Instructional Materials Evaluation - Student Standards Review

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

Title: **Mathematics** Grade: **K-5**

Publisher: **Eureka Math** Copyright: **2013**

Overall Rating: **Tier 1, Exemplifies 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

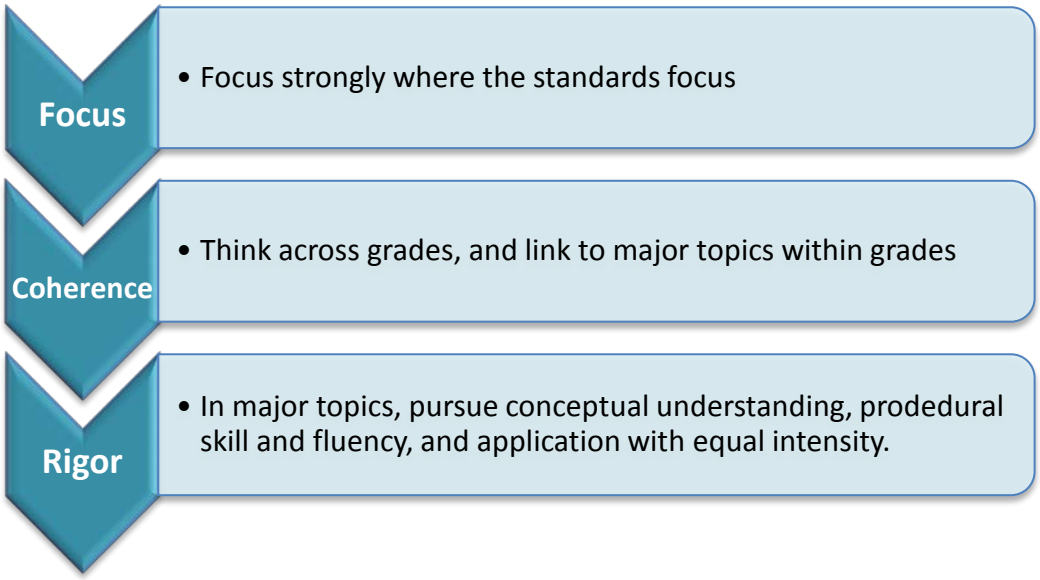
The following two indicators may be impacted:

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

This review remains a Tier 1 rating. As a result of these changes, the following chart identifies the potential impact on 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 Yes for these criteria because the materials devote anywhere between 76% and 95% of class time to the major work for this grade (the requirement being (65% to 85%).	Make sure to review all assessment materials to ensure alignment to new clarifications/limitations and the revised, as well as, the placement of standards by grade/course.
Consistent, Coherent Content (Non-Negotiable)	This program currently is reviewed as Yes for these criteria because the materials were consistently found to connect the major content to the supporting content in meaningful and natural ways at all grade levels throughout the year. When appropriate, connections are made among two or more clusters in a domain or among domains at all grade levels in an organic manner, through problems and activities.	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.

Strong mathematics instruction contains the following elements:



Title: **Mathematics** **Grade:** **K-5**

Publisher: **Eureka Math** **Copyright:** **2013**

Overall Rating: **Tier I, Exemplifies quality**

Tier I, Tier II, Tier III Elements of this grade band:

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Alignment Criteria for Standards for Mathematical Practice	
Indicators of Quality	

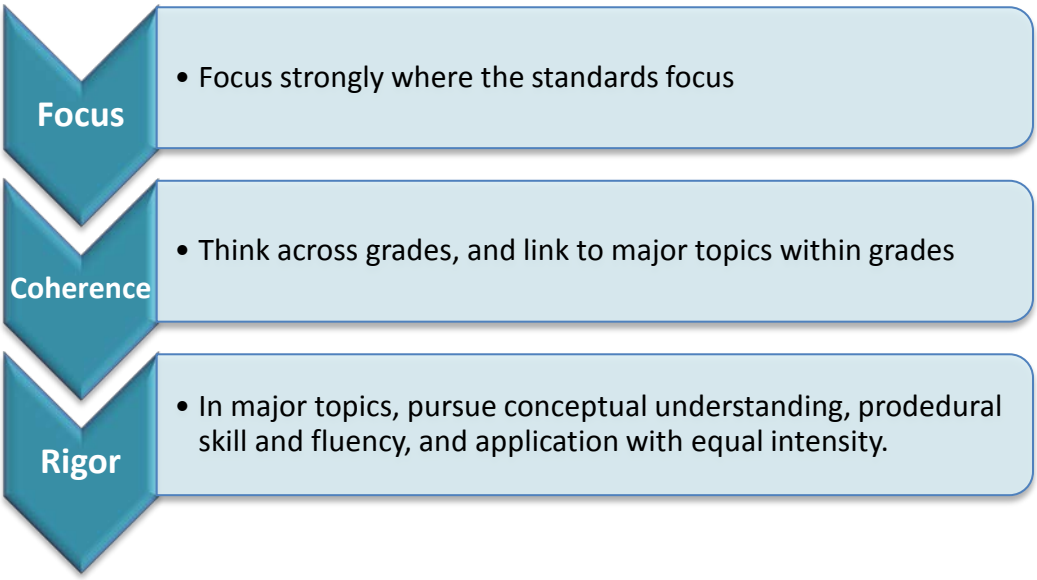
Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings received a "Yes" for all Criteria 1–7.
Tier 2 ratings received a "Yes" for all non-negotiable criteria (Criteria 1–4), but at least one "No" for the remaining criteria.
Tier 3 ratings received a "No" for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

Grade K (Tier 1) Grade 1 (Tier 1) Grade 2 (Tier 1)
Grade 3 (Tier 1) Grade 4 (Tier 1) Grade 5 (Tier 1)

Strong mathematics instruction contains the following elements:



Title: Mathematics **Grade:** K

Publisher: Eureka Math **Copyright:** 2013

Overall Rating: Tier I, Exemplifies quality

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Alignment Criteria for Standards for Mathematical Practice	
Indicators of Quality	

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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
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)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	The Kindergarten curriculum meets the requirement of focusing on the major work of the grade; K.CC is prominent throughout all modules.
	REQUIRED **1b)** 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]	**Yes**	There are two modules devoted heavily to K.G and K.MD standards, with K.CC included as well. These are taught in context of the major work. The curriculum does not assess topics before the grade in which they are introduced in the Standards. Note: Module 4 was unavailable at the time of this review.
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**	All modules and units make connections to previous work both within the grade, as well as work in previous grades.
	REQUIRED **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 connect supporting content to major content in a meaningful way. Problems and activities serve to establish connections across domains and clusters.

