

## 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 Saxon Math**

Grade: **K-5**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2012**

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 majority of class time to the major work of the grade and spend minimal time outside the appropriate grade level. Assessments address content that is both above and below grade level.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Consistent, Coherent Content (Non-Negotiable)	This program currently is reviewed as “No” for this criterion because the materials were not consistently found to connect the major content to the supporting content in meaningful ways at all grade levels throughout the year. The materials do not contain work that combines multiple clusters or domains. Supporting work does not support the major work of the grade; however, problems exist that serve to connect clusters or domains within the grade level.	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.

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



Think across grades, and link to major topics within grades.



In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

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Grade: **K-5**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2012**

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 in Grades K-2

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

Click below for complete grade-level reviews:

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

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

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

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

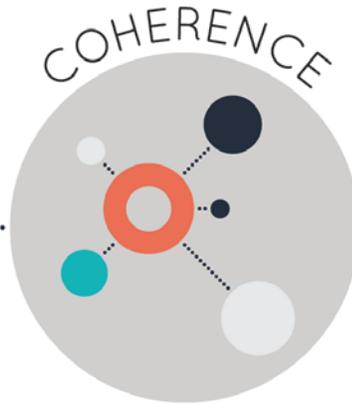
[Grade 4 \(Tier 3\)](#)

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

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



Think across grades, and link to major topics within grades.



In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **HMH Saxon Math**

Grade: **K**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2012**

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

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

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

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

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.</b>			
<b>Non-Negotiable</b> <b>1. FOCUS ON MAJOR WORK<sup>1</sup>:</b> Students and teachers using the materials as designed devote the large majority <sup>2</sup> of time to the major work of the grade/course.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	<b>No</b>	As indicated in the teacher's manual, each lesson identifies the standard for this grade level. For example, Lesson 121: Drawing pictures for some more stories correlates with standard K.OA.A.2. Only 43% (58 of 134) of the lessons covered the major standards of Kindergarten; 15% (20 of 134) covered additional standards; 14% (19 of 134) covered supporting standards. (These percentages were obtained by looking at the major focus of each lesson, as listed in the table of contents and through an examination of each lesson.)
	<b>REQUIRED</b> <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards. <sup>3</sup>	<b>No</b>	The aligned materials focus on content outside of the appropriate grade. In Lesson 75, the first grade standard 1.OA.C.6 is the focus in this lesson. 28% of the lessons covered material not addressed in the Kindergarten Common Core Standards. For example, there are 15 lessons on patterns, which is not covered by the CCSS. Oral Assessment 7 assesses copying and extending patterns as well. Oral Assessment 11 assesses identifying a Penny, a Nickel, and a Dime, which does not appear in the CCSS until 2.MD.C.8. Oral Assessment 13 assesses counting by 5's to 50 while students should only be counting to 100 using 1's and 10's (K.CC.A.1)
<b>Non-Negotiable</b> <b>2. CONSISTENT, COHERENT CONTENT</b> Each course's instructional materials are coherent and consistent with the content in the	<b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. <sup>4</sup>	<b>No</b>	Materials do not connect supporting content to major content in meaningful ways. Most supporting work (K.MD.B.3, K.G.B.4, K.G.B.5, and K.G.B.6) is presented in stand alone lessons with no connection to major work. For example, Lessons 23,29,32,50,57,58,79,85,105,108,112,114,and 123 focus on supporting content with no major work addressed. However, a few lessons 5, 11,17,61 and

<sup>1</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>2</sup> The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

<sup>3</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>4</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important. <sup>5</sup>	Yes	63 do support major work while featuring supporting standards. Lesson 5, for example, asks students to discuss which column has more, less, or the same amount when creating a picture on a pictograph.  Materials include problems and activities that serve to connect two or more clusters in a domain. For example Lesson 5 connects standards K.CC.C.6 and .K.MD.B.3. This lesson focuses on placing a picture of a picture graph and identifying more or less. Lesson 112 also connects K.G.A and K.G.B when students identify two-dimensional and three-dimensional shapes and order objects by size
<b>Non-Negotiable</b> <b>3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. <sup>6</sup>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.	Yes	Materials develop conceptual understanding of key mathematical concepts. In Lesson 13, standard K.CC.B.4 is addressed which emphasizes conceptual understanding as students should understand the relationship between numbers and quantities. The students must understand the concept of counting bears or objects. This concept is also mentioned in Lessons 1,2, and 6.
	<b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	Yes	Materials are designed so that students attain fluencies and procedural skills. The fluency standard K.OA.A.5 is addressed throughout the text (e.g., see page 9 and 16 of the teacher's manual, information about Teacher/Student Fact Cards, Class Fact Practice, Fact Homework Sheets and Sets of Learning Wrap Ups). The student workbook also provides one or two practice problems with the associated lesson within the teacher manual (e.g., see required fluency for Kindergarten, Add/Subtract within 5 (K.OA.A.5). Lesson 18 and 50B provide problems associated with acting out an addition or subtraction story. Student interaction with this

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

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

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			fluency standard is more prevalent towards the end of the text in lessons 117,118,121,122,127,and 128.
	<p><b>REQUIRED</b>  <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	Yes	Materials are designed so that the teachers and students spend sufficient time working with engaging applications. For example standards K.OA.A.2, K.G.A.1, and K.G.B.5 are used throughout the text when acting out real-world story problems using manipulatives and figures. This evidence can be found in Lessons 18 and 27.
	<p><b>REQUIRED</b>  <b>3d) Balance:</b> The three aspects of rigor are not always treated together and are not always treated separately.</p>	Yes	The materials are well aligned to the content Standards in terms of rigor as in 3a-3c and, as such, have attended to the three components of rigor. Throughout each unit of study, students are provided the opportunity to develop necessary, foundational understanding of grade-level math concepts. For example, lesson 118 uses dominoes to reinforce and develop conceptual understanding of K.OA.A.1 as students discuss addition and subtraction facts. This understanding naturally and coherently leads to the development of particular procedural skills and, through repeated exposure, fluencies. Lesson 118 expands upon the conceptual learning using dominoes to represent objects to practicing solving addition and subtraction problems using the numbers on the dominoes. The materials then provide students opportunities to apply their knowledge and skills in the real world context in Lesson 119 students act out stories for "some, some more" for K.OA.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,

