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: **HMH Math in Focus** Grade: **K-5**

Publisher: **Houghton Mifflin Harcourt** Copyright: **2013**

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

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

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

The following two indicators may be impacted:

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

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

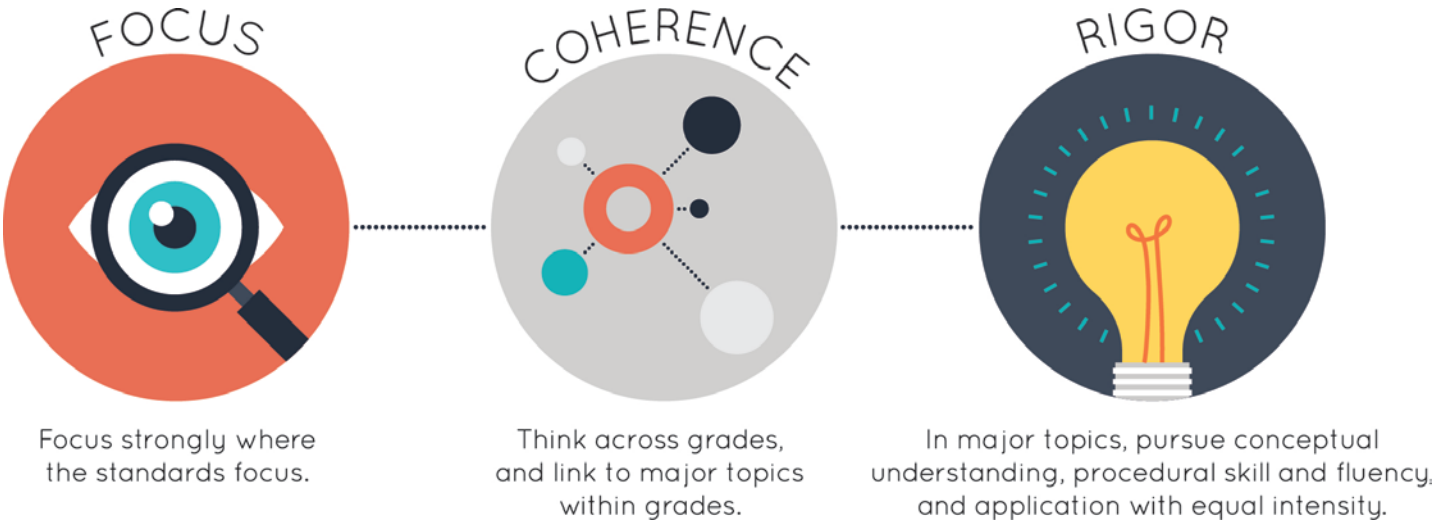
Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	This program currently is reviewed as "No" for this criterion because the materials do not devote the large majority of class time to the major work of each grade.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Consistent, Coherent Content (Non-Negotiable)	This program currently is reviewed as "No" for this criterion for grades K-3 and grade 5 because the materials rarely connect supporting content to major content in meaningful ways The materials rarely include problems and activities that serve to connect two or more clusters in a domain or two or more domains in a grade. This program currently is reviewed as "Yes" for this criterion for grade 4 because the materials include problems and activities that connect two or more clusters in a domain or two or more domains in a grade.	For grades K-3 and grade 5, since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs. For grade 4, 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.

DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Strong mathematics instruction contains the following elements:



Title: **HMH Math in Focus** Grade: **K-5**

Publisher: **Houghton Mifflin Harcourt** Copyright: **2013**

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

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

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

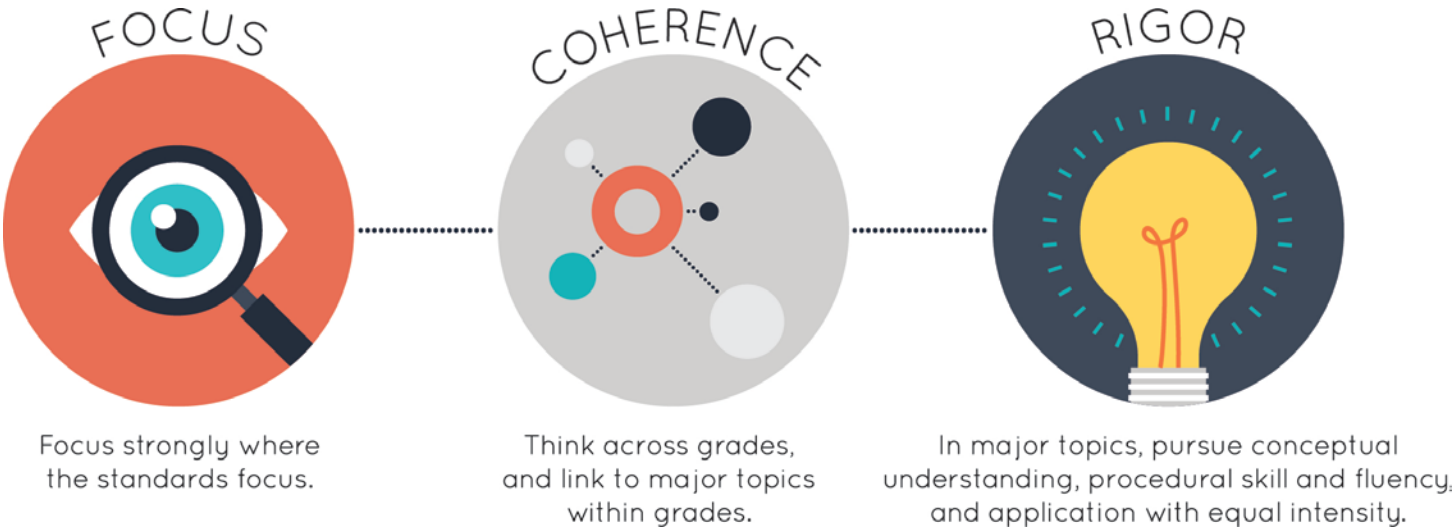
Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

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

Click below for complete grade-level reviews:

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

Strong mathematics instruction contains the following elements:



Title: **HMH Math in Focus** Grade: **K**

Publisher: **Houghton Mifflin Harcourt** Copyright: **2013**

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. FOCUS ON MAJOR WORK[1]:** Students and teachers using the materials as designed devote the large majority[2] of time to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**No**	Only 62% (i.e., 46 of 74) of the lessons cover the major clusters of grade K; 11% (i.e., 8 of 74) cover supporting clusters; and 20% (i.e., 15 of 74) cover additional clusters. 109 out of 174 (or 63%) instructional days focus on the major work of Kindergarten. These percentages were derived using information from the table of contents and planning guides for each lesson.
	REQUIRED **1b)** In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.[3]	**No**	Sixteen percent (i.e., 27 out of 174) of the instructional days focused on material not included in the Kindergarten standards. Examples of items that went beyond the scope of Kindergarten within the text included skip counting (see Chapter 8), ordinal numbers (see Chapter 10), patterns (see Chapter 13), and coin values (see Chapter 20). Chapter 8 Assessment Problem #1 on "Let's Talk" asks students to count by 2's and 5's, which is not addressed until grade 2 (e.g., see 2.NBT.A.2). Chapter 13 assessment instructs students to complete and list a pattern unit, which does not appear in the standards until grade 4 (e.g., see 4.OA.C.5).
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards.	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	The supporting content does not enhance the focus and coherence by engaging students in the major work of the grade. For example, Chapters 3 (K.G.B.4), 7 (K.G.B.4) and 16 (K.MD.B.3) focus on supporting work of the grade and are treated separately from the major work of the grade. Chapters 5, 15 and 19 focus on the supporting work of the grade, though only connect to the major work of the grade in one lesson each. For example, Chapter 5 (see K.G.B.4) focuses on size and position of shape, and in teacher edition lesson 1, page 117,