[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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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 questions.	**Yes**	Conceptual understanding is thoroughly developed throughout each module. Grade appropriate concepts are established for learning in future grades. The majority of lessons within each topic are primarily conceptual, which is appropriate.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Fluency is established throughout modules; typically in the introductory activities of each lesson. The majority of fluency activities in the lessons are focused around K.CC standards, which is appropriate for Kindergarten. Fluency practice appears in the other domains/clusters where appropriate.
	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 that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	The application component could be stronger for this grade-level. However, application practice is offered through some activities offered. While the modules do not have to rely heavily on applications, more could be utilized to ensure mastery of the concepts before moving into first grade.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	In the overview of each module, they are separated in order to show how each aspect is attended to. However, throughout the activities, the three are balanced and appropriately integrated. Although the curriculum could be stronger in application, the balance is deemed appropriate for Kindergarten. Kindergarten students are just learning concepts and building fluency in order to develop foundations for future learning, so this weakness does not hinder the curriculum's effectiveness. Increased time in application could enhance some of the later modules in order to make them stronger. However, the curriculum, as is, satisfies this criterion.

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

Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	The materials make connections between MPs and Content. Each module overview states the MPs that are evident within that particular module, and listed in the margin of each lesson, in the exact place that the lesson or activity connects to each MP present. This allows teachers to clearly see where the connections are and when and how students should be exhibiting such.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	Each module is explicit in the MPs that are evident within that module. Although all modules could contain each MP, the developers were clear in which ones they thought best made connections between instruction and student outcomes in the context of the concepts being taught. Having the MPs also mapped out along side each individual lesson/activity, in context of the teaching/learning taking place, strengthens the connections being made. MPs are also grade-appropriate.

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

[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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. [9]	**Yes**	Supporting content does enhance focus and coherence in the context of one of the major works – K.CC standards. Note: Module 4 was unavailable at the time of this review.
	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]	**Yes**	Materials follow a logical progression of learning and make sure that material is introduced at the appropriate grade-level. Materials contain problems that are grade-level appropriate in the components of concept and fluency. However, application is lacking. While this is appropriate to some degree given that Kindergarten is focused on foundations, application to real-world problems could be further developed over the course of the curriculum in order to make the curriculum stronger.
	REQUIRED **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]	**Yes**	Given that this is a Kindergarten curriculum, there are no prior grades with standards in the CCSSM. However, this curriculum relates the materials with New York's Pre-K level standards and prior knowledge that students would have obtained from this grade.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]	**Yes**	Learning objectives are very clearly shaped by cluster headings in the CCSSM. Every lesson makes connections across clusters and domains, specifically connections to K.CC, one of the major works. Note: Module 4 was unavailable at the time of this review.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Yes**	Focus, coherence, and rigor are maintained throughout the materials, even when targeting specific objectives.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] 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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
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 Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.	**Yes**	The MPs that are explicitly attended to in the curriculum is appropriate within the context of the standard(s) being addressed. Focus and coherence are maintained through connections to the MPs in each module. The curriculum is explicit in its use of the MPs and careful attention is paid to each. The MPs that are stated in the overviews are grade-level and content appropriate. The full meaning of each MP is attended to through each module in which it is attended to.
	REQUIRED **6b)** 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). [12]	**Yes**	Each overview includes a description of how the module prompts students to construct viable arguments and critique the reasoning of others. In addition, it is explicit in the margin notes of the individual lessons themselves.
	REQUIRED **6c)** 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]	**Yes**	In most of the modules, students engage in problem solving as a form of argument and are prompted to do so by the materials.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	This curriculum is strong in its use of mathematical language, and it prompts students to attend to the language throughout each module.

[11] Refer also to criterion #9 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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
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. ■ 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.	**Yes**	The materials are designed with both problems and exercises. While there tends to be more problems than exercises, this can be considered appropriate for developing Kindergarten foundations. More exercises for application could make the curriculum stronger.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Careful consideration seems to have been given in the design and flow of assignments.
	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.	**Yes**	There is variety in the pacing and coverage that is closely connected to the concept, as well as the aspects of rigor being addressed. Student work is represented by a variety of grade-appropriate activities across several modalities. Lessons are thoughtfully structured and support the teacher through scripted classroom instruction. However, little support is offered for teachers if students or lessons go off-script. Active participation is prompted throughout the script, as long as students adhere to how the lesson developers expect them to respond.
	REQUIRED **7d)** 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.	**Yes**	Although there are no separate teacher materials, there are adequate teacher study materials. Absent is the teacher key for blackline masters. Some guidance is provided throughout each unit/lesson by way of margin notes. These notes are included in order to give teachers insights into what students should be doing at this point, MPs that are evident, and scaffolding for struggling learners. Lessons are scripted and guide teachers through lessons, as long as students adhere to the given dialogues. If students are not participating or are straying from given the structured discussion, there is little support for teachers in order to maintain progress of the lesson. Activities are well-laid out and engage students in productive learning.