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			as well as, making meaningful connection between components of rigor preserving the balance that is called for by the Standards for this grade.
<p><b>Non-Negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.<sup>7</sup></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>4a)</b> Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.</p>	<p><b>No</b></p>	<p>The lessons where Math Practices are referenced within the materials are not on grade level and therefore do not enrich the major work of the grade. For example, see pages 1-5 in the Volume 1 Teacher's Manual where there's a correlation to the Common Core Standards for Grade K and the Table of Content where Mathematical practices are listed as being the sole focus of many lessons and in multiple locations. The Math Practices are only used and referenced sparingly throughout the text. None of the Lessons that are focused on Kindergarten Standards have a Math Practice cited. As a result the Math Practices do not enrich the learning of the grade-level content; rather, they distract from it.</p>
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion</b>  <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b>  Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.<sup>10</sup></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.<sup>10</sup></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>5c)</b> Materials base content progressions on the progressions in the Standards.<sup>8</sup></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

<sup>7</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013)

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

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	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <sup>9</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. <sup>11</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>Additional Criterion</b>  <b>6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:</b>          Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.<sup>10</sup> Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.<sup>11</sup> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students’ mathematical development. Alignments to practice standards are accurate.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>6b)</b> Materials Support the Standards’ Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems.<sup>12</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>6c)</b> Materials explicitly attend to the specialized language of mathematics.<sup>12</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>Additional Criterion</b>  <b>7. INDICATORS OF QUALITY:</b>          Quality materials should exhibit the</p>	<p><b>7a)</b> There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way,</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>9</sup> Refer also to criterion #6 in the K–8 [Publishers’ Criteria](#) and #4 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>10</sup> Refer also to criterion #9 in the K–8 [Publishers’ Criteria](#) and #7 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>11</sup> Refer also to criterion #7 in the K–8 [Publishers’ Criteria](#) and #5 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>12</sup> Refer also to criterion #10 in the K–8 [Publishers’ Criteria](#) and #8 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.<sup>13</sup></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	arguments and explanations, diagrams, mathematical models, etc.		
	<p><b>7b)</b> There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7c)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7d)</b> The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7f)</b> Materials support the uses of technology as called for in the Standards.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

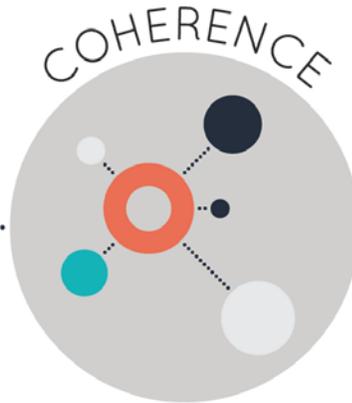
<sup>13</sup> Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) and pages 16-18 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Major work for Kindergarten is not the majority of coursework for the grade level. Content is assessed on assessments that are above grade level.
	2. Consistent, Coherent Content	<b>No</b>	Supporting work does not support the major work of the grade and materials do not contain work that combines multiple clusters or domains.
	3. Rigor and Balance	<b>Yes</b>	All aspects of rigor are balanced and addressed according to the CCSS for the grade level.
	4. Focus and Coherence via Practice Standards	<b>No</b>	While a correlation document is provided, materials do not strengthen the major work of the grade with the usage of the practice standards for CCSS.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

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In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **HMH Saxon Math**

Grade: **1**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2012**

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

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

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

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

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.</b>			
<p><b>Non-Negotiable</b>  <b>1. FOCUS ON MAJOR WORK<sup>14</sup>:</b>  Students and teachers using the materials as designed devote the large majority<sup>15</sup> of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p>No</p>	<p>As indicated in the teacher's manual, each lesson identifies with a standard. Only 58% (95 of 165) of the lessons covered the major clusters of ; 3% (5 of 165) covered supporting clusters; 13% (22 of 165) covered additional clusters for 1st grade. (These percentages were obtained by looking at the major focus of each lesson, as listed in the table of contents and an examination of each lesson.)</p>
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.<sup>16</sup></p>	<p>No</p>	<p>The aligned materials focuses on content outside of the appropriate grade. 27% of the lessons' major focus cover material not addressed in the 1st grade Common Core Standards. Money which does not appear in the CCSS until 2nd grade is found on Written Assessments 4, 10, 12, 19,21, 24, and 26. Patterns whether using shapes or numbers do not appear until 4th grade in the CCSS and appear on Written Assessments 7, 13, 19, and 26. Oral assessments also include money and pattern assessment.</p>
<p><b>Non-Negotiable</b>  <b>2. CONSISTENT, COHERENT CONTENT</b>  Each course's instructional materials are coherent and consistent with the content in the Standards.</p>	<p><b>REQUIRED</b>  <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>17</sup></p>	<p>No</p>	<p>Supporting content is not connected to major content. For example, there were many lessons covering the supporting cluster of Geometry, yet it is taught alone without any connection to major clusters. In another example, Lessons 4, 7, 10, 39, 82, and 118 are listed in the table of contents as the supporting standard 1.MD.C.4. While these lessons address counting, the counting used in these lessons is at Kindergarten level.</p>

<sup>14</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>15</sup> The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

