negotiable) *	1. Focus on Major Work (Non-Negotiable)
4. Focus Coh. via Practice Std (Non-Negotiable)	2. Consistent, Coherent Content (Non-Negotiable)
* Strong at Grade 6	

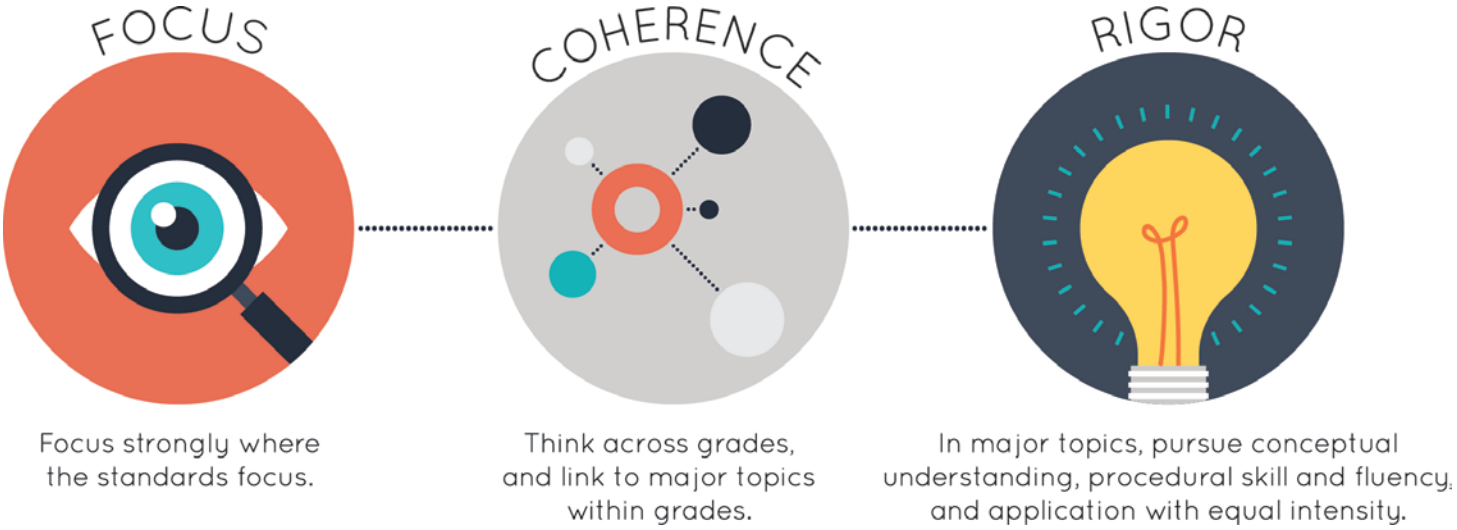
Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

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 6 (Tier 3) Grade 7 (Tier 3) Grade 8 (Tier 3)

Strong mathematics instruction contains the following elements:



Title: **Big Ideas Math Green** Grade: **6**

Publisher: **Big Ideas Learning** Copyright: **2014**

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

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

STRONG	WEAK
4. Focus Coh. via Practice Std (Non-Negotiable)	1. Focus on Major Work (Non-Negotiable)
	2. Consistent, Coherent Content (Non-Negotiable)
	3. Rigor and Balance (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
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 to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** 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.	**No**	The pacing guide indicates that Chapters 1-10 are to be covered over 154 days. Content that is tied to state standards is covered over 84 days (i.e., 55%), while only 45% of the class time is devoted to content that reflects the major work of Grade 6.
	REQUIRED **1b)** 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.[3]	**Yes**	The materials in Big Ideas Green, Grade 6 spend minimal time on content outside of 6th grade. The content scaffolds instruction appropriately. Chapter 7 introduces equations and inequalities and covers standard 6.EE.B. Students should only solve equations/inequalities with positive numbers. Looking at the assessments in this chapter, students are never expected to solve using anything other than positive numbers. Chapter 6 begins with having students order and compare decimals, fractions, and whole numbers before introducing negative numbers of the same type. In some instances, content from previous grades is included (for example, the Chapter 1 test contains items that are aligned to standards from previous grades). However, taking the course as a whole, the coverage of previous grade-level standards is primarily done for scaffolding purposes.
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	The materials do not connect supporting content to major content in meaningful ways throughout the course. For example, Chapters 8, 9, and 10 are all supporting content and are taught in isolation from the major work of the grade. More specifically, supporting standards 6.G.1-6.G.4 are not connected to major content throughout the curriculum.