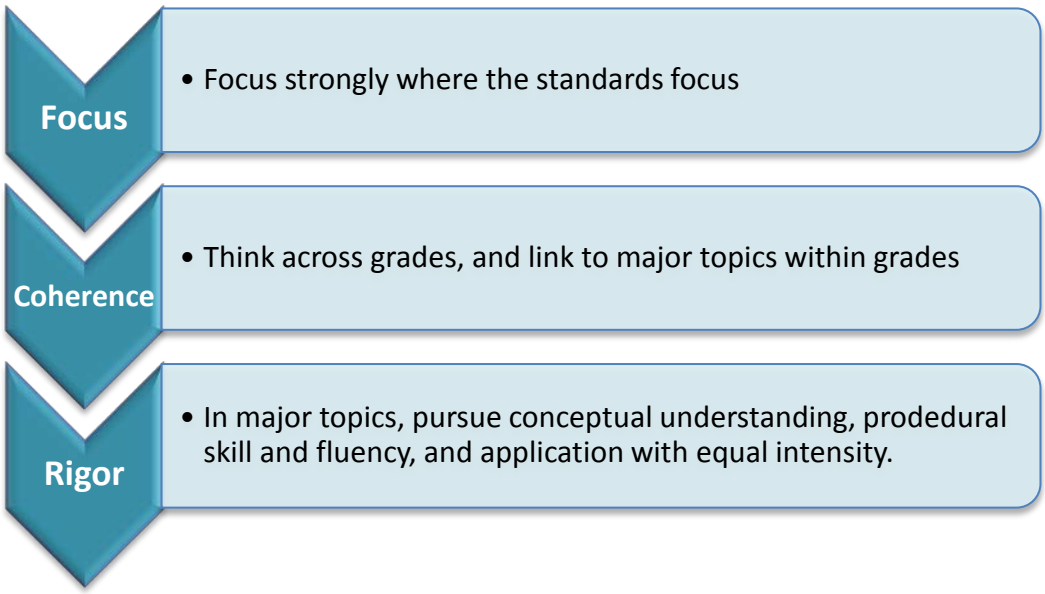
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Yes**	Supports for ELL and other special populations are considered through scaffolding, both in the overview and within each individual lesson as margin notes. The supports are clear in how to engage these students in productive learning. Given that Kindergarten is a foundational development grade, providing additional supports for these students throughout the curriculum as a whole is encouraged.
	7f) There is variety in the pacing and grain size of content coverage.[13]	**Yes**	There is variety in the pacing and grain size of content coverage. Equal time is not devoted to each content standard, allowing teachers/students to focus where necessary. Some standards are taught in depth alone and others are taught in correlation with others.
	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.	**Yes**	The visual design is both pleasing and easy for teachers to follow. Graphics are meaningful and effective for teachers. Activities for students are easy to follow and engage students in productive learning.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	The manipulatives suggested are faithful representations of the mathematical objects they represent. Few blackline masters are included in the printable modules, and these are connected to written methods, but tangible manipulatives are not included with the curriculum. Manipulatives suggested are connected to written methods. Student materials are not distracting or chaotic, but are instead engaging for the students. The layouts are simple and easy for students to follow.

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

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.

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**Yes**	This curriculum focuses in one of the major works of the grade, K.CC, and it is evident throughout every lesson. Connections to K.CC standards are made consistently, and so each concept is taught in context of this domain. Note: Module 4 was unavailable at the time of this review.
	2. Consistent, Coherent Content	**Yes**	Materials show a coherent, logical progression of learning and contain focus on the major work even through supporting concepts being taught. Prior knowledge is utilized and connections are made across domains, clusters, and grades.
	3. Rigor and Balance	**Yes**	All aspects of rigor are adhered to within the overall curriculum; however, application seems to be the weakest aspect addressed. This could be appropriate in the context of Kindergarten learning, but further development of real-world application problems could strengthen the curriculum.
	4. Practice-Content Connections	**Yes**	The Standards for Mathematical Practice are evident and explicit throughout the modules reviewed. There are some MPs that are not as evident, but this could be deemed appropriate given the grade level. However, the curriculum as a whole does engage students in thinking, talking, and problem-solving through mathematics.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Materials appropriately aligned to the shifts of focus and coherence with respect to the content.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	The MPs are evident and explicitly addressed throughout all modules. They are not over-used, but are meaningful in their manifestation for both teachers and students.
	7. Indicators of Quality	**Yes**	Since the curriculum is state-developed and found online, there are some limitations in offerings. Teacher support is not offered except in limited ways. Additionally, the scripted lessons give little room for teachers to be guided by student responses outside of what lesson developers expect.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

Strong mathematics instruction contains the following elements:



Title: Mathematics **Grade:** 1

Publisher: Eureka Math **Copyright:** 2013

Overall Rating: Tier I, Exemplifies quality

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Alignment Criteria for Standards for Mathematical Practice	
Indicators of Quality	

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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
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)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	This curriculum spends the majority of its time (over 85%) on major work of first grade, and so meets the criteria. This is based on the fact that the major work of the grade is either being explicitly taught, or used in the connection with supporting and additional standards throughout every lesson.
	REQUIRED **1b)** 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]	**Yes**	The amount of time spent on work outside of the grade level is used only to make connections and establish background knowledge. No content is assessed before the grade in which they are introduced in the Standards.
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**	All modules and units make connections to previous work both within the grade, as well as work in previous grades in the context of the first grade CCSSM.
	REQUIRED **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 connect supporting content to major content in a meaningful way. Problems and activities serve to establish connections across domains and clusters.

[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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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 questions.	**Yes**	The curriculum does spend an appropriate amount of time on developing conceptual understanding of key concepts that are considered the major work of the grade.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. 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 addressed in this curriculum to an appropriate degree. Some lessons do tend to focus fluency more on previous standards rather than the standards being addressed in that unit. However, overall, the balance of time spent on fluency is appropriate for the scope of work in first grade.
	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 that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	Application is evident in this curriculum, throughout each lesson at varying time intervals, as well as in exit tickets and homework. Additionally, lessons contain specific application problems for students to work using problem solving strategies. An appropriate amount of time is spent on application within each domain/cluster, and the major work of the grade is almost always addressed.
	REQUIRED **3d)** ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	All three aspects of rigor are addressed with an appropriate balance of each as it pertains to the work of first grade and the concepts/skills being taught.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	The Standards of Mathematical Practice are very clearly evident in all units/lessons. The MPs being utilized in each lesson unit are listed in the unit overview, as well as being listed in the lessons themselves.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	The MPs are explicitly connected within the lessons themselves, where they are highlighted in notes contained in the lesson margins. This gives teachers a great understanding of exactly how and where the students should be exhibiting these MPs.