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☐ Yes ☒ No			and the activity has students also counting and adding. Chapter 15 (see K.G.B.4) focuses on length and height, and teacher edition lesson 2, page 171 also has students counting. Chapter 19 focuses on measurement (see K.G.B), and teacher edition lesson 1, page 225 also has students counting. The other lessons in Chapters 5, 15 and 19 treat the material separately and are meant to be taught and assessed independently.
	REQUIRED **2b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important. [5]	**No**	The materials do not include learning objectives that are visibly shaped by the CCSSM cluster headings, and the materials rarely connect two or more clusters in a domain or two or more domains in a grade when appropriate. The teacher guide contains a CCSSM correlation. This has the lessons broken down by CCSSM cluster headings and has lesson citations attached; however, the scope and sequence is not organized by CCSSM cluster headings but rather by the program objectives. Chapter 10 objectives for the chapter are sequence events; understand first, next and last to sequence events. Ordinal numbers (first, second, third) are not a part of the CCSSM. In Chapter 1, lesson 3 the planning guide states it aligns to both 'counting and cardinality' and 'measurement and data'; however, when looking at the lesson it does not ask students to describe measurable attributes of objects or have students directly compare two objects with a measurable attribute in common.
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,	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.	**Yes**	The materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. For example, in Student Book A, Chapter 4 lesson 6 Part 2 (see page 22), students use concrete and pictorial models to solve problems for K.OA.A.1. The teacher's manual scripts discussions (i.e., Math Talk) develop conceptual understanding of mathematical concepts. These scripted discussions in the teacher's manual require students to think conceptually. The

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
procedural skill and fluency, and application.[6] ☐ Yes ☒ No			standard K.CC.B.4 is addressed. For example, the students must understand the concept of solid shapes in Lesson 7.1 for K.G.B.4. This lesson also uses a party hat, toilet paper, a ball, and square box to understand the skill.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	Materials are not designed so that students attain fluencies and procedural skills. For example, the fluency standards K.OA.A.2 and K.OA.5 are not addressed explicitly throughout the text. The text does not provide fluency practice throughout the course of the year for the required fluencies for grade K, addition/subtraction within 5. K.OA.5 is not addressed in the text until Chapter 17 when students work with addition stories and is only addressed in Chapter 17 and 18.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that teachers and students spend sufficient time working with engaging applications. For example standards K.OA.A.2, K.G.A.1, and K.G.B.5, which imply application for Grade K, are used appropriately throughout the text. For example, Lesson 18.1 uses subtraction stories to address K.OA.A.2. Chapter 7 Lessons 1-4 address K.G.A.1 as students are asked to describe and name shapes in a real-world environment.
	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 according to the standards for the grade level. For example, the addition and subtraction stories used in Chapter 17 and 18 demonstrate how all three aspects of rigor are used to help students meet K.OA.2 and K.OA.3

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria and #2 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[7] ☒ Yes ☐ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.	**Yes**	Materials address the practice standards that enrich the Major Work of the grade. For example, in Unit 1, Lesson 1, students must make a connection between the number of objects and the number names 1 and 2, which represent Mathematical Practice 2, reason abstractly and quantitatively. You can also find examples of this practice in Chapters 1, 4, 6, 9, 12, 17, 18 and 20. In the teacher's materials, the planning guide lists how standards and mathematical practices are included in each lesson and chapter. Math Practices are also listed at the beginning of each chapter in the Chapter Planning Guide. The guide informs teacher which math practice should be focused on for each lesson.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Materials base content progressions on the progressions in the Standards.[8]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.[9]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.[11]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[7] Refer also to criterion #8 in the K–8 Publishers' Criteria and #6 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013)
[8] Refer also to criterion #5 in the K–8 Publishers' Criteria and #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[9] Refer also to criterion #6 in the K–8 Publishers' Criteria and #4 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards. ☐ Yes ☐ No	**6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[10] Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[11] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems.[12]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **7. INDICATORS OF QUALITY:** Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.[13]	**7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7b) There are separate teacher materials that support and reward teacher study including, but not limited to:	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[10] Refer also to criterion #9 in the K–8 Publishers' Criteria and #7 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[11] Refer also to criterion #7 in the K–8 Publishers' Criteria and #5 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[12] Refer also to criterion #10 in the K–8 Publishers' Criteria and #8 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[13] Refer also to pages 18-20 in the K – 8 Publishers' Criteria and pages 16-18 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☐ Yes ☐ No	discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.

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

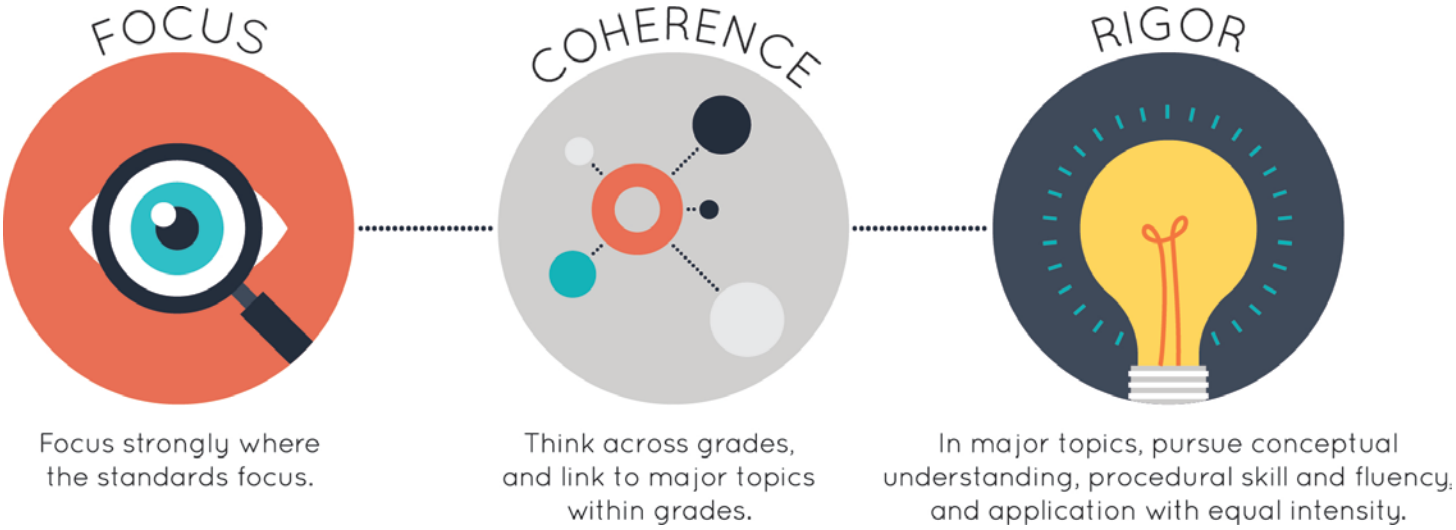
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	**No**	Only 62% of the class time is devoted to the major work of the grade and assessments feature problems that are beyond the scope of the grade.
	2. Consistent, Coherent Content	**No**	Supporting standards do not support the major work of the grade and the materials do not contain lessons or problems that serve to connect two or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			more clusters or two or more domains.
	3. Rigor and Balance	**No**	Conceptual understanding and applications are addressed according to the standards in the text and the amount of rigor is balanced in the text; however, students do not practice enough to master the fluencies for the grade level.
	4. Focus and Coherence via Practice Standards	**Yes**	The practice standards are either not addressed, or do not enhance the major work of the grade.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Strong mathematics instruction contains the following elements:



Title: **HMH Math in Focus** Grade: **1**

Publisher: **Houghton Mifflin Harcourt** Copyright: **2013**

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. FOCUS ON MAJOR WORK[14]:** Students and teachers using the materials as designed devote the large majority[15] of time to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**No**	Only 63% (i.e., 41 of 65) of the lessons cover major clusters of grade 1; 5% (i.e., 3 of 65) cover supporting clusters; and 6% (i.e., 4 of 65) cover additional clusters. These percentages were derived using information from the table of contents and planning guides for each lesson.
	REQUIRED **1b)** In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.[16]	**No**	Students and teachers using the materials as designed will devote 27% of the time in grade 1 on topics either not in the CCSSM, or not on grade-level. Grade 1 materials also assess topics beyond the grade level. For example, Chapter 5, question 7 assesses finding three-fourths of a rectangle, which is a grade 2, standard; on the mid-year assessment, questions 29 and 30 assess creating patterns, which is a grade 4 standard. In Lesson 19.1,19.2, and 19.3, money is addressed, which is a standard for grade 2 (see 2.MD.C.8).
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards.	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[17]	**Yes**	Supporting content can be found that enhances the focus and coherence by engaging students in the major work of the grade. For example, Chapter 11, which focuses on picture/bar graphs (i.e., 1.MD.C.4), supports the major work at grade 1 (i.e., 1.OA.A.1). See also in Chapter 11, Lesson 2, TE 38-39 that while focusing on graphs also supports addition and subtraction.

[14] For more on the major work of the grade, see Focus by Grade Level.
[15] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[16] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[17] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☐ Yes ☒ No	**REQUIRED** **2b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important. [18]	**No**	The materials do not foster coherence through connections. The materials do not include learning objectives that are visibly shaped by the CCSSM cluster headings and rarely connect two or more clusters in a domain or two or more domains in a grade when appropriate. In the chapter-planning guide there are several references in each lesson to two or more clusters and/or two or more domains. However, upon closer examination the activities do not align to the stated standards. For example, in Chapter 12, Lesson 2, it is stated that the lesson aligns to both 1.NBT and 1.OA. However, the lesson does not ask students to determine whole number in an addition or subtraction equation relating to whole numbers. Chapter 8 attempts to connect 1.NBT.C.4, 1.OA.A.1, 1.OA.A.2, 1.OA.B.4, 1.OA.D.7, and 1.OA.D.8. However, students do not work towards understanding the meaning of the equal sign by using true and false equations (1.OA.D.7) or determine a missing addend, but rather the missing answer (1.OA.D.8 or 1.OA.B.4). Students only work word problems with adding and subtracting in Lesson 3 and not throughout the chapter. The majority of the chapter focuses on 1.NBT.C.4 as students add within a 100."
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	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.	**Yes**	Content is taught through a problem solving perspective. Strong emphasis is placed on the concrete-pictorial-abstract progress to solve and master problems. This leads to strong conceptual understanding. For example, in Student Book A, page 37, students use number bonds to determine unknowns, promoting early algebraic thinking through relevant problem solving. In addition, the scripted discussions in the teacher's manual require students to think conceptually. Standards 1.NBT.1 and 1.NBT.2 are addressed. For example, students must understand the concept of making subtraction

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
application.[19]			stories in Lesson 4.2 (1.OA.C.6). This lesson also uses connecting cubes and counters to understand the skill.
☐ Yes ☒ No	**REQUIRED** **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	While the materials sometimes expect, support, and provide guidelines for generalized procedural skill and fluency with core calculations and mathematical procedures, materials do not support standards that require specific procedural skill and fluency for the grade level. Materials often call for specific, teacher directed strategies and lack student decision making, so improvement could be made by allowing more student choice in regards to efficient or flexible matching of procedures or strategies on worksheets, 5-minute warm-ups and hands on activities. A major fluency standard in grade 1 is to add and subtract within 10 (1.OA.C.6), yet there were no repeated practices found that would help students.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that teachers and students spend sufficient time working with engaging applications. For example standards 1.OA.A.1 and 1.OA.A.2 are explicitly included in the lessons throughout the text. For example, Lesson 3.3 feature word problems with the above standards. In addition, Chapter 8, Lesson 3 provides real world problems to meet the addition and subtraction standard 1.OA.A.1.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**Yes**	Throughout each unit of study, students are provided the opportunity to develop necessary, foundational understanding of grade-level math concepts in Chapter 4, Lesson 1, students work with objects and practice multiple ways to subtract for 1.OA.C.6. This understanding naturally and coherently leads to the development of particular

[19] Refer also to criterion #4 in the K–8 Publishers' Criteria and #2 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			procedural skills and through repeated exposure, fluencies in the same lesson as students complete procedural skill problems for practice of 1.OA.C.6 during the provided individual practice. The materials then provide students opportunities to apply their knowledge and skills in the real world context. In Lessons 2 and 3 of Chapter 4 students solve and create word problems and subtraction stories for 1.OA.A.1. Individual practice for Chapter 4, Lesson 3 only includes word problems, as it should for 1.OA.A.1. The ebb and flow between the components of rigor within a single unit of study (and throughout the course of the year) is logical and well designed, targeting the appropriate component(s) of rigor for each individual standard. In addition, meaningful connections are made between components of rigor preserving the balance that is called for by the standards for grade 1.
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[20] ☐ Yes ☒ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.	**No**	The mathematical practices are listed on the first page of the text. In the introduction of the teacher's manual, it is stated that the math practices are embedded into the text, but these practices are never explicitly addressed, developed, or discussed in the teacher's manual or student book. However, it must be noted that some problems do exhibit the essence of the practice standards. For example, where students must construct an addition story from a given picture, which provides an opportunity for students to make sense and meaning of the problem. Open-ended questions found in the “critical thinking” and “Let’s practice” sections ask students to create their own problems.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Materials base content progressions on the progressions in the Standards. [21]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.[22]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach	**6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[23] Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[24] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[21] Refer also to criterion #5 in the K–8 Publishers' Criteria and #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[22] Refer also to criterion #6 in the K–8 Publishers' Criteria and #4 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[23] Refer also to criterion #9 in the K–8 Publishers' Criteria and #7 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[24] Refer also to criterion #7 in the K–8 Publishers' Criteria and #5 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
which are not included in the Standards. ☐ Yes ☐ No	accurate.		
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems. [25]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **7. INDICATORS OF QUALITY:** Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. [26] ☐ Yes ☐ No	**7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7b) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[25] Refer also to criterion #10 in the K–8 Publishers' Criteria and #8 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[26] Refer also to pages 18-20 in the K – 8 Publishers' Criteria and pages 16-18 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	considered.		
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