[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).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
consistent with the content in the Standards. ☐ Yes ☒ No			Chapter 4: Areas of Polygons focuses on sections 6.G.1 and 6.G.3, while Chapter 10: Surface Area and Volume focuses on 6.G.2 and 6.G.4. The gap between the chapters loses the coherence of the connected ideas. Lastly, the treatment of 6.G.3 connections (where students draw polygons in the coordinate plane and use them to solve real world mathematical problems) to 6.NS.8 are only partial because students are never asked to reason about polygons outside Quadrant I or reason about coordinates by applying the concept of absolute value.
	REQUIRED **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. [5]	**Yes**	The materials make important connections across clusters, which are natural and important. Chapter 5 includes many clusters within the 6.RP Domain. Section 6.1 connects major standards 6.NS.5, 6.NS.6a, and 6.NS.6c throughout the lesson as students begin their study of integers. Section 1.5 connects the supporting standard 6.NS.4 with the major standard 6.EE.2b as students work to find the greatest common factor. Lastly, discussion of ratio tables from the 6.RP domain is taught along with writing equations in the 6.EE domain in Chapter 7. Also, 6.EE.C.9 and 6.EE.B.7 are covered concurrently in Chapter 7. It is important to note that while there are many places where the materials are connected within clusters, there are not many places in the curriculum that connect domains.
Non-Negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous	**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 discussion	**Yes**	Conceptual understanding is developed in the materials, especially where it is explicitly demanded in the content standards. For example, Chapter 6 focuses on integers and content standards, 6.NS.C.5, 6.NS.C.6, and 6.NS.C.7. There are many places in Chapter 6 where students are asked to do things such as compare, justify, and write in your own words. Another example can be found in Section

[5] 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
expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[6] ☐ Yes ☒ No	questions.		7.5: Writing and Graphing Inequalities. Students are required to analyze solutions of one inequality as it relates to the solution of another inequality. Also, Chapter 2 covers standards in the 6.NS domain conceptually, as called for in specific content standards. Finally, 6.NS.1 (dealing with computing quotients of fractions) is taught in part by using visual fraction models.
	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**	Fluency standards are covered, but do not necessarily give attention to them throughout the year in a manner that will reinforce procedural skill and fluency. For example, 6.NS.3 (fluently perform operations with multi-digit decimals using the standard algorithm) is the primary focus of 2.4-2.6, but it does not reappear consistently throughout the year. In addition, standards 6.NS.2 and 6.NS.4 should be found throughout the coursework in order for students to become fluent in those skills. It should be noted that within the lessons there is adequate procedural skill and fluency practice. The Section 7.2: Solving Equations Using Addition or Subtraction exercises includes four guided example questions, three vocabulary and concept check questions, and 51 practice questions.
	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/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	**Yes**	Sufficient time is devoted to application problems, as required by the standards. These include some non-routine application problems as well. For example, in volume of right rectangular prisms (6.G.2), students are asked to pack the bed of a dump truck with fractional unit cubes. Also, in section 7.4: Writing Equations in Two Variables highlights the standard 6.EE.9. In this section, students use the real-world example of ordering a pizza with a set price in addition to a price per extra toppings. Lastly, Chapter 6 content is on integers. Students use temperature in order to work within

[6] 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
	those places in the content Standards where expectations for multi-step and real-world problems are explicit.		the context of integers.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**Yes**	Conceptual understanding, procedural skill and fluency, and application are balanced throughout the curriculum. Chapter 5 contains the standard 6.RP.A.3a, which represents all three aspects of rigor.There are other standards that focuses on one area separately and are treated that way. The test in Chapter 4 illustrates the cohesion 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.[7] ☒ Yes ☐ No	**REQUIRED** **4a)** 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.	**Yes**	Mathematical Practice Standards are addressed explicitly throughout the materials. Laurie's Notes makes these practice standards explicit and provide specific recommendations for implementing the practice standards. An example of Mathematical Practices in the student text can be found on page 197. Students are asked to Abstract Reasonably, and it is marked as a Mathematical Practice. Lastly, the beginning of each lesson starts with an essential question that is used to guide instruction for the given outcome. In addition, each lesson features Laurie's Notes to assist with the learning process.
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 (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.	**REQUIRED** **5a)** 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.
	REQUIRED **5b)** 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	**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 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
☐ Yes ☐ No	knowledge.[10]		
	5c) Materials base content progressions on the progressions in the Standards. [8]	**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.[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.
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	**6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[10] 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.[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 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.