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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. [9]	**Yes**	Concepts are taught in a logical order and maintain progressions that are consistent with grade-by-grade progressions that are contained in CCSSM.
	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]	**Yes**	Majority of work and problems are done at grade-level. Although some work is done slightly below or above, it is within the context of review for background knowledge or to extend lessons, and is entirely appropriate.
	REQUIRED **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]	**Yes**	The curriculum does a good job of relating prior knowledge, particularly in the fluency activities offered. These activities help to maintain fluency from previous grades in the context of the current grade's standards. Links are also explicitly stated in the overview of each unit in order to explicitly point out the connections for teachers.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]	**Yes**	The unit overviews do a good job of stating the learning objectives for each lesson, and they are effectively shaped by CCSSM cluster headings. This is evident and reinforced in the individual lessons as well. Connections are both explicitly stated in the lessons, as well as implied in the problems and activities. These connections are meaningful, natural, and important, and serve to further student understanding of the major work of the grade. Focus is present in that all materials have connections in to the major work of the grade when supporting standards are being addressed.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.[11]	**Yes**	Coherence is a strong component of materials, in that connections are both explicit and implicit across all lessons, materials, and activities. Although at times the rigor can be inappropriately balanced, these times are few and the overall aspect of rigor is balanced across each module.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] 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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
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 Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.	**Yes**	Materials attend to the full meaning of each practice standard that is being utilized.
	REQUIRED **6b)** 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). [12]	**Yes**	Not all practice standards are explicitly stated within every lesson; however, those that are demonstrate grade and context appropriateness. MP1 and MP3 are not explicitly stated in any lesson, but can be assessed as part of the teacher-led portions of the unit/lessons and through verbal discussion. The practice standards are explicitly evident in the curriculum overall, but could be stronger.
	REQUIRED **6c)** 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]	**Yes**	Materials engage students in problem solving as a form of argument and holds them accountable for justifying their answers. However, given the fact that the curriculum is for first graders, not as much of this is evident as would be in a curriculum for higher grades. This is addressed at an appropriate level for the grade.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	The specialized language of mathematics is attended to and is evident throughout all lessons and materials, allowing students to become appropriately fluent in the vocabulary without it seeming forced.

[11] Refer also to criterion #9 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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
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. ■ 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.	**Yes**	Both problems and exercises are given, and students are expected to apply learned concepts in both. Both are also treated as meaningful, important aspects of skill/concept mastery throughout each unit.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Assignments are laid out in a logical order and follow logical progressions of learning. Concepts are intentionally taught through connections to previously learned concepts that make sense.
	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.	**Yes**	There is variety in what the students are asked to produce over the course of each module. The activities and materials offered contain a variety of ways in which students can produce outcomes and demonstrate their mastery of given concepts.
	REQUIRED **7d)** 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.	**Yes**	Although there are no separate teacher materials, there are adequate teacher study materials. Absent is the teacher key for the blackline masters. Guidance is given throughout each unit/lesson by way of margin notes. These notes are included in order to give teachers insights into what students should be doing at this point, MPs that are evident, and scaffolding for struggling learners.
	REQUIRED **7e)** 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.	**Yes**	Support for English Language Learners and other special populations is not explicitly evident in the modules, but instead is embedded in the margin "notes on multiple means of representation." These notes contain guidance for teachers to scaffold for students who are struggling with the concepts. They are included in the margins where the scaffolds are particularly appropriate in order to provide specific, grade-level guidance for teachers who find their students struggling. This allows teachers to better connect the scaffolds to the concepts as they are being taught rather than as an after-thought.

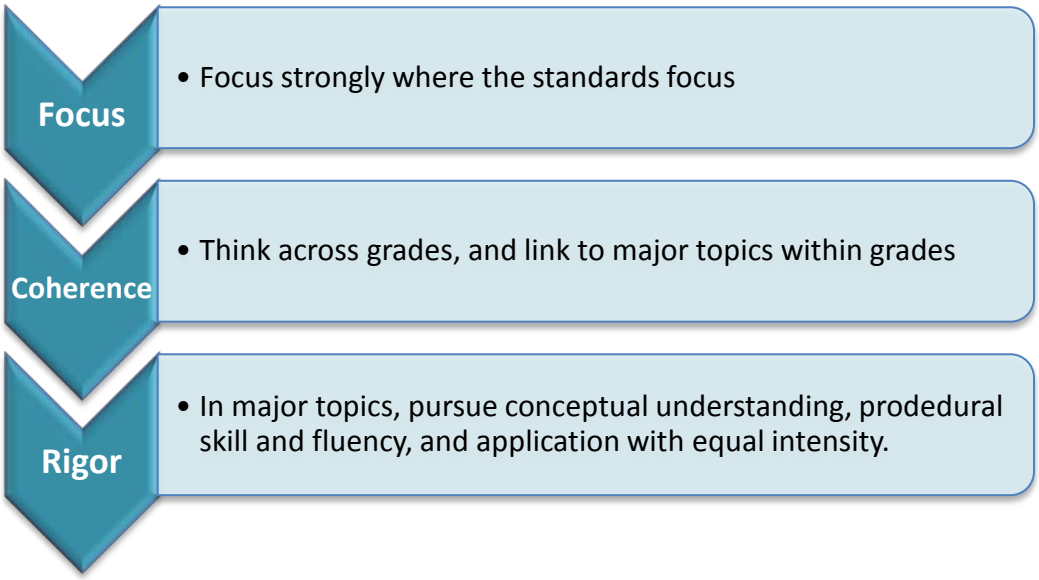
	7f) There is variety in the pacing and grain size of content coverage.[13]	**Yes**	There is variety in both pacing and grain size of content coverage. Equal time is not devoted to each content standard, allowing teachers/students to focus where necessary. Some standards are taught in depth alone and others are taught in correlation with others.
	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.	**Yes**	Lessons are scripted and guide teachers through lessons, as long as students adhere to the given dialogues. However, if students are not participating or are straying from given the structured discussion, there is little support for teachers in order to maintain progress of the lesson. On the other hand, activities are well-laid out and engage students in productive learning.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	The manipulatives suggested are faithful representations of the mathematical objects they represent. Few blackline masters are included in the printable modules, and these are connected to written methods, but tangible manipulatives are not included with the curriculum. Manipulatives suggested are connected to written methods. Student materials are not distracting or chaotic, but are instead engaging for the students. The layouts are simple and easy for students to follow.