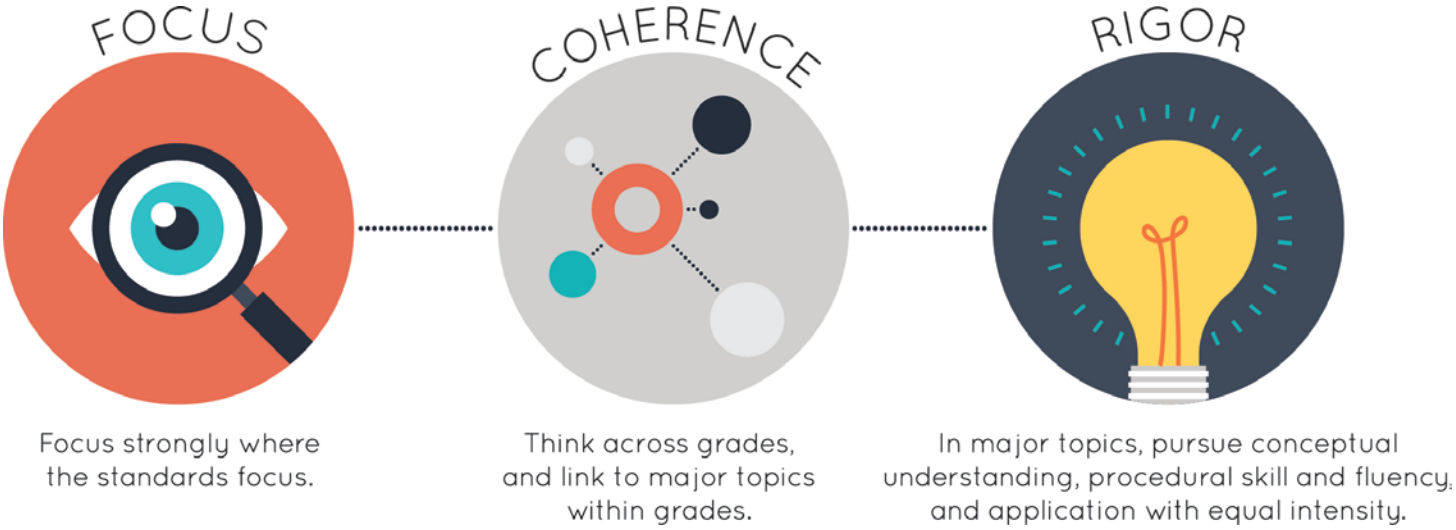
FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	**No**	Only 63% of the class time is devoted to the major work of the grade. In addition, assessments feature problems that are beyond the grade level.
	2. Consistent, Coherent Content	**No**	Supporting standards were found to support the major work of the grade; however, the materials do not contain lessons or problems that serve to connect two or more clusters or two or more domains.
	3. Rigor and Balance	**No**	Conceptual understanding and applications are addressed according to the standards in the text and the amount of rigor is balanced in the text; however, students do not practice enough to master the fluencies for the grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	4. Focus and Coherence via Practice Standards	**No**	The practice standards are either not addressed, or do not enhance the major work of the grade.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Strong mathematics instruction contains the following elements:



Title: **HMH Math in Focus** Grade: **2**

Publisher: **Houghton Mifflin Harcourt** Copyright: **2013**

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. FOCUS ON MAJOR WORK[27]:** Students and teachers using the materials as designed devote the large majority[28] of time to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**No**	Only 53% (i.e., 40 of 76) of the lessons cover major clusters of grade 2; 18 % (i.e., 14 of 76) cover supporting clusters; and, 12 % (i.e., 9 of 76) cover additional clusters. These percentages were derived using information from the table of contents and planning guides for each lesson.
	REQUIRED **1b)** In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.[29]	**No**	There were 26 days of instruction that cover material not included within the grade 2 standards. Students are often assessed for content beyond the grade-level. For example, in Chapter 5, questions 3, 5, 8, 9b, 10 and 12 assess division which is a grade 3 standard (3.OA) In the Chapter 6, questions 1, 2, 5, 7, 10 and 11 assess multiplication, also a grade 3 standard (3.OA). Chapter 8 covers mass and Chapter 9 covers volume (e.g., see Lessons 9.1 and 9.2), standards for grade 5 (5.MD.C.3).
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☐ Yes ☒ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[30]	**No**	The supporting content does not enhance the focus or coherence by engaging students in the major work of the grade. Chapters 11, 12, 14, 17, 18 and 19 provide supporting content for grade 2 (i.e., 2.OA.C, 2.MD.C, and 2.MD.D). This supporting content is often not connected to the major work of the grade. Chapters 12, 14, 18 and 19 treat the supporting work separately from the major work of the grade. However, it should be noted that Chapter 11 supports the major work (2.NBT) of addition using money (2.MD.C.8) and Chapter 17, Lesson 3 supports the major work (2.NBT) of addition and subtraction using graphs (2.MD.D).

[27] For more on the major work of the grade, see Focus by Grade Level.
[28] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[29] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[30] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED **2b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important. [31]	**No**	The materials rarely include problems and activities that serve to connect two or more clusters in a domain or two or more domains in a grade. The chapter-planning guide has several references in each lesson from two or more clusters and/or two or more domains; however, upon closer examination the activities do not align to the stated standards. For example, in Chapter 9 it is stated that the opening lesson aligns to both 2.MD and 2.NBT. However, a critical part is missing since the lesson does not ask students to fluently add and subtract within 100. In another example, Lesson 8.5 only focuses on Standard 2.OA.1, where content could have connected to 2.MD.A or 2.MD.B. However, it must be noted that materials where problems attempt to connect two or more domains were found in Chapter 4, Lesson 1 where the stated standards were to 2.NBT and 2.OA and in Chapter 11, there is some connection made between money (2.MD.C.8) and place value (2.NBT.B.7).
Non-Negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[32] ☐ Yes ☒ No	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.	**Yes**	Content is taught through a problem solving perspective. Strong emphasis is placed on the concrete-pictorial-abstract progress to solve and master problems. This leads to strong conceptual understanding. For example, in Student Book B, Chapter 4 Lesson 3, the problem students are asked to do cannot be memorized. Instead, students must understand how the math works and be able to manipulate it in order to solve non-routine problems. The problems addressed in Chapter 4, Lesson 3, also require students to explain, "how you know" and use bar models to demonstrate comparing numbers and adding (2.NBT). The scripted discussions in the teacher's manual require students to think conceptually. Standard 2.MD.A2 is addressed. For example, the students must understand the concept of measuring centimeters in Lesson 7.3. This lesson also uses a ruler to understand the skill.

[31] Refer also to criterion #6 in the K–8 Publishers' Criteria and #4 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[32] Refer also to criterion #4 in the K–8 Publishers' Criteria and #2 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	The materials are not designed so that students attain fluencies and procedural skills. The fluency standards 2.NBT.B.5 and 2.OA.B.2 are not addressed explicitly throughout the text. Single-digit sums and differences, and adding and subtracting within 100 are required fluencies for grade 2; yet, there are few practice opportunities found anywhere in the text that cover these skills. It should be noted that Chapters 2-4 do address addition and subtraction up to 1000; however, few problems are presented that address addition and subtraction within 100 or single digit sums.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that the teachers and students spend sufficient time working with engaging applications. For example standards 2.OA.A.1 and 2.MD.B.5 are explicitly included in the lessons throughout the text. In addition, Lessons 2.3, 2.4, and 2.5 feature word problems with addition and subtraction to meet 2.OA.A.1.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**No**	Although to some degree the materials are aligned to the content standards, the balance of the three components of rigor is not aligned to that of the standards for grade 2. The three components of rigor are collectively targeted in lessons, practice sets, and assessments even when the standards do not call for all three components. For example, Chapter 2, Lesson 5, students use all components of rigor to address addition with regrouping of addition. Content is presented in this manner in each lesson in Chapter 2 and 3 as students work with addition and subtraction for a variety of standards. By always treating the three aspects of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			rigor together, the materials lack focus and do not allow students the opportunity to sufficiently develop each component of rigor.
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[33] ☐ Yes ☒ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.	**No**	The materials do not address the practice standards that enrich the major work of the grade. A correlation document is referenced in the table of contents and includes each standard, a descriptor, and page citations. However, this document does not strengthen the focus on major work for the standards for this grade level. In the introduction of the teacher's manual, it is stated that the math practices are embedded into the text, but these practices are never addressed. The mathematical practices are listed on the first page of each lesson in the text but are not developed or discussed in the teacher's manual or student book. However, it must be noted that some problems and activities aim to support the practice standards, but are not described as such or supported by text in ways that would help the teacher emphasize them. For example, in Student Book A, page 104, see the "Check!" icon seen throughout the Student Books; throughout the series, students are taught to check answers and ensure solutions are reasonable, an example of the students using Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (across	**REQUIRED** **5a)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**REQUIRED** **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Materials base content progressions on the progressions in the Standards. [34]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.[35]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards. ☐ Yes ☐ No	**6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[36] Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[37] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[34] Refer also to criterion #5 in the K–8 Publishers' Criteria and #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[35] Refer also to criterion #6 in the K–8 Publishers' Criteria and #4 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[36] Refer also to criterion #9 in the K–8 Publishers' Criteria and #7 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[37] Refer also to criterion #7 in the K–8 Publishers' Criteria and #5 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems. [38]		
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **7. INDICATORS OF QUALITY:** Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. [39] ☐ Yes ☐ No	**7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7b) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[38] Refer also to criterion #10 in the K–8 Publishers' Criteria and #8 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[39] Refer also to pages 18-20 in the K – 8 Publishers' Criteria and pages 16-18 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	Each problem or exercise has a purpose.		
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