<sup>16</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>17</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>2b) Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.</b> <sup>18</sup>	<b>No</b>	There was no evidence of the text connecting clusters and/or domains. Several lessons list two or more clusters, however these clusters are taught in isolation within the lesson with no connection. For example, Lessons 95, 108, 114, 121, and 132.
<b>Non-Negotiable</b> <b>3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. <sup>19</sup>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.	<b>Yes</b>	Materials develop conceptual understanding of key mathematical concepts.. For example, In Lesson 15 students use apples and drawings of apples to solve addition and subtraction problems related to telling a story with “some, some more” and “some, some went away” for 1.NBT.C.4 (Use and understand a variety of strategies to add within 100). Moving from concrete items to more abstract items develops conceptual understanding.
	<b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	<b>Yes</b>	Materials are designed so that students attain fluencies and procedural skills. For example, the fluency standard 1.OA.C.6 is addressed throughout the text. On page 9 and 16 of the teacher's manual, information about Teacher/Student Fact Cards, Class Fact Practice, Fact Homework Sheets and Sets of Learning Wrap Ups. The text offers extensive practice in Add/Subtract through 10, which is the required fluency for 1st grade.
	<b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop	<b>Yes</b>	Materials are designed so that the teachers and students spend sufficient time working with engaging applications where indicated in the standards. For example standards 1.OA.A.1 and 1.OA.A.2 are explicitly included in the lessons throughout the text. The text offers ample practice with application problems. For example, Lessons 12, 15, 33, 40, 50, 70, 80, 90,100, 110, 120, and 130 use real-world word problems and pictures to act out

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>		<p>addition and subtraction problems within 20 for 1.OA.A.1.</p>
	<p><b>REQUIRED</b>  <b>3d) Balance:</b> The three aspects of rigor are not always treated together and are not always treated separately.</p>	<p><b>Yes</b></p>	<p>The materials are well aligned to the content Standards for rigor in 3a - 3c and, as such, have attended to the three components of rigor. Throughout each unit of study, students are provided the opportunity to develop necessary, foundational understanding of grade-level math concepts in Lesson 21 students use drawn seeds of an apple to write number sentences for addition and subtraction problems for 1.OA.C.6. This understanding naturally and coherently leads to the development of particular procedural skills and, through repeated exposure, fluencies in Lesson 21 students practice fluencies with numbers within 10 for addition and subtraction on the provided worksheet for 1.OA.C.6 . The materials then provide students opportunities to apply their knowledge and skills in the real world context in Lesson 25 students create and solve word stories for "some, some more" 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, as well as, making meaningful connection between components of rigor preserving the balance that is called for by the Standards for this grade.</p>
<p><b>Non-Negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and coherence by connecting practice</p>	<p><b>REQUIRED</b>  <b>4a)</b> Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.</p>	<p><b>No</b></p>	<p>The lessons where Math Practices are referenced within the materials are not on grade level and therefore do not enrich the major work of the grade. For example, see pages 1-5 in the Volume 1 Teacher's Manual where there's a correlation to the Common Core Standards for Grade 1 and the Table of Content where Mathematical practices are listed</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards with content that is emphasized in the Standards. <sup>20</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			as being the sole focus of many lessons and in multiple locations. The Math Practices are only used and referenced sparingly throughout the text. None of the Lessons that are focused on 1st Grade Standards have a Math Practice cited. As a result the Math Practices do not enrich the learning of the grade-level content; rather, they distract from it.
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<b>Additional Criterion</b> <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year. <sup>10</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>5b)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge. <sup>10</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5c)</b> Materials base content progressions on the progressions in the Standards. <sup>21</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <sup>22</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. <sup>11</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Additional Criterion</b> <b>6. ALIGNMENT CRITERIA FOR</b>	<b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>23</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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

<sup>21</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) and #3 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>22</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p><b>STANDARDS FOR MATHEMATICAL PRACTICE:</b>            Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.<sup>24</sup> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students’ mathematical development. Alignments to practice standards are accurate.</p>		
	<p><b>6b)</b> Materials Support the Standards’ Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems.<sup>25</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>6c)</b> Materials explicitly attend to the specialized language of mathematics.<sup>12</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>Additional Criterion</b>  <b>7. INDICATORS OF QUALITY:</b>            Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.<sup>26</sup></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>7a)</b> There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7b)</b> There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>24</sup> Refer also to criterion #7 in the K–8 [Publishers’ Criteria](#) and #5 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

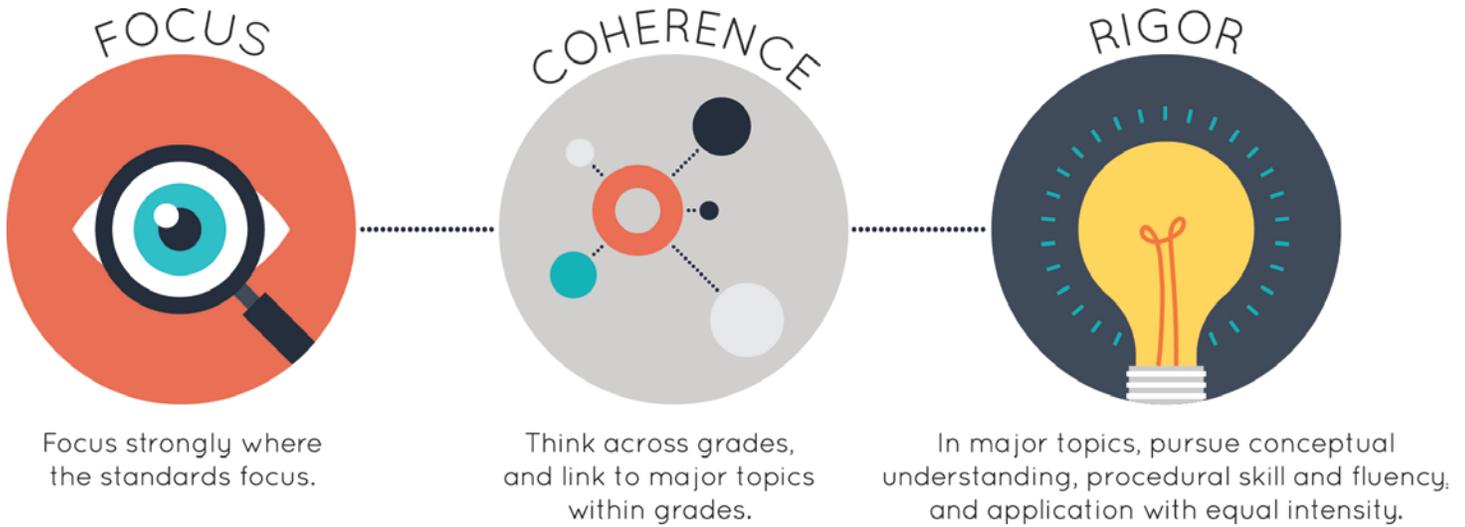
<sup>25</sup> Refer also to criterion #10 in the K–8 [Publishers’ Criteria](#) and #8 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		
	<b>7c)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7d)</b> The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	The material does feature lessons which contain major content of the grade at least 65% of the time.
	2. Consistent, Coherent Content	<b>No</b>	Supporting work does not support the major work of the grade and assessments contain material above grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	3. Rigor and Balance	<b>Yes</b>	The three components of rigor are addressed as required by the CCSS for 1 <sup>st</sup> grade.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards do not support the major work of the grade.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