[8] 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).
[9] 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).
[10] 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).
[11] 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. [12]		
	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. [13] ☐ Yes ☐ No	**7a)** 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.
	7b) 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.
	7c) 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.
	7d) 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.

[12] 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).
[13] 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
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

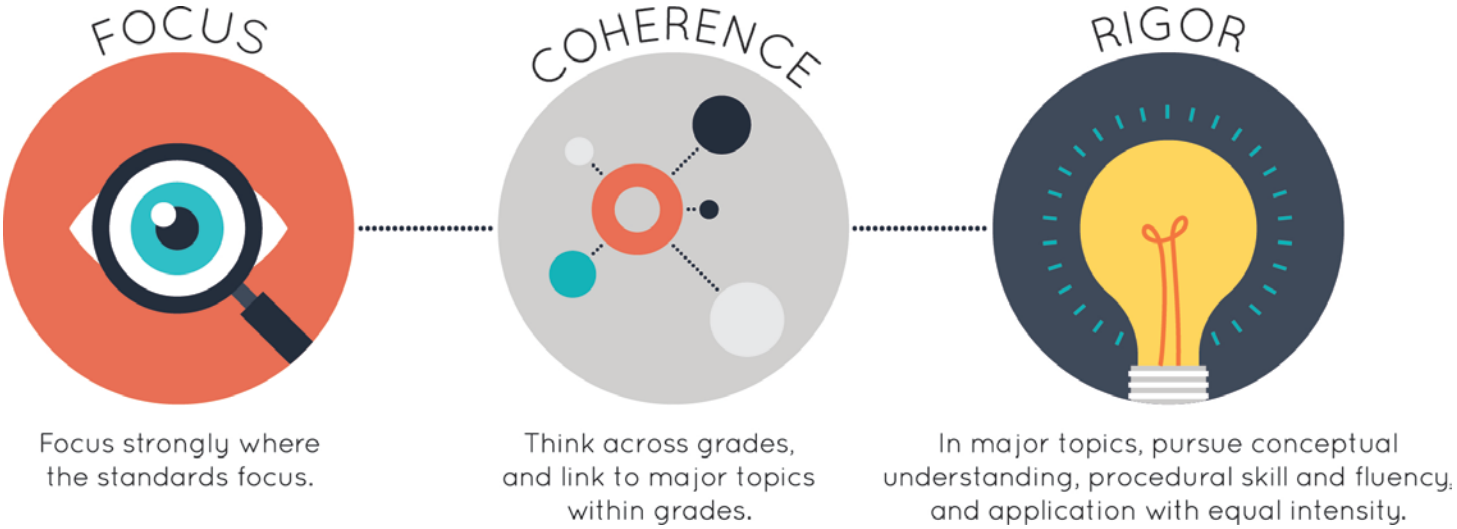
FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the 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**	The materials do not devote at least 65% of the class time covering the major work required in Grade 6 (i.e., only 45% of the lessons cover the major work for grade 6)
	2. Consistent, Coherent Content	**No**	The materials do not connect supporting content to major content in meaningful ways. Several chapters were found to contain all supporting content taught and practiced in isolation with no connections to the major work of the grade. However, problems and activities do make important connections across clusters and some domains.
	3. Rigor and Balance	**No**	In 6th grade, fluency skills must be practiced throughout the course; however, they are taught in isolation and practiced in isolation. Conceptual understanding and application is present throughout the materials with a balance of all three aspects of rigor.
	4. Focus and Coherence via Practice Standards	**Yes**	Practice standards are given throughout the course in the teacher guide as well as the student edition.
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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	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: **Big Ideas Math Red** Grade: **7**