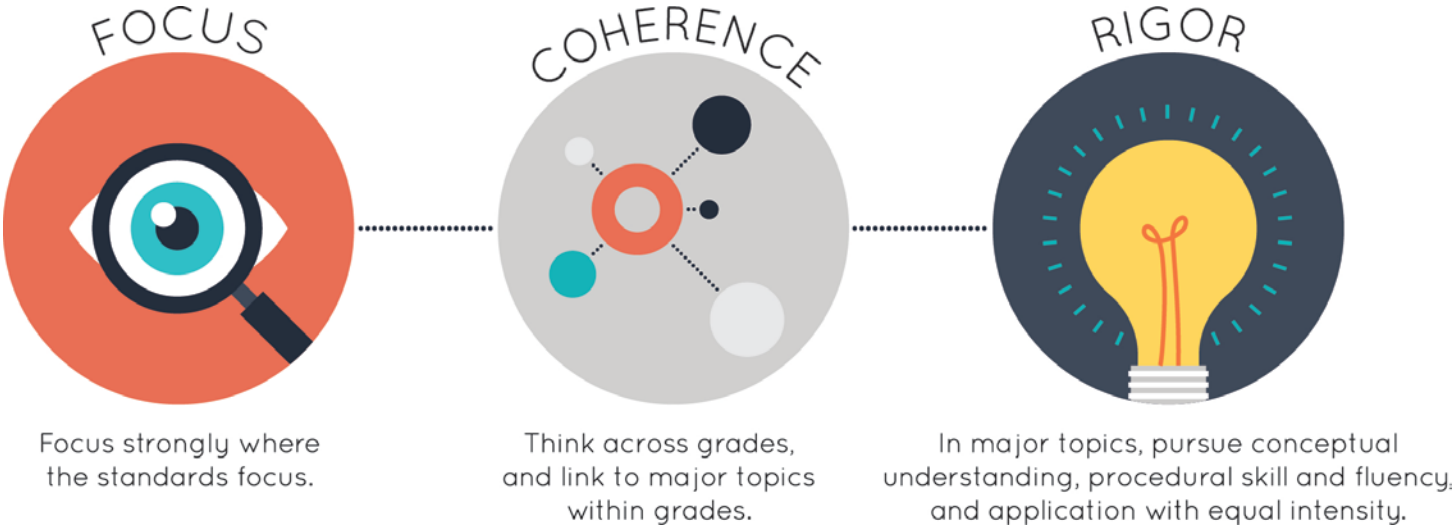
FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	**No**	Only 53% of the class time is devoted to the major of work of the grade. In addition, assessments feature problems that are beyond the scope of the grade.
	2. Consistent, Coherent Content	**No**	Supporting standards were not found to support the major work of the grade and the materials do not contain lessons or problems that serve to connect two or more clusters or two or more domains.
	3. Rigor and Balance	**No**	Conceptual understanding and applications are addressed according to the standards in the text and the amount of rigor is balanced in the text; however, students do not practice enough to master the fluencies for the grade level.
	4. Focus and Coherence via Practice Standards	**No**	The practice standards are either not addressed, or do not enhance the major work of the grade.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	7. Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Strong mathematics instruction contains the following elements:



Title: **HMH Math in Focus** Grade: **3**

Publisher: **Houghton Mifflin Harcourt** Copyright: **2013**

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. FOCUS ON MAJOR WORK[40]:** Students and teachers using the materials as designed devote the large majority[41] of time to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**No**	Only 59% (i.e., 44 of 74) of the lessons cover the major clusters of grade 3, 11% (8 of 74 lessons) cover supporting clusters and 20% (15 of 74 lessons) cover additional clusters. These percentages were derived using information from the table of content and planning guides for each lesson.
	REQUIRED **1b)** In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.[42]	**No**	In the Chapter 3 assessment, all questions assess adding over 1000, a Grade 4 standard (4.NBT); in Chapter 4, questions 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, and 12 assess subtracting with numbers over 1000, a Grade 4 standard (4.NBT); in Chapter 5, questions 2, 3, 5, 6, and 8 assess adding and subtracting over 1000, a Grade 4 standard (4.NBT); and, in Chapter 7, questions 3, 4, 5, 7, 8, 9, 10, 11 and 12 assess multiplication of multi-digit numbers, a Grade 4 standard (4.NBT.5). In Lessons 17.3 and 17.4 and on the Chapter 17 assessment, Perpendicular and Parallel Lines are addressed, a Grade 4 standard (4.GA.1). The Chapter 14 assessment addresses fractions beyond the scope of Grade 3 (with denominators limited to 2,3,4, 6 and 8) with the assessment including twelfths. In addition, third grades are asked to compare fractions with different denominators and numerators (problems 18 and 19) when either the numerator or denominator should be the same.
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[43]	**No**	Materials rarely connect supporting content to major content in meaningful ways. When the supporting content is present, it is not always used to enhance the focus and coherence by engaging students in the major work. For example, Chapter 18 introduces shapes for 3.G.A.1 but does not include

[40] For more on the major work of the grade, see Focus by Grade Level.
[41] 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%.
[42] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[43] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
materials are coherent and consistent with the content in the Standards. ☐ Yes ☒ No			the major work of the grade (either multiplication/division or fractions). However, it must be noted that there were a few instances where supporting work enhances the major work of the grade. For example, in Chapter 13, Lesson 13.1, it briefly supports the major work of multiplication (3.OA) by using skip-counting on the graphs (3.MD.B) and in Chapter 14 connects the supporting content of Geometry (3.G.A.2: Partition Shapes) to the Major Cluster of Fractions (3.NF).
	REQUIRED **2b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important. [44]	**No**	Materials rarely include problems and activities that connect two or more clusters in a domain. The chapter-planning guide has several references in each lesson from two or more clusters and/or two or more domains. However, the activities in the lessons were not always found to align to the standard(s) as referenced. For example, in Chapter 14, Lesson 1 it is stated that there is alignment to both Geometry 3.G and 3.NF. When looking at the lesson though, students are not asked to understand fractions as a number on the number line or to represent fractions on a number line diagram as stated in the standard. In Chapter 13, the scaled bar graphs could have been connected with multiplication and division, but were not. However, it must be noted that in Chapter 12, Lesson 1, where 3.MD is connected to 3.NBT and to 3.OA as students use measurement problems with all four operations and in Chapter 9 (Multiplication and Division) where all the clusters of Operations & Algebraic Thinking are incorporated into the 4 lessons.
Non-Negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific	**Yes**	Materials develop conceptual understanding of key mathematical concepts. The scripted discussions in the teacher's manual facilitate teaching using methods that enhance conceptual understanding, such as asking focused questions aimed at "why?" or