Strong mathematics instruction contains the following elements:



Title: **HMH Saxon Math**

Grade: **2**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2012**

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

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

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

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

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.</b>			
<p><b>Non-Negotiable</b>  <b>1. FOCUS ON MAJOR WORK<sup>27</sup>:</b>            Students and teachers using the materials as designed devote the large majority<sup>28</sup> of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	No	<p>As indicated in the teacher's manual in the table of contents, each lesson identifies with a standard.. Only 44% (72 out of 163) of the lessons and investigations covered the major clusters of 2nd grade; 14% (23 out of 163) covered supporting clusters; and 15% (25 out of 163) covered additional clusters. (These percentages were obtained by looking at the major focus of each lesson, as listed in the table of contents and an examination of each lesson.)</p>
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.<sup>29</sup></p>	No	<p>The aligned materials focus on content outside of the appropriate grade. 27% of the lessons and investigations covered material not addressed in the 2nd grade Common Core Standard. Most of the assessments feature material above grade level. For example, Written assessments 1, 2, and 10 use patterns either using shapes or numbers which are not introduced until 4th grade in the CCSS. Written assessments 12, 22, 23, and 25 use the notions of perimeter (3rd grade), symmetry, parallel, and perpendicular (4th grade). Written assessments 13, 15, 19, and 25 ask students to create fractions for the amount of shading completed on set of figures; written fractions should not be introduced until 3rd grade, while the 2nd grade level should refer to fractions as words (one half). Written assessments 20, 21 23, and 25 feature multiplication which should not be introduced until 3rd grade in the CCSS</p>

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

<sup>28</sup> The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p><b>Non-Negotiable</b>  <b>2. CONSISTENT, COHERENT CONTENT</b>            Each course’s instructional materials are coherent and consistent with the content in the Standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>30</sup></p>	<p>No</p>	<p>Supporting content is not connected to major content. For example, Lessons 2, 13, 17, 31, 37, 39, 43, 48, 78, 82, 92, 96, 97, 105, 110, 113, 116, 117, 121, 122, 125, 127, and 133 feature supporting content such as counting money, reading or creating a graph, and even and odd numbers (2.OA.C, 2.MD.C, and 2.MD.D) However, for the most part these lessons do not connect to the major work of the grade requiring students to add or subtract multi-digit numbers.</p>
	<p><b>REQUIRED</b>  <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.<sup>31</sup></p>	<p>Yes</p>	<p>Materials include problems and activities that serve to connect two or more clusters in a domain. For example, Lesson 55 asks student to measure to the nearest foot and then to add and subtract problems using measurements. These measurements include multi digit addition and subtraction. (2.MD.A and 2.MD.B). In another example, Lesson 74 asks students to represent numbers using base ten block and then asks students to imagine using the base ten blocks in order to increase fluency for mental computation to add and subtract 100. (2.NBT.A and 2.NBT.B).</p>
<p><b>Non-Negotiable</b>  <b>3. RIGOR AND BALANCE:</b>            Each grade’s instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.<sup>32</sup></p>	<p><b>REQUIRED</b>  <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.</p>	<p>Yes</p>	<p>Materials develop conceptual understanding of key mathematical concepts. Students are engaged with manipulatives in each lesson moving students from concrete thinking to more abstract. For example, Lesson 74 uses base ten blocks to represent numbers and then extends this lesson to helping students to visualize base ten blocks for mental computation for 2.NBT.B.7 (add and subtract within 1000).</p>
	<p><b>REQUIRED</b>  <b>3b) Attention to Procedural Skill and Fluency:</b> The</p>	<p>Yes</p>	<p>Materials are designed so that students attain fluencies and procedural skills. For example, the fluency standards 2.NBT.B.5 and 2.OA.B.2 are</p>

<sup>30</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>		<p>addressed throughout the text. On page 9 and 16 of the teacher's manual, information about Teacher/Student Fact Cards, Class Fact Practice, Fact Homework Sheets and Sets of Learning Wrap Ups. The text offers extensive practice in Add/Subtract through 20, which is the required fluency for 2nd grade. Each lesson also features a fact practice session at the beginning of the lesson. (Lesson 97, subtracting 7 and 6).</p>
	<p><b>REQUIRED</b>  <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	<p>Yes</p>	<p>Materials are designed so that the teachers and students spend sufficient time working with engaging applications. For example standards 2.OA.A.1, 2.MD.B.5, and 2.MD.C.8 are not explicitly listed in the lessons throughout the text. However, their corresponding clusters are listed next to the corresponding lessons. For example, Lessons 8, 10, 11, 20, 22, 30, 40, 55, 60, 80, 91, 100, 107, 110, and 116 use word problems to solve problems as indicated by the previously mentioned standards.</p>
	<p><b>REQUIRED</b>  <b>3d) Balance:</b> The three aspects of rigor are not always treated together and are not always treated separately.</p>	<p>Yes</p>	<p>The materials are well aligned to the content Standards for rigor in 3a - 3c and, as such, have attended to the three components of rigor. Throughout each unit of study, students are provided the opportunity to develop necessary, foundational understanding of grade-level math concepts in Lesson 79 students use money to solve two-digit addition and subtraction money and a variety of strategies to develop conceptual understanding for 2.NBT.B.7. This understanding naturally and coherently leads to the development of particular procedural skills and, through repeated exposure, fluencies in Lesson 79 students also complete fluency worksheets to practice addition and subtraction for 2.NBT.B.7. The materials then provide students opportunities to apply their knowledge and skills in the real world context in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
			Lesson 80 students draw pictures to solve word problems for 2.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, as well as, making meaningful connection between components of rigor preserving the balance that is called for by the Standards for this grade.
<p><b>Non-Negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.<sup>33</sup></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>4a)</b> Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.</p>	<p><b>No</b></p>	<p>The lessons where Math Practices are referenced within the materials are not on grade level and therefore do not enrich the major work of the grade. For example, see pages 1-5 in the Volume 1 Teacher's Manual where there's a correlation to the Common Core Standards for Grade 2 and the Table of Content where Mathematical practices are listed as being the sole focus of many lessons and in multiple locations. The Math Practices are only used and referenced sparingly throughout the text. None of the Lessons that are focused on 2nd Grade Standards have a Math Practice cited. As a result the Math Practices do not enrich the learning of the grade-level content; rather, they distract from it.</p>
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion</b>  <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b>  Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.</p>	<p><b>REQUIRED</b>  <b>5a)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.<sup>10</sup></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>REQUIRED</b>  <b>5b)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	reorganized and extended to accommodate the new knowledge. <sup>10</sup>		
	<b>5c)</b> Materials base content progressions on the progressions in the Standards. <sup>34</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <sup>35</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. <sup>11</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Additional Criterion</b> <b>6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:</b> Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>36</sup> Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. <sup>37</sup> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>6b)</b> Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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

