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: **www.aleks.com Mathematics** Grade: **6-8**

Publisher: **McGraw Hill School Education, LLC** Copyright: **2014**

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

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

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

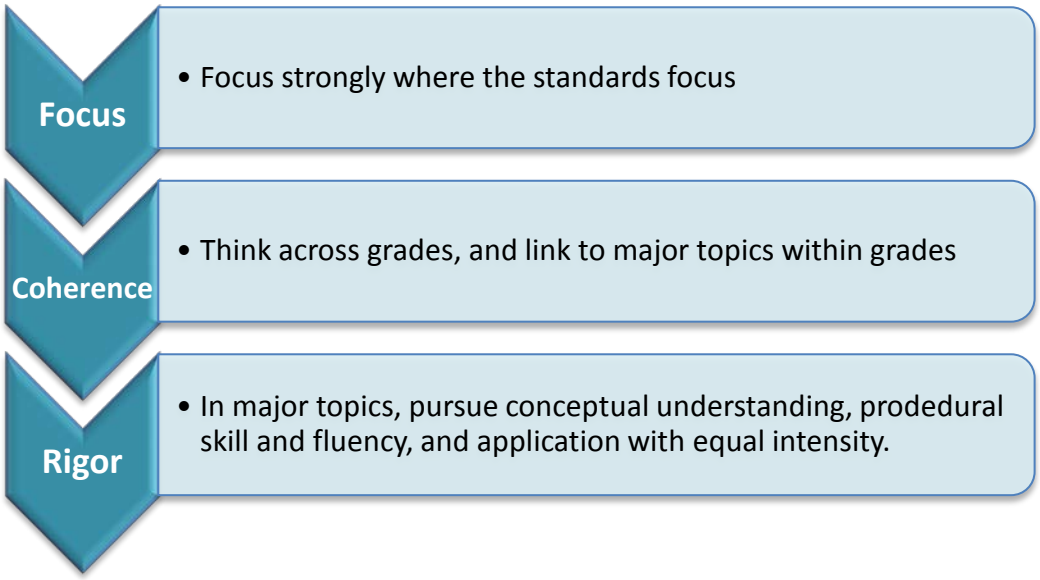
The following two indicators may be impacted:

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

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

Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	This program currently is reviewed as "No" for this criterion because the materials are supplemental and do not devote the majority of class time to the major work of the grade. Items are included before the grade level in which they are introduced in the standards.	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 consistently found to address individual topics, not to connect the major content to the supporting content. All activities focus on the topic to be mastered without making connections.	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:



Title: **www.aleks.com Mathematics** **Grade:** **6-8**

Publisher: **McGraw-Hill School Education, LLC** **Copyright:** **2014**

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

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

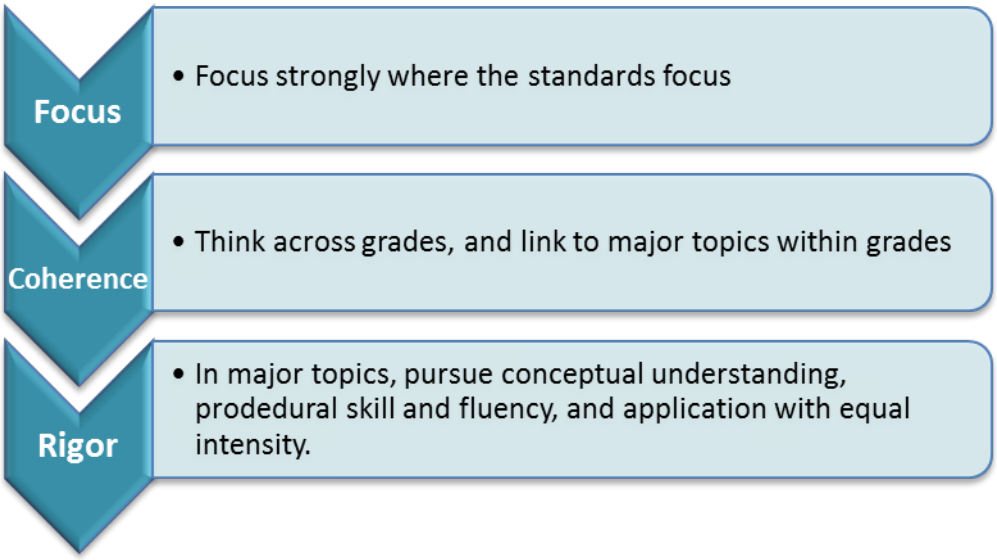
STRONG	WEAK
	Focus on Major Work (Non-Negotiable)
	Consistent, Coherent Content (Non-Negotiable)
	Rigor and Balance (Non-Negotiable)
	Practice-Content Connections (Non-Negotiable)