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

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.

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**Yes**	This curriculum does spend the required 65-85% of time on the major work of the grade and does not assess concepts before they are called for in CCSSM.
	2. Consistent, Coherent Content	**Yes**	Materials show a coherent, logical progression of learning and contain focus on the major work even through supporting concepts being taught. Prior knowledge is utilized and connections are made across domains, clusters, and grades.
	3. Rigor and Balance	**Yes**	Materials contain an appropriate balance of the three aspects of rigor. All three aspects are attended to appropriately through quality problems and activities.
	4. Practice-Content Connections	**Yes**	The Standards for Mathematical Practice are evident and explicit throughout the modules. There are some MPs that are not as evident, but this could be deemed appropriate given the grade level. However, the curriculum as a whole does engage students in thinking, talking, and problem-solving through mathematics.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Materials appropriately align to the shifts of focus and coherence with respect to the content.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	Materials appropriately attend to the Standards for Mathematical Practice and they are explicit throughout all units and lessons.
	7. Indicators of Quality	**Yes**	Activities and problems are provided, and the quality of these is highly appropriate and supports learning. Clear connections are made between materials and the concepts, and students are provided with multiple ways of learning as well as means of representation. Scaffolds could be more explicit, but are built-in and meaningful for teachers and students, along with a written set of teacher materials, such as a manual and teaching guide.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

Strong mathematics instruction contains the following elements:



Title: **Mathematics** **Grade:** **2**

Publisher: **Eureka Math** **Copyright:** **2013**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Alignment Criteria for Standards for Mathematical Practice	
Indicators of Quality	

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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
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)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	Materials for grade 2 devote approximately 95% of class time to the major work for this grade.
	REQUIRED **1b)** 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]	**Yes**	Aligned materials focus only on standards for grade 2.
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**	Materials connect supporting content and major content within modules (e.g., Module 8 Topic A, 2.G.A.1, supporting content, is connected to 2.MD.A.1, major content).
	REQUIRED **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 connect two or more clusters in a natural way (e.g., in Module 2, Topic D, two clusters are connected: Measure and estimate lengths in standard units and Relate addition and subtraction to length).

[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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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 questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts throughout each module (e.g., see 2.2 topic A).
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials give attention to individual standards that set an expectation of procedural skill and fluency and allow sufficient practice of the skill being addressed.
	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 that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	Materials are designed to allow sufficient time to work on major standards with single-step and multi-step problems. Examples are shown throughout (i.e., examples are provided within each module).
	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 depending on the concepts and skills being taught.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	When appropriate the lesson is labeled with a Standard for Mathematical Practice (e.g., see pg. 49 of Module 2.7)
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	Mathematical practices are mentioned and discussed in depth within each module following standards being addressed in the given module (e.g., see pg. 6 of Module 2.1).

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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.	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. [9]	**Yes**	Progression is evident within each module through activities and examples.
	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]	**Yes**	Materials provided allow students extensive work with grade level appropriate problems. Material from previous grades is clearly identified.
	REQUIRED **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]	**Yes**	Materials within each module address prior knowledge from previous grades and modules in grade 2.
■ Yes ☐ No	**5d)** Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]	**Yes**	Learning objectives are clearly shaped by CCSSM cluster headings (e.g., Module 3 Topic E includes objectives which are shaped from a cluster (Understand place value).
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Yes**	Materials preserve the focus, coherence, and rigor of the standards in each module.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] 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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
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 Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.	**Yes**	This is analyzed in depth in the overview of each module.
	REQUIRED **6b)** 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).[12]	**Yes**	Students are provided opportunities to construct viable arguments to their answers, and these opportunities are clearly labeled (see pg. 59 of Module 2.1).
	REQUIRED **6c)** 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]	**Yes**	Materials engage students in multi-step problems.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Materials explicitly attend to the language of mathematics.

[11] Refer also to criterion #9 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).

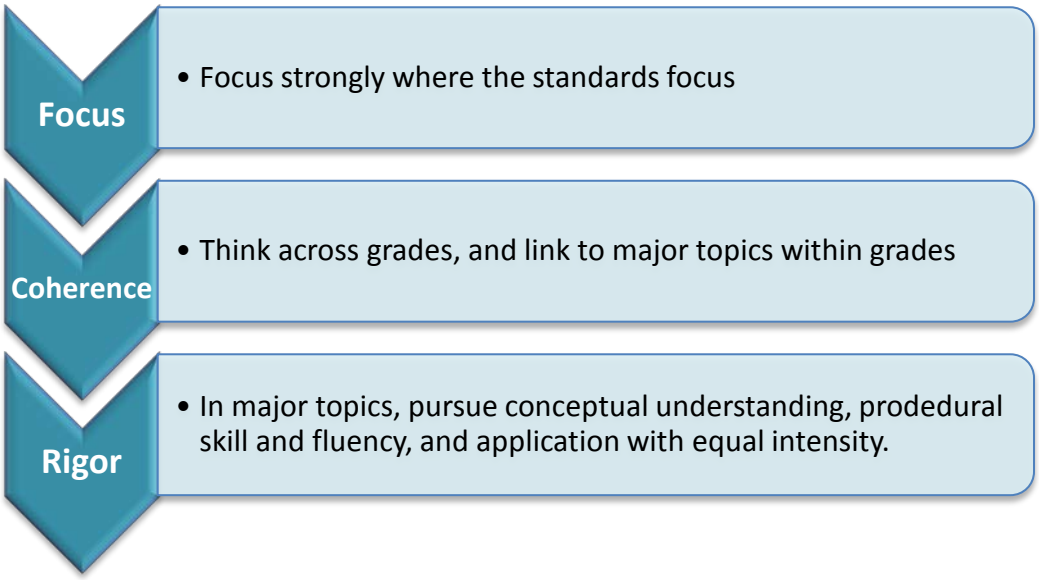
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ■ 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.	**Yes**	There is distinction between problems and exercise in each module.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Exercises are given in intentional sequences and are scaffolded throughout and between modules.
	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.	**Yes**	Student products are varied, but most of the products are paper and pencil problem solving.
	REQUIRED **7d)** 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.	**Yes**	The separate teacher materials support and reward teacher study using concise and direct guidance within the module overviews. Guidance on questions and desired mathematical behaviors being elicited among students is provided for each lesson.
	REQUIRED **7e)** 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.	**Yes**	Scaffolding is present for different levels of learners but support for English Language Learners and other special populations is not readily evident in examples of work and activities.
	7f) There is variety in the pacing and grain size of content coverage.[13]	**Yes**	There is variety in pacing within each module.
	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.	**Yes**	The materials are structured to support teachers through learning paths and active student participation.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	Manipulatives are representative and connected to written methods.