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

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

<sup>37</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) and #5 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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

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

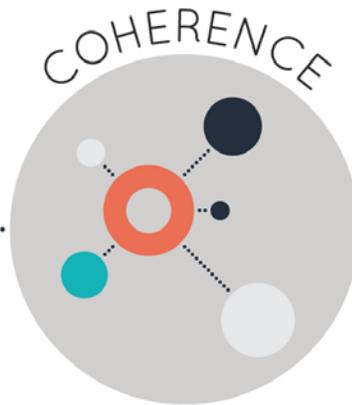
<sup>39</sup> Refer also to pages 18-20 in the K – 8 [Publishers' Criteria](#) and pages 16-18 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Less than 65% of the content is based on the major work of the grade, while assessments address material outside of the scope of 2 <sup>nd</sup> grade.
	2. Consistent, Coherent Content	<b>No</b>	Supporting work does not support the major work of the grade, however problems exist that connect clusters or domains within the CCSS.
	3. Rigor and Balance	<b>Yes</b>	Materials address the types of rigor as indicated by the CCSS for 2 <sup>nd</sup> Grade.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards do not enrich the major work of the grade.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>			

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



Think across grades, and link to major topics within grades.



In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **HMH Saxon Math**

Grade: **3**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2012**

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

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

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

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

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.</b>			
<p><b>Non-Negotiable</b>  <b>1. FOCUS ON MAJOR WORK<sup>40</sup>:</b>            Students and teachers using the materials as designed devote the large majority<sup>41</sup> of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p>No</p>	<p>Materials do not devote the large majority of class time to the major work of the grade. Only 54% ( 59 of 110) of the lessons and investigations covered the major clusters of 3rd grade; 4% (4 of 110) covered supporting clusters; and 14% (15 of 110) covered additional clusters. These percentages were calculated using the table of contents and correlations document as well as an in depth look at each lesson.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.<sup>42</sup></p>	<p>No</p>	<p>The aligned materials focus on content outside of the appropriate grade. 28% of the lessons and investigations covered material not addressed in the 3rd grade Common Core Standards. One example of this, would be Lesson 21. The new concept in this lesson is Naming Dollars and Cents and Exchanging Dollars, Dimes, and Pennies. There are no 3rd grade standards involving money (2.MD.C.8) and this lesson does not label the lesson as review or use to scaffold to new instruction . Lesson 65 also features fluency practice involving multiplication with products over 100. (12x12). No assessments were provided to determine aligned content.</p>
<p><b>Non-Negotiable</b>  <b>2. CONSISTENT, COHERENT CONTENT</b>            Each course’s instructional materials are coherent and consistent with the content in the Standards.</p>	<p><b>REQUIRED</b>  <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>43</sup></p>	<p>No</p>	<p>Supporting content is not connected to major content. Lessons 65 - 69 cover the supporting cluster of Geometry, yet it is taught alone without any connection to major clusters. Lesson 105 is listed as using 3.OA.9 and 3.G.1, however while students are sorting shapes into venn diagrams it is not possible for them to also notice patterns as there are a total of three shapes used and each venn diagram is labeled beforehand with the noted observation.</p>