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

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

Click below for complete grade-level reviews:
Grade 6 (Tier 3) Grade 7 (Tier 3) Grade 8 (Tier 3)

Strong mathematics instruction contains the following elements:



Title: **www.aleks.com Mathematics** **Grade:** **6**

Publisher: **McGraw-Hill School Education, LLC** **Copyright:** **2014**

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

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

STRONG	WEAK
	Focus on Major Work (Non-Negotiable)
	Consistent, Coherent Content (Non-Negotiable)
	Rigor and Balance (Non-Negotiable)
	Practice-Content Connections (Non-Negotiable)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**No**	This set of materials is a collection of assessment items. There is a tab labeled "State Standards." Clicking on this tab brings up the Standards for Grade 6. There are sets of items listed under each standard, but there are sets of problems included in the Grade 6 "Default View" listing that are not included in the "State Standards" listing. As a result, it is impossible to determine how much class time would be spent on major work of the grade.
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**No**	Items are included before the grade level in which they are introduced in the Standards. For example, questions are provided on "Translations" and "Reflections."
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ☒ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	Items are connected to individual standards, and no explicit connection is made between supporting content and major content.
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.[5]	**No**	Items are connected to individual standards, so there is no explicit connection made between clusters or domains.

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
Non-Negotiable 3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the standards and help students meet the standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[6] ☐ Yes ■ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**No**	Insufficient attention is paid to conceptual understanding. For example, standard 6.RP.A.1 reads "Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities." In the materials, this standard instead reads "Use ratios to describe relationships between quantities." The problems given as examples of this standard lack a focus on conceptual understanding.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	Although many sets of items aligned to fluency standards are provided, no explanation is provided on how to use these items to build student procedural skill and fluency.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**No**	Insufficient attention is paid to application. For example, standard 6.NS.C.8 begins "Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane." In the materials, this standard instead reads "Solve problems by graphing points on the coordinate plane." The problems given as examples of this standard lack a focus on application.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**No**	No explicit attempt to balance the aspects of rigor is evident.

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

Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ☐ Yes ■ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**No**	The Standards for Mathematical Practice are listed under the State Standards tab. Sets of items are aligned to the Standards for Mathematical Practice, but the example items for the sets do not mention the Standards for Mathematical Practice.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**No**	No description is provided.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. [9]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5b)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5c)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]		Not evaluated. Non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]		Not evaluated. Non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]		Not evaluated. Non-negotiable criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6c)** Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.[12]		Not evaluated. Non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]		Not evaluated. Non-negotiable criteria were not met.

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

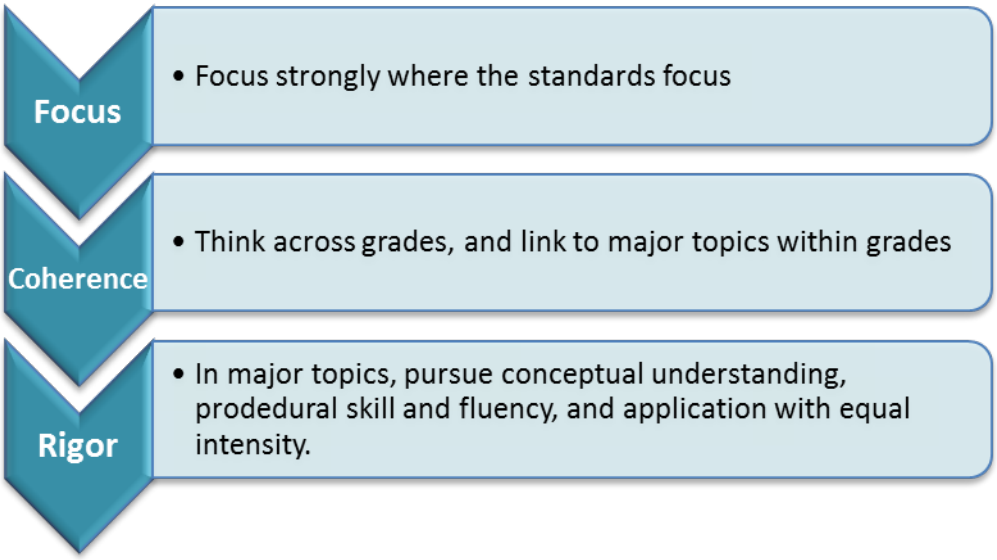
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.		Not evaluated. Non-negotiable criteria were not met.
	7f) There is variety in the pacing and grain size of content coverage.[13]		Not evaluated. Non-negotiable criteria were not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		Not evaluated. Non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria were not met.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	This set of materials is a collection of assessment items. Items are included before the grade level in which they are introduced in the Standards.
	2. Consistent, Coherent Content	**No**	Items are connected to individual standards.
	3. Rigor and Balance	**No**	The materials do not support conceptual understanding, procedural skill and fluency, and application with equal intensity.
	4. Practice-Content Connections	**No**	The mathematical practices are not explained explicitly.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: **www.aleks.com Mathematics** **Grade:** **7**