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

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.

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**Yes**	Materials for grade 2 devote approximately 95% of class time to the major work for this grade.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content, major content, clusters, and domains within modules.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	**Yes**	Mathematical practices are mentioned and discussed in depth within each module and clearly labeled within each lesson.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Progression is evident within each module through activities and examples. Learning objectives are also mentioned at the start of each module following standards and mathematical practices.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	Materials make meaningful and purposeful connections that enhance the focus and coherence of the standards
	7. Indicators of Quality	**Yes**	Quality materials are outlined and provided for both teacher and students within each module.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

Strong mathematics instruction contains the following elements:



Title: **Mathematics** **Grade:** **3**

Publisher: **Eureka Math** **Copyright:** **2013**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Alignment Criteria for Standards for Mathematical Practice	
Indicators of Quality	

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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
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)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	As indicated by the standards listed in the modules, materials for grade 3 devote approximately 76% of class time to the major work for this grade. Module 6 and most of Module 7 clearly support the major work of grade 3 through the use of supporting clusters which provide additional instruction time in the major work of grade 3 (e.g., see Module 6: multiplication/division and fractions as numbers on number lines).
	REQUIRED **1b)** 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]	**Yes**	Aligned materials focus only on standards for grade 3.
aNon-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**	Materials connect supporting content and major content within modules (e.g., Module 2 Topic C, 3.NBT.A.1, supporting content, is connected to 3.MD.A.1 and 3. MD.A.2, major content).
	REQUIRED **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 connect two or more clusters in a natural way.

[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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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 questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts throughout each module (e.g., see 3.1 topic B).
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials give attention to individual standards that set an expectation of procedural skill and fluency and allow sufficient practice of the skill being addressed.
	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 that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	Materials are designed to allow sufficient time to work on major standards with single-step and multi-step problems. Examples shown throughout examples within each module.
	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 depending on the concepts and skills being taught.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	When appropriate the lesson is labeled with a Standard for Mathematical Practice (e.g., see pg. 22 of Module 3.4)
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	Mathematical practices are mentioned and discussed in depth within each module following standards being addressed in the given module (e.g., see pg. 5 of Module 3.1).

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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. [9]	**Yes**	Progression is evident within each module through activities and examples.
	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]	**Yes**	Materials provided allow students extensive work with grade level appropriate problems. Material from previous grades is clearly identified.
	REQUIRED **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]	**Yes**	Materials within each module address prior knowledge from previous grades and modules in grade 3.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]	**Yes**	Learning objectives are clearly shaped by CCSSM cluster headings. For example, Module 2 Topic D includes objectives which are shaped from 2 of the major clusters for grade 3 (Use place value understanding and properties of operations to perform multi-digit arithmetic and Solve problems involving measurement and estimation of intervals of time, ,liquid volumes, and masses of objects).
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Yes**	Materials preserve the focus, coherence, and rigor of the standards in each module.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] 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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
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 Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.	**Yes**	This is analyzed in depth in the overview of each module.
	REQUIRED **6b)** 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).[12]	**Yes**	Students are provided opportunities to construct viable arguments to their answers, and these opportunities are clearly labeled (see pg. 30 of Module 3.7).
	REQUIRED **6c)** 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]	**Yes**	Materials engage students in multi-step problems.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Materials explicitly attend to the language of mathematics.

[11] Refer also to criterion #9 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).