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

<sup>41</sup> The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

<sup>42</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>43</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>2b) Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.</b> <sup>44</sup>	<b>No</b>	<p>The CCSS Correlations document indicated several lessons where various clusters and domains were included. However, upon closer inspection this is not the case. For example, Lesson 34 discusses measurements using inches, feet, and yards. (3.MS.4) but does not ask student to identify arithmetic patterns (3.OA.9). In another example, Lesson 39 does allow students practice towards fluency for (3.NBT.2), however problems are not two-step word problems as indicated by (3.OA.8).</p>
<b>Non-Negotiable</b> <b>3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. <sup>45</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.	<b>No</b>	<p>There is very little practice of conceptual understanding. There is a section called "Math Conversations" found throughout the teacher's edition, but the scripts for the conversation ask simple recall questions that do not require deeper understanding of the students. In Lesson 15 students should use place value understanding to round (3.NBT.A.1), however the lesson simplifies place value to finding the nearest number with one zero (nearest 10) or with two zeros (nearest hundred) without using place value understanding.</p>
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	<b>No</b>	<p>Materials are not designed so that students attain fluencies and procedural skills. For example, the fluency standards 3.OA.C.7 is not addressed explicitly throughout the text. On page 21 Lesson 4, the Power Up section provides information about facts, jumpstart, and mental math. The text does offer daily practice with procedural skill and fluency, but rarely does this practice encompass the major work of 3rd grade. Early in the text there is practice on the required fluencies for first and second grade. Toward the end of the grade the multiplication practice extends beyond the required fluency for 3rd grade because the students are multiplying double-digit products.</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p><b>REQUIRED</b>  <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>	No	<p>Though there is extensive application problems in the student text, the problems lack depth and do not focus on the major work of the grade. For example there are many application problems focusing on money which is a 2nd grade standard. There are very few multi-step problems. Often, what the text considers a multi-step problem is a stem followed by a., b., and c. Standard 3.OA.8 should feature two-step word problems, however in the lessons indicated on the correlations document for 3.OA.8, no lesson features two-step problems only one-step. (Lessons 39, 60, and 90).</p>
	<p><b>REQUIRED</b>  <b>3d) Balance:</b> The three aspects of rigor are not always treated together and are not always treated separately.</p>	No	<p>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 this grade. For an overwhelming majority of the course, 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, Lesson 23 features a variety of standards and all components of rigor. Students complete a fluency section, application questions and work through the given lesson. The associated practice provides a mixture of problems with all three components of rigor and a variety of standards. 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.</p>
<p><b>Non-Negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and coherence by connecting practice</p>	<p><b>REQUIRED</b>  <b>4a)</b> Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.</p>	No	<p>Materials do not directly address the practice standards to enrich the Major Work of the grade. A correlations document exists that relates each practice standards to several lessons, however this correlation listing is not descriptive enough and lessons mostly addressed by the practice standards are not on grade level. For example MP.3 is listed as</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards with content that is emphasized in the Standards. <sup>46</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			being used in Lessons 26, 27, and 44 however these lessons do not feature material at the 3rd grade level. Math practices are not addressed throughout the text, which could strengthen their use. Math practices are not addressed in the student edition.
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<b>Additional Criterion</b> <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year. <sup>10</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>5b)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge. <sup>10</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5c)</b> Materials base content progressions on the progressions in the Standards. <sup>47</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <sup>48</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. <sup>11</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Additional Criterion</b> <b>6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL</b>	<b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>49</sup> Over the course of any given year of instruction, each	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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

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

<sup>48</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) and #4 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p><b>PRACTICE:</b>            Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. <sup>50</sup> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students’ mathematical development. Alignments to practice standards are accurate.		
	<b>6b) Materials Support the Standards’ Emphasis on Mathematical Reasoning:</b> Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems. <sup>51</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>6c) Materials explicitly attend to the specialized language of mathematics.</b> <sup>12</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>Additional Criterion</b>  <b>7. INDICATORS OF QUALITY:</b>            Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.<sup>52</sup></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<b>7a) There is variety in what students produce.</b> For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7b) There are separate teacher materials that support and reward teacher study including, but not limited to:</b> 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	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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

<sup>51</sup> Refer also to criterion #10 in the K–8 [Publishers’ Criteria](#) and #8 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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

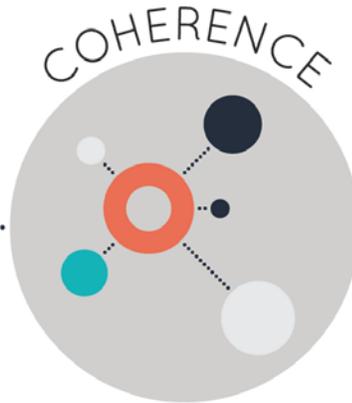
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		
	<b>7c)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7d)</b> The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Less than 65% of the content features major work for 3 <sup>rd</sup> grade, material also has a large percentage of off grade level content.
	2. Consistent, Coherent Content	<b>No</b>	Supporting work does not support the major work of the grade and materials do not contain problems that serve to connect multiple clusters or domains.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	3. Rigor and Balance	<b>No</b>	Materials do not address the three aspects of rigor according to the CCSS for 3 <sup>rd</sup> grade.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards do not enrich the major work of the grade.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



Think across grades, and link to major topics within grades.



In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **HMH Saxon Math**

Grade: **4**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2012**

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

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

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

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

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.</b>			
<p><b>Non-Negotiable</b>  <b>1. FOCUS ON MAJOR WORK<sup>53</sup>:</b>            Students and teachers using the materials as designed devote the large majority<sup>54</sup> of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.</p>	<p>No</p>	<p>Only 58% (71 of 120) of the lessons and investigations covered the major clusters of 4th grade; 8% (9 of 120) covered supporting clusters; 11% (13 of 120) covered additional clusters. These percentages were calculated using the table of contents and correlations document as well as an in depth look at each lesson. Some lessons were listed as using standards that support major work in the Correlations document, however Lessons 4, 11,12, 24,25, 28 and 29 do not include major work within each lesson.</p>
	<p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.<sup>55</sup></p>	<p>No</p>	<p>The aligned materials focuses on content outside of the appropriate grade. On page 322,percents are introduced and are not introduced in the CCSS until 6th grade in 6.RP.A.3. 23% (28 of 120) of the lessons and investigations covered material not addressed in the 4th grade Common Core Standards. No assessments were provided to determine aligned content.</p>
<p><b>Non-Negotiable</b>  <b>2. CONSISTENT, COHERENT CONTENT</b>            Each course’s instructional materials are coherent and consistent with the content in the Standards.</p>	<p><b>REQUIRED</b>  <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>56</sup></p>	<p>No</p>	<p>Supporting content is not connected to major content in meaningful ways. For example Lessons 19, 21, 22, 40, 43, and 55 contain supporting work (4.MD.A and 4.MD.B) with no major work. Lessons 27, 31, 58, 69, and 83 list supporting work with major work in the correlations document, however Lesson 27 (4.MD.A.2) does not have major work, Lesson 31 does not actually have supporting work but rather supports (4.NBT.B.4), Lesson 58, 69, and 83 (4.MD.A.2) do use supporting standards</p>