Publisher: **Big Ideas Learning** Copyright: **2014**

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

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

STRONG	WEAK
3. Rigor and Balance (Non-Negotiable)	1. Focus on Major Work (Non-Negotiable)
4. Focus Coh. via Practice Std (Non-Negotiable)	2. Consistent, Coherent Content (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
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 to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** 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.	**No**	The pacing guide indicates that Chapters 1-10 are to be covered over 154 days. Content that is tied to state standards is covered over 94 days (i.e., 59% of class time), while only 41% of the class time is devoted to content that reflects the major work of Grade 7.
	REQUIRED **1b)** 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.[16]	**No**	The Chapter 3 test includes a linear equation for students to solve that involves the distributive property (more than a two-step equation), which should not be introduced until 8th grade. It should be noted, however, that in the 7th grade math curriculum, minimal time is typically spent on content outside of the appropriate grade level. The beginning of each chapter features scaffolding coursework that prepares the student for the upcoming topic. Importantly, the assessments do not contain any of these scaffolding materials.
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**	The correlation guide indicates there are lessons where major work is connected to supporting content. However, materials do not connect supporting content to major content in meaningful ways throughout the course. For example, Chapters 7-10 are all Supporting Content and are taught in isolation from the major work of the grade. It should be noted however, that materials on 7.SP make connections to ratios, proportions and percents by using problem-solving contexts where these major content concepts are central.

[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).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED **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. [18]	**Yes**	The materials make important connections across clusters, which are natural and important. Chapter 5 includes many clusters within the 7.RP Domain. Also, Section 2.2: Adding Rational Numbers focuses on major standards 7.NS.1a, 7.NS.1b, 7.NS.1d, 7.NS.3, making important mathematical connections. Lastly, Chapter 5, 7.RP.2 makes connections to standards related to solving equations in the 7.EE domain. It is important to note that while there are many places where the materials are connected within clusters, there are not many places in the curriculum that connect domains.
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 discussion questions.	**Yes**	The materials develop conceptual understanding of mathematical concepts, as required by the standards. For example, the treatment of 7.NS.1, addition and subtraction of integers is represented conceptually by using horizontal number lines. A second example, found in Chapter 6, focuses on Percents, Fractions, and Decimals and content standards 7.EE.3. There are many places in 6.1, 6.2, and 6.4 where students are asked to work conceptually on things such as compare, justify, and write in your own words.
	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	**Yes**	The materials provide students with ample opportunities to develop fluency and procedural skills throughout the curriculum. Section 1.5, Dividing Integers, features four guided example questions, seven vocabulary and concept check questions, and 34 practice problems. Another example is addition and subtraction of rational numbers (7.NS.A.1d) developed in Chapters 1 and 2, but further reinforced at different points in the curriculum (e.g., during coverage of 7.EE.B.4). Lastly, 7.G.B.6 is a fluency standard, which is found in Chapter 9. Students are given plenty of problems in

[18] 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).
[19] 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
	foundation for later work in algebra.		order to gain fluency in this standard.
	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/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.	**Yes**	The integration of mathematical content into real-world situations is found throughout the curriculum. For example, the essential question of Section 1.1, Integers and Absolute Value (Standard 7.NS.A.1), asks students how integers can represent the velocity and speed of an object. Within the section, students are also asked to relate the mathematical topic to scuba diving, the elevation of a volcano, and golf scores. A second example is 7.RP.3, significant practice is provided solving real-world problems related to percents.
	REQUIRED **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 balanced. For example they are treated together throughout the curriculum where standards 7.EE.B.3 and 7.EE.B.4 cover all three aspects of rigor. In Chapter 6, students use all three aspects together when appropriate. In addition, there are places where one aspect of rigor is present and treated separately from the other two. On the Chapter 2 Standards Assessment, conceptual, fluency, and application problems are present to create a balanced assignment.
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/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.	**Yes**	Mathematical Practice Standards are addressed explicitly throughout the materials. Laurie's Notes makes these practice standards explicit and provide specific recommendations for implementing the practice standards. An example of Mathematical Practices in the student text can be found on page 363. Students are asked to make sure they have calculated accurately when working with the calculator.

[20] 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
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 (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**REQUIRED** **5a)** 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.
	REQUIRED **5b)** 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.
	5c) Materials base content progressions on the progressions in the Standards. [21]	**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.[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	**6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[23] 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.[24] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[21] 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).
[22] 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).
[23] 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).
[24] 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. ☐ Yes ☐ No	development. Alignments to practice standards are accurate.		
	6b) 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. [25]	**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 expectations of the Standards. [26] ☐ Yes ☐ No	**7a)** 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.
	7b) 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.
	7c) Support for English Language Learners and other special populations is thoughtful and helps those	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[25] 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).
[26] 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.		
	7d) 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.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the Standards.	**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.