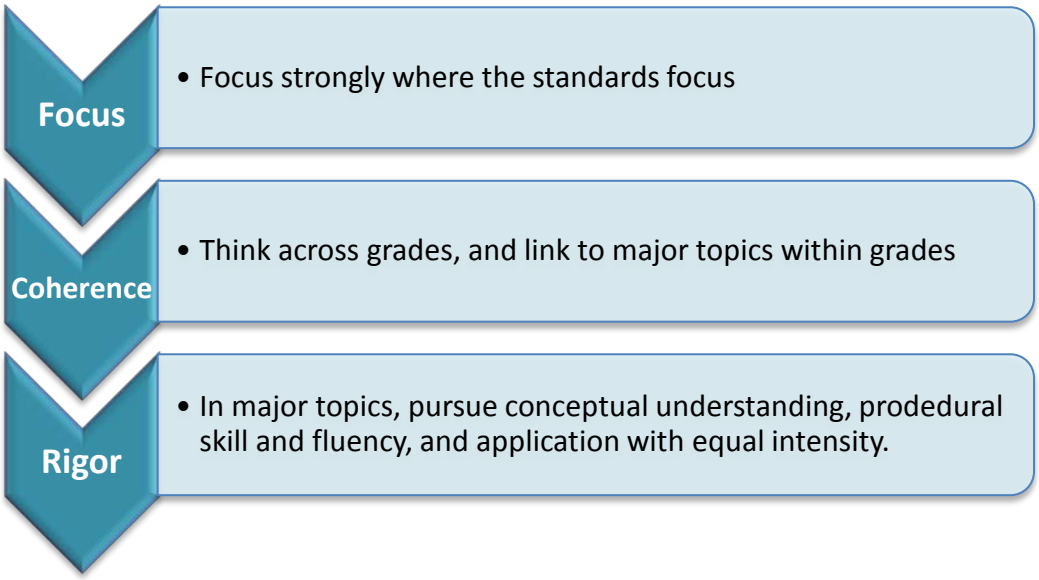
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ 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.	**Yes**	There is distinction between problems and exercise in each module.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Exercises are given in intentional sequences and are scaffolded throughout and between modules.
	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.	**Yes**	Student products are varied, but most of the products are paper and pencil problem solving.
	REQUIRED **7d)** 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.	**Yes**	The separate teacher materials support and reward teacher study using concise and direct guidance within the module overviews. Guidance on questions and desired mathematical behaviors being elicited among students is provided for each lesson.
	REQUIRED **7e)** 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.	**Yes**	Scaffolding is present for different levels of learners but support for English Language Learners and other special populations is not readily evident in examples of work and activities.
	7f) There is variety in the pacing and grain size of content coverage.[13]	**Yes**	There is variety in pacing within each module.
	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.	**Yes**	The materials are structured to support teachers through learning paths and active student participation.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	Manipulatives are representative and connected to written methods.

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

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.

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**Yes**	As indicated by the standards listed in the modules, materials for grade 3 devote approximately 76% of class time to the major work for this grade. Although all of Module 6 and most of Module 7 do not specifically list major standards, they clearly support the major work of the grade (e.g., see multiplication/division and fractions as numbers on number lines in Module 6).
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content, major content, clusters, and domains within modules.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	**Yes**	Mathematical practices are mentioned and discussed in depth within each module and clearly labeled within each lesson.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Progression is evident within each module through activities and examples. Learning objectives are also mentioned at the start of each module following standards and mathematical practices.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	Materials make meaningful and purposeful connections that enhance the focus and coherence of the standards
	7. Indicators of Quality	**Yes**	Quality materials are outlined and provided for both teacher and students within each module.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

Strong mathematics instruction contains the following elements:



Title: **Mathematics** **Grade:** **4**

Publisher: **Eureka Math** **Copyright:** **2013**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Alignment Criteria for Standards for Mathematical Practice	
Indicators of Quality	

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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
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)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	Materials for grade 4 devote approximately 84% of class time to the major work for this grade.
	REQUIRED **1b)** 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]	**Yes**	Aligned materials focus only on standards for grade 4.
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**	Materials connect supporting content and major content within modules (e.g., in Module 5 Topic D, 4.MD.A.2, supporting content, is connected to 4.NF.B.3a, 4.NF.B.3d, and 4.NF.A.1, major content).
	REQUIRED **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 connect two or more clusters in a natural way.

[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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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 questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts throughout each module (e.g., see 4.1 topic A).
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials give attention to individual standards that set an expectation of procedural skill and fluency and allow sufficient practice of the skill being addressed.
	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 that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	Materials are designed to allow sufficient time to work on major standards with single-step and multi-step problems. Examples are shown throughout (i.e., examples within each module).
	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 depending on the concepts and skills being taught.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	When appropriate within the lesson is labeled with a Standard for Mathematical Practice (e.g., see pg. 18 of Module 4.1)
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	Mathematical practices are mentioned and discussed in depth within each module following standards being addressed in the given module (e.g., see pg. 5 of Module 4.1).

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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. [9]	**Yes**	Progression is evident within each module through activities and examples.
	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]	**Yes**	Materials provided allow students extensive work with grade level appropriate problems. Material from previous grades is clearly identified.
	REQUIRED **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]	**Yes**	Materials within each module address prior knowledge from previous grades and modules in grade 4.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]	**Yes**	Learning objectives are clearly shaped by CCSSM cluster headings (e.g., Module 5 Topic E includes objectives which are shaped from 2 of the major Numbers and Operations-Fractions clusters for grade 4: Extend understanding of fractions equivalence and ordering and Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers).
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Yes**	Materials preserve the focus, coherence, and rigor of the standards in each module.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] 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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
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 Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.	**Yes**	This is analyzed in depth in the overview of each module.
	REQUIRED **6b)** 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).[12]	**Yes**	Students are provided opportunities to construct viable arguments to their answers, and these opportunities are clearly labeled (see pg. 58 of Module 4.1).
	REQUIRED **6c)** 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]	**Yes**	Materials engage students in multi-step problems.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Materials explicitly attend to the language of mathematics.

[11] Refer also to criterion #9 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).