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

<sup>54</sup> The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

<sup>55</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p><b>REQUIRED</b>  <b>2b) Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.</b><sup>57</sup></p>	<p>Yes</p>	<p>(4.MD.A.2) to support major work (4.NBT.5), but these problems are minimal.</p> <p>Using the Correlation Document, Lessons 23, 28, 38, 41, 45, 46, 49, 52, 55, 80, and 88 are listed as using either multiple clusters or multiple domains to introduce and connect material in the lesson. Lesson 23 uses the notion of angle (4.MD.5) to draw a right triangle (4.G.1). Lesson 88 uses a multi-step word problem (4.OA.3) to find remainders (4.NBT.6).</p>
<p><b>Non-Negotiable</b>  <b>3. RIGOR AND BALANCE:</b>            Each grade’s instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.<sup>58</sup></p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p><b>REQUIRED</b>  <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.</p>	<p>Yes</p>	<p>Materials develop conceptual understanding of key mathematical concepts. Lesson 89 addresses (4.NF.3) by demonstrating adding and subtracting fractions by using fraction circles and parts. Also the teacher’s edition also using problem solving discussions to drive conceptual thinking. For example, pg. 568B using a discussions to solve a word problem, the discussion uses concepts such as making the problem simpler and creating a math problem.</p>
	<p><b>REQUIRED</b>  <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	<p>No</p>	<p>Materials are not designed so that students attain fluencies and procedural skills. For example, the fluency standard 4.NBT.B.4 is not addressed explicitly throughout the text. On page 519 Lesson 81, the Power Up section only provides information about facts, count aloud, and mental math. Though the text offers daily fluency practice, these practices do not focus on the required fluency for 4th grade, Add/Subtract within 1,000,000.</p>
	<p><b>REQUIRED</b></p>	<p>Yes</p>	<p>Materials are designed so that the teachers and students spend sufficient time working with</p>

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

<sup>58</sup> Refer also to criterion #4 in the K–8 [Publishers’ Criteria](#) and #2 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p><b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>		<p>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 even though the publisher included the strands. In Lesson 43 on page 279, the written practice provides a plethora of application problems as indicated by standard 4.MD.2.</p>
	<p><b>REQUIRED</b>  <b>3d) Balance:</b> The three aspects of rigor are not always treated together and are not always treated separately.</p>	<p>No</p>	<p>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 this grade. For an overwhelming majority of the course, 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, Lesson 46 features a variety of standards and all components of rigor. Students complete a fluency section, application questions (Ex. 2) and work through the given lesson on conceptual understanding of 4.NBT.B.5 and 4.NB.B.6. The associated practice provides a mixture of problems with all three components of rigor and a variety of standards. 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.</p>
<p><b>Non-Negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and coherence by connecting practice</p>	<p><b>REQUIRED</b>  <b>4a)</b> Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.</p>	<p>No</p>	<p>Materials do not directly address the practice standards to enrich the Major Work of the grade. A correlations document exists that relates each practice standards to several lessons, however this correlation listing is not descriptive enough and lessons mostly addressed by the practice standards are not on grade level. For example MP.2 is listed as</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards with content that is emphasized in the Standards. <sup>59</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			being used in Lesson 11, 14, 16, 21, 24,72, 103,114, and 115. However, major work is only found in Lesson 103 and 114. Math practices are not addressed throughout the text, which could strengthen their use. Math practices are not addressed in the student edition.
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<b>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>5a)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year. <sup>10</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>REQUIRED</b> <b>5b)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge. <sup>10</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5c)</b> Materials base content progressions on the progressions in the Standards. <sup>60</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards. <sup>61</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. <sup>11</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL</b>	<b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. <sup>62</sup> Over the course of any given year of instruction, each	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

<sup>59</sup> Refer also to criterion #8 in the K–8 [Publishers' Criteria](#) and #6 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p><b>PRACTICE:</b> Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.<sup>63</sup> There are teacher-directed materials that explain the role of the practice standards in the classroom and in students’ mathematical development. Alignments to practice standards are accurate.</p>		
	<p><b>6b) Materials Support the Standards’ Emphasis on Mathematical Reasoning:</b> Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems.<sup>64</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>6c) Materials explicitly attend to the specialized language of mathematics.</b><sup>12</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>Additional Criterion</b> <b>7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.<sup>65</sup></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>7a) There is variety in what students produce.</b> For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>7b) There are separate teacher materials that support and reward teacher study including, but not limited to:</b> 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</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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

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

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

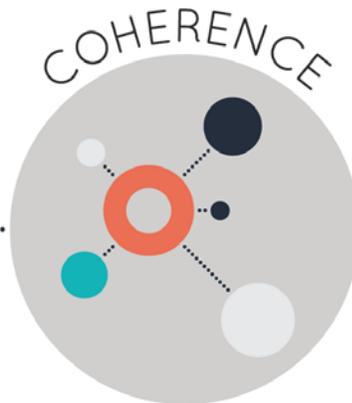
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		
	<b>7c)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7d)</b> The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7e)</b> Lessons are appropriately structured and scaffolded to support student mastery.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7f)</b> Materials support the uses of technology as called for in the Standards.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Less than 65% of the content contains the major work of the grade, while a large portion of the content addresses material outside of the scope of 4 <sup>th</sup> grade.
	2. Consistent, Coherent Content	<b>No</b>	Supporting work does not support the major work of the grade, however problems exist that server to connect clusters or domains within the grade level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	3. Rigor and Balance	<b>No</b>	While materials address conceptual understanding and application according to the CCSS for 4 <sup>th</sup> grade, fluency is not addressed accordingly.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards do not enrich the major content for the grade.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>			

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



Think across grades, and link to major topics within grades.