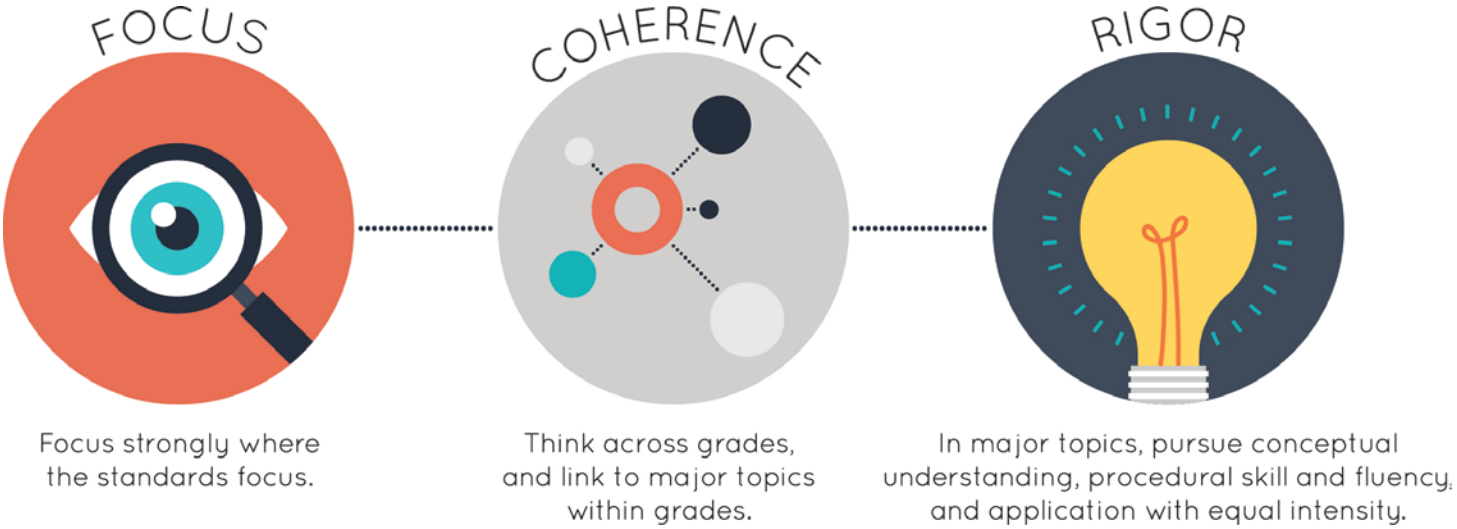
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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**	The materials do not devote at least 65% of the class time covering the major work required in Grade 7 (i.e., only 41% of the lessons cover the major work of the grade). In addition, the assessment includes material that should not be introduced or assessed until later grades.
	2. Consistent, Coherent Content	**No**	There is an entire chapter with only supporting content and no major content for 7th Grade. Materials do adequately connect domains or clusters.
	3. Rigor and Balance	**Yes**	All three aspects (Conceptual, Fluency, and Application) are present and meaningful to the coursework in 7th grade mathematics.
	4. Focus and Coherence via Practice Standards	**Yes**	Practice standards are given throughout the course in the teacher guide as well as the student edition.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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: **Big Ideas Math Blue** Grade: **8**

Publisher: **Big Ideas Learning** Copyright: **2014**

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

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

STRONG	WEAK
3. Rigor and Balance (Non-Negotiable)	1. Focus on Major Work (Non-Negotiable)
4. Focus Coh. via Practice Std (Non-Negotiable)	2. Consistent, Coherent Content (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
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 to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** 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.	**No**	The pacing guide indicates that Chapters 1-10 are to be covered over 149 days. Content that is tied to state standards is covered over 92 days (i.e., 62% of class time), while only 38% of the class time is devoted to content that reflects the major work of Grade 8.
	REQUIRED **1b)** 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.[29]	**Yes**	Each chapter begins with scaffolding coursework that prepares the student for the upcoming lesson. For example, the Chapter 1 scaffolding exercise requires students to simplify algebraic expressions and adding and subtracting integers before solving equations. It is important to note that this scaffolding material is not found on assessments within the chapter.
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[30]	**No**	The correlation guide indicates there are lessons where major work is connected to supporting content. However, materials do not connect supporting content to major content in meaningful ways throughout the course. For example, Chapter 9 is all supporting content and taught in isolation from the major work of the grade.