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[45] ☐ Yes ☒ No	content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.		"how?" Both 3.NF.A.1 and 3.NF.A.3 are addressed in Chapter 14 as students work with fractions using circle and bar models. Examples in the text model when required using manipulatives to develop content as in Chapter 14.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain fluencies and procedural skills. For example, in Chapter 7, Lesson 1, Teacher Book A (pg. 191), students are asked to practice fluency of multiplication facts during the 5-minute warm-up activity, which is an example of 3.OA.C.7. In the Student Book A (pg. 193, questions 1-10) students are given the opportunity to practice procedures of multiplication facts. Chapter 6 also provides practice of multiplication facts for 3.OA.C.7. Chapters 1-5 provided practice for fluency standard 3.NBT.A.2 as students are adding and subtracting within 1000.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that teachers and students spend sufficient time working with engaging applications. In Student Book A (pg. 177), question 5 is an example of 3.OA.3, which is a major cluster for grade 3, being used as an application problem. Standards 3.OA.A.3, 3.OA.D.8, and 3.MD.A.1 are explicitly included in the lessons throughout the text even though the publisher included the strands. For example, Lessons 12.1 and 12.2 features multiple word problems with 3.OA.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**No**	Although to some degree the materials are aligned to the content standards, the balance of the three components of rigor is not aligned to that of the standards for grade 3. For an overwhelming majority of the course, the three components of rigor are

[45] Refer also to criterion #4 in the K–8 Publishers' Criteria and #2 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			collectively targeted in lessons, practice sets, and assessments even when the standards do not call for all three components. In Chapter 6, each lesson features all three types of rigor to address multiplication. These lessons list all the standards for multiplication and do not treat the standards according to the rigor required of each standard. By always treating the three aspects of rigor together, the materials lack focus and do not allow students the opportunity to sufficiently develop each component of rigor.
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[46] ☐ Yes ☒ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.	**No**	Materials do not address the practice standards that enrich the major work of the grade. A correlation document is referenced within the Table of Contents where each standard is included along with a descriptor and page citations. However, this document does not provide evidence of the focus on major work for the standards of this grade level. Within the introduction of the teacher's manual, it is stated that the math practices are embedded into the text; but in actuality these practices are never addressed. The mathematical practices are only listed on the first page of each lesson in the text. The practices themselves are not developed any further or discussed in either the teacher's manual or student book. It should be noted that some problems and activities do aim to support the practice standards but are not described as such or supported by text that could help the teacher emphasize them. For example, one way that the materials use the Standards for Mathematical Practice 6: Attend to Precision, is in Student Book B (pg. 211). The Math Journal activities ask students to consider how they would find an answer, requiring them to put their thought process into words. This reinforces the idea that the process that is used to get an answer is just as important as the answer itself and that students

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			must be able to explain how they got a solution precisely in order to ensure their result is reasonable.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Materials base content progressions on the progressions in the Standards. [47]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.[48]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful	**6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[49] Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[47] Refer also to criterion #5 in the K–8 Publishers' Criteria and #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[48] Refer also to criterion #6 in the K–8 Publishers' Criteria and #4 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[49] Refer also to criterion #9 in the K–8 Publishers' Criteria and #7 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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	stimulate students to develop the habits of mind described in the practice standard.[50] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.		
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems.[51]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **7. INDICATORS OF QUALITY:** Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.[52] ☐ Yes ☐ No	**7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7b) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[50] Refer also to criterion #7 in the K–8 Publishers' Criteria and #5 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[51] Refer also to criterion #10 in the K–8 Publishers' Criteria and #8 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[52] Refer also to pages 18-20 in the K – 8 Publishers' Criteria and pages 16-18 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	of desired mathematical behaviors being elicited among students.		
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

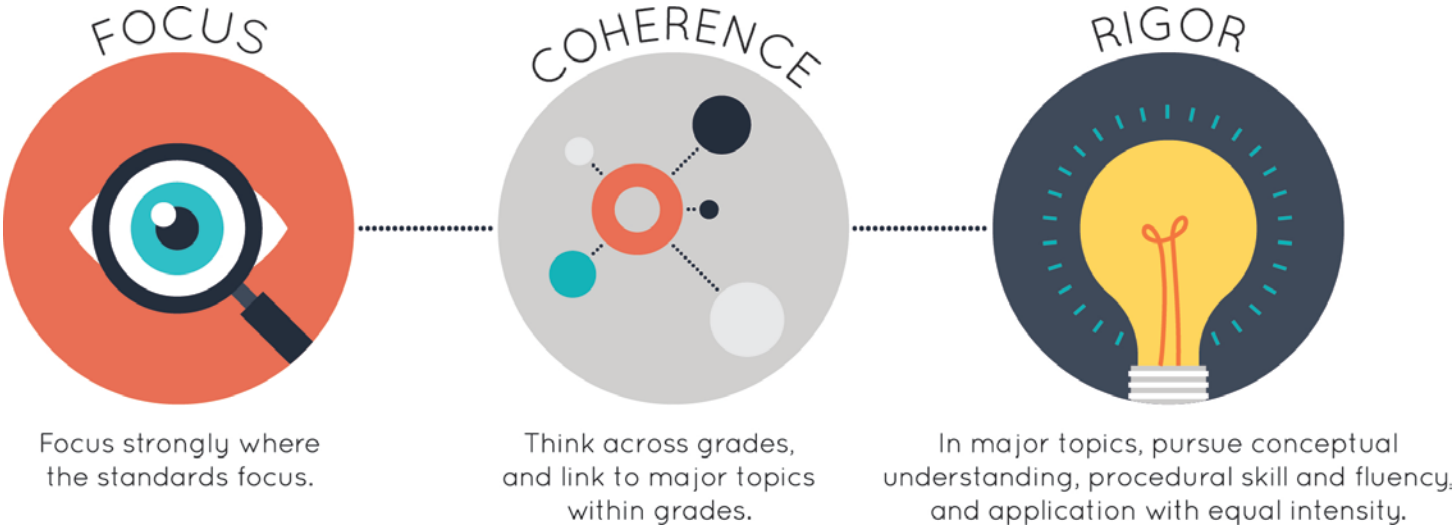
FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	**No**	Only 59% of the class time is devoted to the major work for the grade. In addition, assessments feature problems that are beyond the scope of the grade level.
	2. Consistent, Coherent Content	**No**	Supporting standards were not found to support the major work of the grade and the materials do not contain lessons or problems that serve to connect two or more clusters or two or more domains.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	3. Rigor and Balance	**No**	All aspects of rigor are addressed within the materials; however, the aspects of rigor are not balanced within the text.
	4. Focus and Coherence via Practice Standards	**No**	The practice standards are either not addressed, or do not enhance the major work of the grade.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Strong mathematics instruction contains the following elements:



Title: **HMH Math in Focus** Grade: **4**

Publisher: **Houghton Mifflin Harcourt** Copyright: **2013**

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. FOCUS ON MAJOR WORK[53]:** Students and teachers using the materials as designed devote the large majority[54] of time to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**No**	Only 42% (i.e., 49 of 118) of the instructional days devote class time to the major clusters of grade 4; 20% (i.e., 24 of 118) are devoted to supporting clusters and 19% (i.e., 22 of 118) to additional clusters. These percentages were derived using information from the table of contents and planning guides for each lesson.
	REQUIRED **1b)** In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.[55]	**No**	There were 22 instructional days (or 19%) where class time is used to cover topics outside the grade level and students are assessed on the information. For example, Chapter 5, questions 1-12 assess mode, mean, and median a grade 6, (6.SP.B.5) standard. In Chapter 2, questions 4, 8, and 10 assess greatest common factor and least common multiple, a grade 6, (6.NS.B.4) standard. In Chapter 8, questions 1-12 contain addition and subtraction of decimals, a grade 5 standard, (5.NBT). The Benchmark 2 test also contains questions on decimals (see items 1, 2, 3, 4, 5, 11, 12, 13, 14, and 21.)
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards.	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[56]	**Yes**	When present the supporting content does enhance the focus and coherence by engaging students in the major work of the grade. Chapter 12 (Conversions of Measurements) focuses on the supporting cluster 4.MD.1, and focuses on the major work of the grade by using fractions of lengths in calculations (e.g., see Workbook pg. 107). In Chapter 13 (Area and Perimeter, 4.MD.A.3) two of the four lessons connect to a major standard, 4.OA.3 when students solve multistep word problems using the four operations.