Publisher: **McGraw-Hill School Education, LLC** **Copyright:** **2014**

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

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

STRONG	WEAK
	Focus on Major Work (Non-Negotiable)
	Consistent, Coherent Content (Non-Negotiable)
	Rigor and Balance (Non-Negotiable)
	Practice-Content Connections (Non-Negotiable)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ☐ Yes ■ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**No**	This set of materials is a collection of assessment items. There is a tab labeled "State Standards." Clicking on this tab brings up the Standards for Grade 7. There are sets of items listed under each standard, but there are sets of problems included in the Grade 7 "Default View" listing that are not included in the "State Standards" listing. As a result, it is impossible to determine how much class time would be spent on major work of the grade.
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**No**	Items are included before the grade level in which they are introduced in the Standards. For example, questions are provided on "Similar Polygons" and "Similar Right Triangles."
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ■ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	Items are connected to individual standards, and no explicit connection is made between supporting content and major content.
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.[5]	**No**	Items are connected to individual standards, so there is no explicit connection made between clusters or domains.

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
Non-Negotiable 3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the standards and help students meet the standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[6] ☐ Yes ☒ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**No**	Insufficient attention is paid to conceptual understanding. For example, standard 7.EE.A.2 reads "Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related." In the materials, a set of items aligned to this standard is titled "Clearing fractions in an equation;" no connection is made between "clearing fractions" and rewriting expressions. The problems given as examples of this standard lack a focus on conceptual understanding.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	Although many sets of items aligned to fluency standards are provided, no explanation is provided on how to use these items to build student procedural skill and fluency.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**No**	Insufficient attention is paid to application. For the most part, standards which require attention to application are addressed with low-level word problems.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**No**	No explicit attempt to balance the aspects of rigor is evident.

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

Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8]	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**No**	The Standards for Mathematical Practice are listed under the State Standards tab. Sets of items are aligned to the Standards for Mathematical Practice, but the example items for the sets do not mention the Standards for Mathematical Practice.
☐ Yes ☐ No	**REQUIRED** **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**No**	No description is provided.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards.[9]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5b)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5c)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]		Not evaluated. Non-negotiable criteria were not met.
☐ Yes ☐ No	**5d)** Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]		Not evaluated. Non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.[11]		Not evaluated. Non-negotiable criteria were not met.

[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.
[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6c)** Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.[12]		Not evaluated. Non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]		Not evaluated. Non-negotiable criteria were not met.