[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).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
consistent with the content in the Standards. ☐ Yes ☒ No	**REQUIRED** **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. [31]	**Yes**	The materials include problems and activities that connect two or more clusters or domains throughout the curriculum. For example, Section 7.4: Approximating Square Roots combines major standard 8.EE.2 with supporting standards 8.NS.1 and 8.NS.2. Also, in covering the Pythagorean Theorem in 8.G, using the square root symbol and computing square roots becomes essential (8.EE.2) Lastly, Chapter 10 includes many clusters within the 8.EE Domain. It is important to note that while there are many places where the materials are connected within clusters, there are not many places in the curriculum that connect domains.
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. [32] ☒ 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 discussion questions.	**Yes**	Conceptual understanding is developed in the materials, especially where it is explicitly demanded in the content standards. In Chapter 4, students are graphing and writing linear equations. Specifically 8.EE.6 is a standard focused on conceptual understanding. In section 4.3, students are deriving a linear function from similar triangles. Another example is in Section 2.1: Congruent Figures begins with students working in pairs with geoboards to determine congruent triangles from those that are not congruent. Such an exploration leads to the essential question of the lesson: "How can you identify congruent triangles?" It should be noted that in materials covering 8.G.6, students' explanation of a Pythagorean Theorem proof is deemphasized in the problems, activities, and assessments.Discussion of the Pythagorean Theorem tends to focus on standards that involve application and procedural skill (i.e., using the Pythagorean Theorem to find a missing side in a real-world context).

[31] 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).
[32] 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
	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.	**Yes**	Procedural skill and fluency are emphasized where such an emphasis is appropriate for 8th grade mathematics. Fluency problems are found in each lesson, giving students ample opportunities to hone their knowledge of the content. Section 4.2: Slope of a Line features four guided example questions, three vocabulary and concept questions, and 32 practice problems. Standard 8.EE.C.7 is a fluency standard, which is found in Chapter 1. Students are given plenty of problems in order to gain fluency solving equations in one variable. Lastly, students are asked to solve equations involving finding the missing side of a triangle while using the Pythagorean Theorem.
	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/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.	**Yes**	Materials are designed to provide teachers and students with high-quality problems that require students to apply their knowledge of the content. Chapter 5.1 has real-world application problems where students have to apply their knowledge. Also, Section 4.2: Slope of Line asks students to determine the rate of change of a company's profit over a given time frame.
	REQUIRED **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 balanced throughout the lessons and assessments. Standards 8.EE.A.3 and 8.EE.A.4 are standards which cover all three aspects of rigor. In section 10.5, students use all three aspects together when appropriate. There are also places where one aspect of rigor is present and treated separately from the other two.Conceptual, fluency, and application questions are treated together on the Chapter 5 test where students must solve and explain systems of equations.
Non-Negotiable **4. FOCUS AND COHERENCE VIA**	**REQUIRED** **4a)** Materials address the practice standards in such a	**Yes**	The appropriate standard and mathematical practices are listed for each lesson, enhancing the teacher and student's focus of the content. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
PRACTICE STANDARDS: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[33] ☒ Yes ☐ No	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.		beginning of each lesson starts with an essential question that is used to guide instruction for the given outcome. In addition, each lesson features Laurie's Notes to assist with the learning process. In the teacher materials (lesson plans and Teacher's edition), the practice standards are linked to specific activities. In student materials, there is adequate attention to the practice standards, such as MP.4. For example, students are asked to model functions from a real-world context, with attention to using and interpreting various representations of functions.
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 (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**REQUIRED** **5a)** 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.
	REQUIRED **5b)** 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.
	5c) Materials base content progressions on the progressions in the Standards. [34]	**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.[35]	**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.

[33] 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)
[34] 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).
[35] 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
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	**6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[36] 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.[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 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.[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 tools they need to meet the	**7a)** 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.
	7b) There are separate teacher materials that support and reward teacher study including, but not limited to:	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[36] 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).
[37] 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).
[38] 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
expectations of the Standards. [39] ☐ Yes ☐ No	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.		
	7c) 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.
	7d) 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.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the Standards.	**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

[39] 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
I: Non-Negotiables	1. Focus on Major Work	**No**	The materials do not devote at least 65% of the class time covering the major work required in Grade 8 (i.e., only 38% of the lessons cover the major work of the grade).
	2. Consistent, Coherent Content	**No**	The materials do not connect supporting content to major content in meaningful ways. There is an entire chapter containing all supporting content with no major content for 8th grade. However, some problems and activities do make important connections across clusters and some domains.
	3. Rigor and Balance	**Yes**	All three aspects (Conceptual, Fluency, and Application) are present and meaningful to the coursework in 8th Grade Mathematics.
	4. Focus and Coherence via Practice Standards	**Yes**	Practice standards are given throughout the course in the teacher guide as well as the student edition.
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**			