In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **HMH Saxon Math**

Grade: **5**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2012**

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

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

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

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

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.</b>			
<p><b>Non-Negotiable</b>  <b>1. FOCUS ON MAJOR WORK<sup>66</sup>:</b>  Students and teachers using the materials as designed devote the large majority<sup>67</sup> of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>1a)</b> Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.</p> <p><b>REQUIRED</b>  <b>1b)</b> In any one grade/course, aligned materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.<sup>68</sup></p>	<p>No</p> <p>No</p>	<p>Only 48% (57 of 120) of the lessons and investigations covered the major clusters of 5th grade; 4% (5 of 120) covered supporting clusters; and 8% (9 of 120) covered additional clusters. These percentages were calculated using the table of contents and correlations document as well as an in depth look at each lesson.</p> <p>The aligned materials focus on content outside of the appropriate grade. In Lesson 97, Ratios are addressed, which are not covered in the CCSS until grade 6 (6.RP.A.1) . 40% ( 48 of 120) of the lessons and investigations covered are not addressed in the 5th grade Common Core Standards. No assessments were provided to determine aligned content.</p>
<p><b>Non-Negotiable</b>  <b>2. CONSISTENT, COHERENT CONTENT</b>  Each course’s instructional materials are coherent and consistent with the content in the Standards.</p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>69</sup></p>	<p>No</p>	<p>Supporting content is not connected to major work in meaningful ways. Lessons that feature supporting work (5.MD.A and 5.MD.b) do not support the major work of the grade. For example Lessons 44, 47, 76, and 85 contain supporting content with no major work. Lesson 46 according to the Correlation document contains 5.NF.4 and 5.MD.1, however 5.MD.1 is not present in the lesson. Lesson 66 also lists 5.NBT.3 and 5.MD.1, however this lesson does not compare decimals for 5.NBT.3 but only measures items using centimeters.</p>

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

<sup>67</sup> The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

<sup>68</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<b>REQUIRED</b> <b>2b)</b> Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important. <sup>70</sup>	No	The CCSS Correlations document indicated several lessons where various clusters and domains were included. However, upon closer inspection this is not the case. For example, Lesson 51 is listed as using 5.OA and 5.NBT but only uses 5.NBT to multiply 2 digit numbers. Lesson 13 is listed as using 5.OA.2 and 5.NBT.7 but only uses 5.NBT.7.
<b>Non-Negotiable</b> <b>3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. <sup>71</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.	Yes	Materials develop conceptual understanding of key mathematical concepts. There are also 3 examples and an activity in the student edition. Although standard 5.NF.A.2 is not addressed. The students must understand the concept of adding and subtracting fractions with common denominators in Lesson 41. This lesson also uses fraction pieces to model adding and subtracting with concrete items.
	<b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	No	Materials are not designed so that students attain fluencies and procedural skills. For example, the fluency standards 5.NBT.B.5 is not addressed explicitly throughout the text. On page 257 Lesson 41, the Power Up section provides information about facts, problem solving, and mental math. Though the text offers daily fluency practice, these practices do not focus on the required fluency for 5th grade, multi-digit multiplication. For example, Lesson 40 where students practice fluency on division facts.
	<b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade/course including ample practice with single-step and multi-step contextual	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, Lessons 39 and 40 feature word problems associated with the above standards when working

<sup>70</sup> Refer also to criterion #6 in the K–8 [Publishers’ Criteria](#) and #4 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>71</sup> Refer also to criterion #4 in the K–8 [Publishers’ Criteria](#) and #2 in the High School [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	<p>problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.</p>		<p>with fractions.</p>
	<p><b>REQUIRED</b>  <b>3d) Balance:</b> The three aspects of rigor are not always treated together and are not always treated separately.</p>	<p><b>No</b></p>	<p>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 this grade. For an overwhelming majority of the course, 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, Lesson 76 features a variety of standards and all components of rigor. Students complete a fluency section, application questions (Ex. 1) and work through the given lesson on conceptual understanding of 5.NF.B.4. The associated practice provides a mixture of problems with all three components of rigor and a variety of standards. 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.</p>
<p><b>Non-Negotiable</b>  <b>4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</b>  Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.<sup>72</sup></p> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>4a)</b> Materials address the practice standards in such a way as to enrich the major work of the grade/course; practices strengthen the focus on major work instead of detracting from it, in both teacher and student materials.</p>	<p><b>No</b></p>	<p>Materials do not directly address the practice standards to enrich the Major Work of the grade. A correlations document exists that relates each practice standards to several lessons, however this correlation listing does not provide a sufficient description of how the math practices are supported in the text. The math practices also do not strengthen the major work of the grade. For example MP.2 is listed as being used in Lesson 11, 14, 16, 21, 24, 72, 103, 114, and 115. However, major work is only found in Lesson 103 and 114.</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion</b>  <b>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b>            Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>5a)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.<sup>10</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>REQUIRED</b>  <b>5b)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.<sup>10</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>5c)</b> Materials base content progressions on the progressions in the Standards.<sup>73</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.<sup>74</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<p><b>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.<sup>11</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<p><b>Additional Criterion</b>  <b>6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:</b>            Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than</p>	<p><b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.<sup>75</sup> Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.<sup>76</sup> There are teacher-directed materials that explain the role of the practice</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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

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

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

<sup>76</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) and #5 in the High School [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
detract from the focus and include additional content/skills to teach which are not included in the Standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	standards in the classroom and in students’ mathematical development. Alignments to practice standards are accurate.		
	<b>6b)</b> Materials Support the Standards’ Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems. <sup>77</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>6c)</b> Materials explicitly attend to the specialized language of mathematics. <sup>12</sup>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>Additional Criterion</b> <b>7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. <sup>78</sup>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>7a)</b> There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7b)</b> There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	<b>7c)</b> Support for English Language Learners and other special populations is thoughtful and helps those	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.

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

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

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

**FINAL EVALUATION**

*Tier 1 ratings* receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Less than 65% of the materials focus on the major work for 5 <sup>th</sup> grade, while a large portion of content is not focused on the scope of material for 5 <sup>th</sup> grade.
	2. Consistent, Coherent Content	<b>No</b>	Supporting work does not support the major work of the grade, while content does not connect clusters or domains within the grade level.
	3. Rigor and Balance	<b>No</b>	Conceptual Understanding and Application are addressed according to the CCSS for 5 <sup>th</sup> grade, while fluency and procedural skill are not addressed accordingly.
	4. Focus and Coherence via Practice Standards	<b>No</b>	Practice standards do not enrich the major work of the grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non- negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non- negotiable criteria were not met.
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non- negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier III, Not representing quality</u></b>			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.