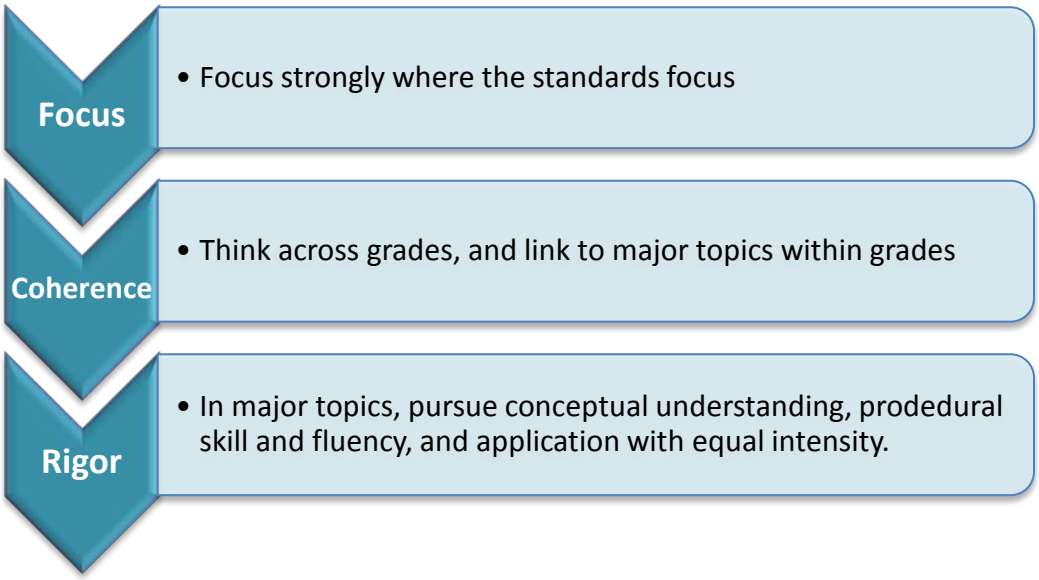
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ■ 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.	**Yes**	There is distinction between problems and exercise in each module.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Exercises are given in intentional sequences and are scaffolded throughout and between modules.
	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.	**Yes**	Student products are varied, but most of the products are paper and pencil problem solving.
	REQUIRED **7d)** 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.	**Yes**	The separate teacher materials support and reward teacher study using concise and direct guidance within the module overviews. Guidance on questions and desired mathematical behaviors being elicited among students is provided for each lesson.
	REQUIRED **7e)** 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.	**Yes**	Scaffolding is present for different levels of learners but support for English Language Learners and other special populations is not readily evident in examples of work and activities.
	7f) There is variety in the pacing and grain size of content coverage.[13]	**Yes**	There is variety in pacing within each module.
	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.	**Yes**	The materials are structured to support teachers through learning paths and active student participation.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	Manipulatives are representative and connected to written methods.

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

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.

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**Yes**	Materials for grade 4 devote approximately 84% of class time to the major work for this grade.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content, major content, clusters, and domains within modules.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	**Yes**	Mathematical practices are mentioned and discussed in depth within each module and clearly labeled within each lesson.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Progression is evident within each module through activities and examples. Learning objectives are also mentioned at the start of each module following standards and mathematical practices.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	Materials make meaningful and purposeful connections that enhance the focus and coherence of the standards
	7. Indicators of Quality	**Yes**	Quality materials are outlined and provided for both teacher and students within each module.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

Strong mathematics instruction contains the following elements:



Title: **Mathematics** **Grade:** **5**

Publisher: **Eureka Math** **Copyright:** **2013**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Alignment Criteria for Standards for Mathematical Practice	
Indicators of Quality	

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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
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)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	Materials for grade 5 devote approximately 77% of class time to the major work for this grade.
	REQUIRED **1b)** 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]	**Yes**	Aligned materials focus only on standards for grade 5.
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**	Materials connect supporting content and major content within each module.
	REQUIRED **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 connect two or more clusters in a natural way.

[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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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 questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts throughout each module (e.g., see 5.1 topic A).
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials give attention to individual standards that set an expectation of procedural skill and fluency and allow sufficient practice of the skill being addressed.
	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 that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	Materials are designed to allow sufficient time to work on major standards with single-step and multi-step problems. Examples shown throughout examples within each module.
	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 depending on the concepts and skills being taught.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	When appropriate within the lesson is labeled with a Standard for Mathematical practices (e.g., see pg. 17 of Module 5.1)
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	Mathematical practices are mentioned and discussed in depth within each module following standards being addressed in the given module (e.g., see pg. 5 of Module 5.1).

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
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. [9]	**Yes**	Progression is evident within each module through activities and examples.
	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]	**Yes**	Materials provided allow students extensive work with grade level appropriate problems. Material from previous grades is clearly identified. For example, Module 3 begins with a review of grade 4 material, and it is clearly identified and explained (see pg. 11 of Module 5.3).
	REQUIRED **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]	**Yes**	Materials within each module address prior knowledge from previous grades and modules in grade 5.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]	**Yes**	Learning objectives are clearly shaped by CCSSM cluster headings (e.g., Module 3 Topic B includes both objectives which form a major cluster for grade 5:Use equivalent fractions to add and subtract fractions).
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Yes**	Materials preserve the focus, coherence, and rigor of the standards in each module.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] 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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
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 Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.	**Yes**	This is analyzed in depth in the overview of each module.
	REQUIRED **6b)** 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).[12]	**Yes**	Students are provided opportunities to construct viable arguments to their answers, and these opportunities are clearly labeled (see pg. 34 of Module 5.1).
	REQUIRED **6c)** 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]	**Yes**	Materials engage students in multi-step problems.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Materials explicitly attend to the language of mathematics.

[11] Refer also to criterion #9 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 (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
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. ☐ 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.	**Yes**	There is distinction between problems and exercise in each module.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Exercises are given in intentional sequences and are scaffolded throughout and between modules.
	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.	**Yes**	Student products are varied, but most of the products are paper and pencil problem solving.
	REQUIRED **7d)** 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.	**Yes**	The separate teacher materials support and reward teacher study using concise and direct guidance within the module overviews. Guidance on questions and desired mathematical behaviors being elicited among students is provided for each lesson.
	REQUIRED **7e)** 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.	**Yes**	Scaffolding is present for different levels of learners but support for English Language Learners and other special populations is not readily evident in examples of work and activities.
	7f) There is variety in the pacing and grain size of content coverage.[13]	**Yes**	There is variety in pacing within each module.
	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.	**Yes**	The materials are structured to support teachers through learning paths and active student participation.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	Manipulatives are representative and connected to written methods.

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

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.

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**Yes**	Materials for grade 5 devote approximately 77% of class time to the major work for this grade.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content, major content, clusters, and domains within each module.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	**Yes**	Mathematical practices are mentioned and discussed in depth within each module and clearly labeled within each lesson.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Progression is evident within each module through activities and examples. Learning objectives are also mentioned at the start of each module following standards and mathematical practices.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	Materials make meaningful and purposeful connections that enhance the focus and coherence of the standards
	7. Indicators of Quality	**Yes**	Quality materials are outlined and provided for both teacher and students within each module.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			