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

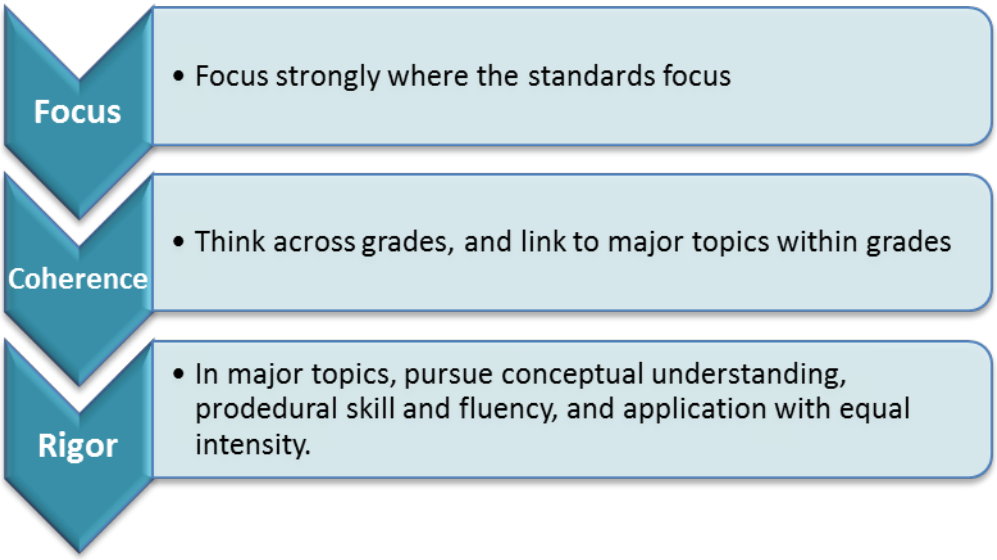
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.		Not evaluated. Non-negotiable criteria were not met.
	7f) There is variety in the pacing and grain size of content coverage.[13]		Not evaluated. Non-negotiable criteria were not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		Not evaluated. Non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria were not met.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	This set of materials is a collection of assessment items. Items are included before the grade level in which they are introduced in the Standards.
	2. Consistent, Coherent Content	**No**	Items are connected to individual standards.
	3. Rigor and Balance	**No**	The materials do not support conceptual understanding, procedural skill and fluency, and application with equal intensity.
	4. Practice-Content Connections	**No**	The mathematical practices are not explained explicitly.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Strong mathematics instruction contains the following elements:



Title: **www.aleks.com Mathematics** **Grade:** **8**

Publisher: **McGraw-Hill School Education, LLC** **Copyright:** **2014**

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

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

STRONG	WEAK
	Focus on Major Work (Non-Negotiable)
	Consistent, Coherent Content (Non-Negotiable)
	Rigor and Balance (Non-Negotiable)
	Practice-Content Connections (Non-Negotiable)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**No**	This set of materials is a collection of assessment items. There is a tab labeled "State Standards." Clicking on this tab brings up the Standards for Grade 8. There are sets of items listed under each standard, but there are sets of problems included in the Grade 8 "Default View" listing that are not included in the "State Standards" listing. As a result, it is impossible to determine how much class time would be spent on major work of the grade.
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**No**	Content from prior grades is included without indication that it is not Grade 8 material. For example, questions are provided on "Perimeter and Area on a Grid" and "Area of a Square or a Rectangle."
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ☒ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	Items are connected to individual standards, and no explicit connection is made between supporting content and major content.
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.[5]	**No**	Items are connected to individual standards, so there is no explicit connection made between clusters or domains.

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
Non-Negotiable 3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the standards and help students meet the standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[6] ☐ Yes ☒ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**No**	Insufficient attention is paid to conceptual understanding. For example, standard 8.G.A.2 reads "Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them." In the materials, a set of items aligned to this standard is titled "Identifying congruent shapes on a grid;" no connection is made between "Identifying congruent shapes on a grid" and transformations. The problems given as examples of this standard often lack a focus on conceptual understanding.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	Although many sets of items aligned to fluency standards are provided, no explanation is provided on how to use these items to build student procedural skill and fluency.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**No**	Insufficient attention is paid to application. For the most part, standards which require attention to application are addressed with low-level word problems.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**No**	No explicit attempt to balance the aspects of rigor is evident.

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

Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8]	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**No**	The Standards for Mathematical Practice are listed under the State Standards tab. Sets of items are aligned to the Standards for Mathematical Practice, but the example items for the sets do not mention the Standards for Mathematical Practice.
☐ Yes ☐ No	**REQUIRED** **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**No**	No description is provided.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards.[9]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5b)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5c)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]		Not evaluated. Non-negotiable criteria were not met.
☐ Yes ☐ No	**5d)** Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]		Not evaluated. Non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.[11]		Not evaluated. Non-negotiable criteria were not met.

[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.
[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6c)** Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.[12]		Not evaluated. Non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]		Not evaluated. Non-negotiable criteria were not met.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.		Not evaluated. Non-negotiable criteria were not met.
	7f) There is variety in the pacing and grain size of content coverage.[13]		Not evaluated. Non-negotiable criteria were not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		Not evaluated. Non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria were not met.

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

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FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	This set of materials is a collection of assessment items. Content from prior grades is included without indication that it is not Grade 8 material.
	2. Consistent, Coherent Content	**No**	Items are connected to individual standards.
	3. Rigor and Balance	**No**	The materials do not support conceptual understanding, procedural skill and fluency, and application with equal intensity.
	4. Practice-Content Connections	**No**	The mathematical practices are not explained explicitly.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			