[53] For more on the major work of the grade, see Focus by Grade Level.
[54] 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%.
[55] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[56] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☒ Yes ☐ No	**REQUIRED** **2b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important. [57]	**Yes**	The materials include problems and activities that connect two or more clusters in a domain or two or more domains in a grade. The chapter-planning guide contains several references in each lesson from two or more clusters and/or two or more domains, although, some activities do not truly align to the stated standards. The text often connects two or more clusters in a domain or two or more domains in a grade. For example, Lessons 3.1 and 3.2 connects 4.NBT.1, 4.NBT.5, and 4.OA.2. Although some chapters address two or more clusters in a domain or two domains, individual problems and activities mostly focus on individual standards. For example, Lesson 1.3 only focuses on Standard 4.NBT.4.
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.[58]	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts. The scripted discussions in the teacher's anual require students to think conceptually. Students also express conceptual understanding in questions provided for the math journal. The standards 4.G.A.1, 4.G.A.2, and 4.G.A.3 are addressed. For example, the students must understand the concept of drawing perpendicular line segments in Lesson 10.1. This lesson also uses a protractor and grid paper to understand the skill. Lesson 6.3 also uses a variety of models to develop the concept of Mixed numbers for 4.NF.B.3.
☐ Yes ☒ No	**REQUIRED** **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated	**No**	There are very few opportunities for students to practice 4.NBT.B.4 the required fluency of 4th grade, add/subtract within 1,000,000. The practice provided, is practice that focuses on the lesson being taught on that day in Lesson 1.3. However, there are also a few opportunities to focus on this standard when the material addresses 4.MD.C.7 in Lesson 9.2.

[57] Refer also to criterion #6 in the K–8 Publishers' Criteria and #4 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[58] Refer also to criterion #4 in the K–8 Publishers' Criteria and #2 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.		
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that the teachers and students spend sufficient time working with engaging applications. For example standards 4.OA.A.2, 4.OA.A.3, and 4.NF.B.3d are explicitly included in the lessons throughout the text. For example, Chapter 6 features word problems with the above standards as students work with using the four operations and fractions. Chapter 9 uses word problems to provide additional practice with angle sum for 4.MD.C.7.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**Yes**	Throughout each unit of study, students are provided the opportunity to develop necessary, foundational understanding of grade-level math concepts. This understanding naturally and coherently leads to the development of particular procedural skills and, through repeated exposure, fluencies. Lessons 1-7 in Chapter 6 use a combination of conceptual understanding and procedural skill to solve fraction problems for 4.NB.B.3. The materials then provide students opportunities to apply their knowledge and skills in the real world context in Lesson 8 of Chapter 6 as students solve real-world problems aimed at solving fractions for 4.NF.B.3d. Individual practice opportunities only focus on solving word problems as indicated by 4.NF.B.3d. The ebb and flow between the components of rigor within a single unit of study (and throughout the course of the year) is logical and well designed, targeting the appropriate component(s) of rigor for each individual Standard, as well as, making meaningful connection between components of rigor preserving the balance that is called for by the Standards for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			this grade.
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[59] ☐ Yes ☒ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.	**No**	Materials do not address the practice standards that enrich the major work of the grade. A correlation document is referenced within the Table of Contents where each standard is included along with a descriptor and the page citations. However, this document does not provide evidence of the focus on major work for the standards of this grade level. Within the introduction of the teacher's manual, it stated that the math practices are embedded into the text; but in actuality these practices are never addressed. The mathematical practices are only listed on the first page of each lesson in the text. The practices themselves are not developed further or discussed in either the teacher's manual or student book.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Materials base content progressions on the progressions in the Standards.[60]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[59] Refer also to criterion #8 in the K–8 Publishers' Criteria and #6 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013)
[60] Refer also to criterion #5 in the K–8 Publishers' Criteria and #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.[61]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards. ☐ Yes ☐ No	**6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[62] Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[63] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems. [64]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **7. INDICATORS OF QUALITY:** Quality materials should exhibit the	**7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

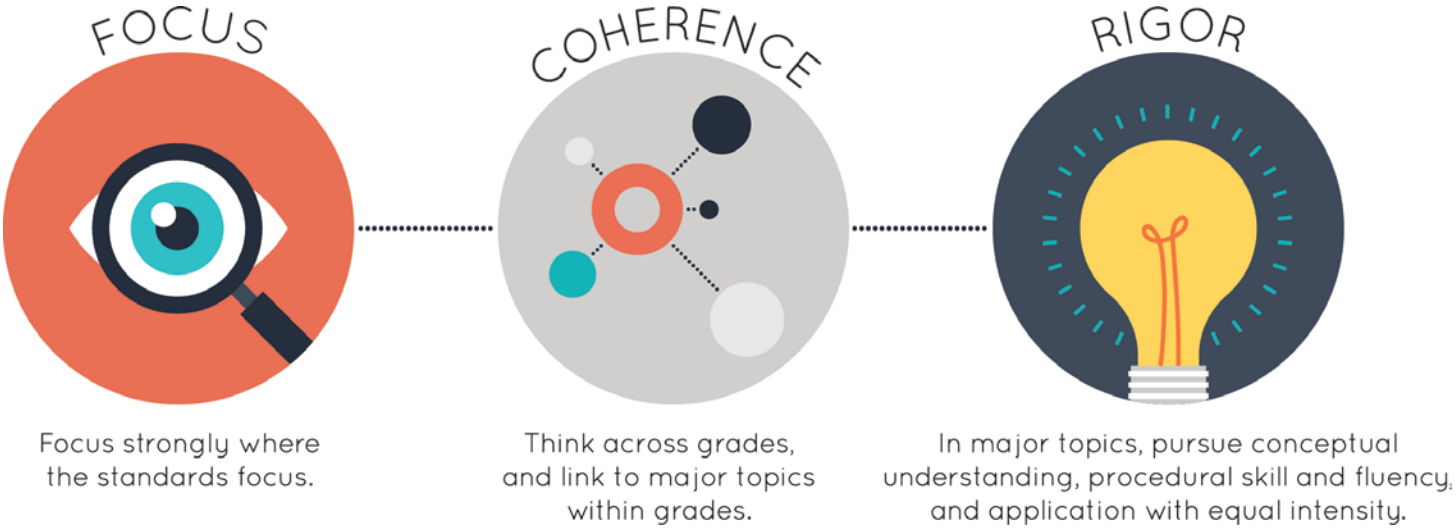
[61] Refer also to criterion #6 in the K–8 Publishers' Criteria and #4 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[62] Refer also to criterion #9 in the K–8 Publishers' Criteria and #7 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[63] Refer also to criterion #7 in the K–8 Publishers' Criteria and #5 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[64] Refer also to criterion #10 in the K–8 Publishers' Criteria and #8 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. [65] ☐ Yes ☐ No	arguments and explanations, diagrams, mathematical models, etc.		
	7b) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 7. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	Only 48% of the class time is devoted to the major work for the grade level. In addition, assessments feature problems that are beyond the scope of the grade level.
	2. Consistent, Coherent Content	**Yes**	The supporting standards do support the major work of the grade and content contains lessons or problems that connect two or more clusters or two or more domains.
	3. Rigor and Balance	**No**	Conceptual understanding and applications are addressed according to the standards in the text and the amount of rigor is balanced in the text; however, students do not practice enough to master the fluencies for the grade level.
	4. Focus and Coherence via Practice Standards	**No**	The practice standards are either not addressed, or do not enhance the major work of the grade.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Strong mathematics instruction contains the following elements:



Title: **HMH Math in Focus** Grade: **5**

Publisher: **Houghton Mifflin Harcourt** Copyright: **2013**

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. FOCUS ON MAJOR WORK[66]:** Students and teachers using the materials as designed devote the large majority[67] of time to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**No**	Only 47% (i.e., 53 of 112) of the instructional days cover the major clusters; 4% (5 days) cover supporting clusters; and, 18% (20 days) cover additional clusters. These percentages were derived using information from the table of contents and planning guides for each lesson.
	REQUIRED **1b)** In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.[68]	**No**	Approximately 27% (i.e., 30 out of 112 instructional days) of class time is used to cover topics outside of the grade-level and students are assessed on the information. For example, Chapter 11, question 4 assesses probability, which is a 7th grade standard (7.SP). In Chapter 5, questions 1, 2, 3, 6, 7, 9, 10, 11, and 12 assess expressions, which are 6th, grade standards. In Chapter 6, the area of a triangle a 6th grade standard (6.EE) is covered. All assessment questions in the chapter assess Grade 6 standards for area of a triangle (items 1-12) (6.G.A.1). All assessment questions in Chapter 7 cover ratio, which is a 6th grade standard (6.RP.A.1)(items 1-12).
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.[69]	**No**	The supporting content does not enhance the focus or coherence by engaging students in the major work of the grade. For example, the Grade 5 supporting work is treated separately and not in support of learning the major work of the grade. In Chapter 11 the focus is on graphs, coordinate plane and probability. Within the lessons, the graphs and coordinate plane work is treated separately and do not work together to support the major work of the grade. The two supporting standards in Grade 5-5.MD.A and 5.MD.B are taught in isolation (see Lesson 11.1). However, it should be noted that the text covered 5.MD.1 (converting measurements) in

[66] For more on the major work of the grade, see Focus by Grade Level.
[67] 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%.
[68] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[69] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			the chapter on multiplying and dividing decimals (see Lesson 9.6), but this is the only lesson in the text where supporting content was found linked to major content.
	REQUIRED **2b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important. [70]	**No**	The materials do not include problems and activities that connect two or more clusters in a domain or two or more domain in a grade. Each chapter's content is treated separately and there are no explicit connections made between them. For example, Chapter 4 misses the opportunity to connect multiplying fractions (5.NF.B) with extending student understanding of the operation of multiplication (5.NBT.B.5). Also, opportunities to connect measurement conversion (5.MD.1) do not connect with the application of the place value system (5.NBT.1), because the material does not include measurement conversions.
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.[71] ☐ Yes ☒ No	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts. The scripted discussions in the teacher's manual require students to think conceptually. A math journal is also used to help students work conceptually to reach their goals. The standard 5.NF.2 is addressed in Chapter 3 as students use models to increase their understanding of fractions. For example, the students must understand the concept of understanding thousandths in Lesson 8.1 for 5.NBT. This lesson also uses a place value chart as well as place value cubes to understand the skill.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In	**No**	Materials are not designed so that students attain fluencies and procedural skills. For example, the fluency standard 5.NBT.B.5 is not addressed explicitly throughout the text. However, Chapter 2 provides practice with multiplying and dividing whole numbers for 5.NBT.B.5. Chapter 9 includes seven lessons to help students practice multiplying and dividing decimals for fluency and practice of standard 5.NBT.B.5. Other lessons in Chapter 10 relate and provide practice for 5.NBT.B.5 when

[70] Refer also to criterion #6 in the K–8 Publishers' Criteria and #4 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[71] Refer also to criterion #4 in the K–8 Publishers' Criteria and #2 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.		students work with percent problems, however this content is not on grade level (6th grade material). Other opportunities to provide practice with multiplying and dividing whole numbers with decimals are missed as students mostly practice within the chapter for which the content is taught.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that the teachers and students spend sufficient time working with engaging applications. For example standards 5.NF.A.2, 5.NF.B.3, and 5.NF.B.6 are explicitly included in the lessons throughout the text even though the publisher included the strands. For example, Lesson 14.6 has real world problems related to finding the volume of a prism filled with water for 5.MD.C.5.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**Yes**	Throughout each unit of study, students are provided the opportunity to develop necessary, foundational understanding of grade-level math concepts. This understanding naturally and coherently leads to the development of particular procedural skills and through repeated exposure, fluencies. Lessons 1-6 in Chapter 3 use a combination of conceptual understanding and procedural skill to solve fraction problems for 5.NF.A.1. The materials then provide students opportunities to apply their knowledge and skills in the real world context in Lesson 7 of Chapter 6 as students solve real-world problems aimed at solving fractions for 5.NF.A.2. Individual practice opportunities only focus on solving word problems as indicated by 5.NF.A.2. The ebb and flow between the components of rigor within a single unit of study (and throughout the course of the year) is logical and well designed, targeting the appropriate component(s) of rigor for each individual standard,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			as well as, making meaningful connection between components of rigor preserving the balance that is called for by the standards for this grade.
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[72] ☐ Yes ☒ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.	**No**	Materials do not address the practice standards that enrich the major work of the grade. A correlation document is referenced within the Table of Contents where each standard is included along with a descriptor and page citations. However, this document does not provide evidence of the focus on the major work for the standards of this grade level. Within the introduction of the teacher's manual, it is stated that the math practices are embedded into the text; but in actuality these practices are never addressed. The mathematical practices are only listed on the first page of each lesson in the text. The practices themselves are not developed further or discussed in either the teacher's manual or student book.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.	**REQUIRED** **5a)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☐ Yes ☐ No	**5c)** Materials base content progressions on the progressions in the Standards. [73]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.[74]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards. ☐ Yes ☐ No	**6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[75] Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[76] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems. [77]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6c) Materials explicitly attend to the specialized language	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[73] Refer also to criterion #5 in the K–8 Publishers' Criteria and #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[74] Refer also to criterion #6 in the K–8 Publishers' Criteria and #4 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[75] Refer also to criterion #9 in the K–8 Publishers' Criteria and #7 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[76] Refer also to criterion #7 in the K–8 Publishers' Criteria and #5 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[77] Refer also to criterion #10 in the K–8 Publishers' Criteria and #8 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	of mathematics.[12]		
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. [78] ☐ Yes ☐ No	**7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7b) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	**No**	Only 52% of the class time is devoted to the major work of the grade. In addition, assessments feature problems that are beyond the scope of grade level.
	2. Consistent, Coherent Content	**No**	Supporting standards were not found to support the major work of the grade and the materials do not contain lessons or problems that serve to connect two or more clusters or two or more domains.
	3. Rigor and Balance	**No**	Conceptual understanding and applications are addressed according to the standards in the text and the amount of rigor is balanced in the text; however, students do not practice enough to master the fluencies for the grade level.
	4. Focus and Coherence via Practice Standards	**No**	The practice standards are either not addressed, or do not enhance the major work of the grade.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.