Instructional Materials Evaluation - Student Standards Review

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

Title: **Mathematics CCSS: Algebra I, Geometry, Algebra II** Grade: **9-11**

Publisher: **Odysseyware** 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

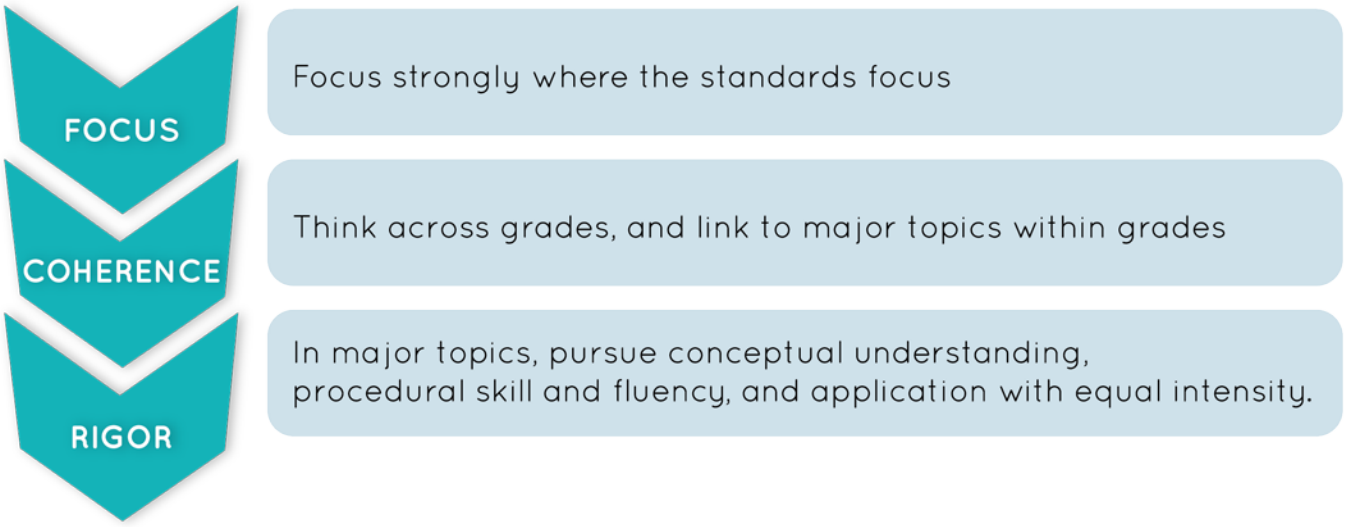
The following two indicators may be impacted:

- 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 Yes for this criteria for Algebra I and Algebra II because students spend a majority of their time on content that is aligned with preparation for postsecondary education. This program currently is reviewed as No for this criteria for Geometry because students are rarely asked to work problems that involve applications/modeling.	For Algebra I and Algebra II, make sure to review all assessment materials to ensure alignment to new clarifications/limitations and the revised, as well as, the placement of standards by grade/course. For Geometry, 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 criteria because many of the units contain concepts taught in middle school, and they are not labeled as middle school topics.	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: **Mathematics CCSS: Algebra I, Geometry, Algebra II** Grades: **9-11**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
1. Focus in High School (Non-Negotiable) *	2. Consistent, Coherent Content (Non-Negotiable)
	3. Rigor and Balance (Non-Negotiable)
	4. Focus Coh. via Practice Std (Non-Negotiable)
**Weak at Grade 10 Geometry*	

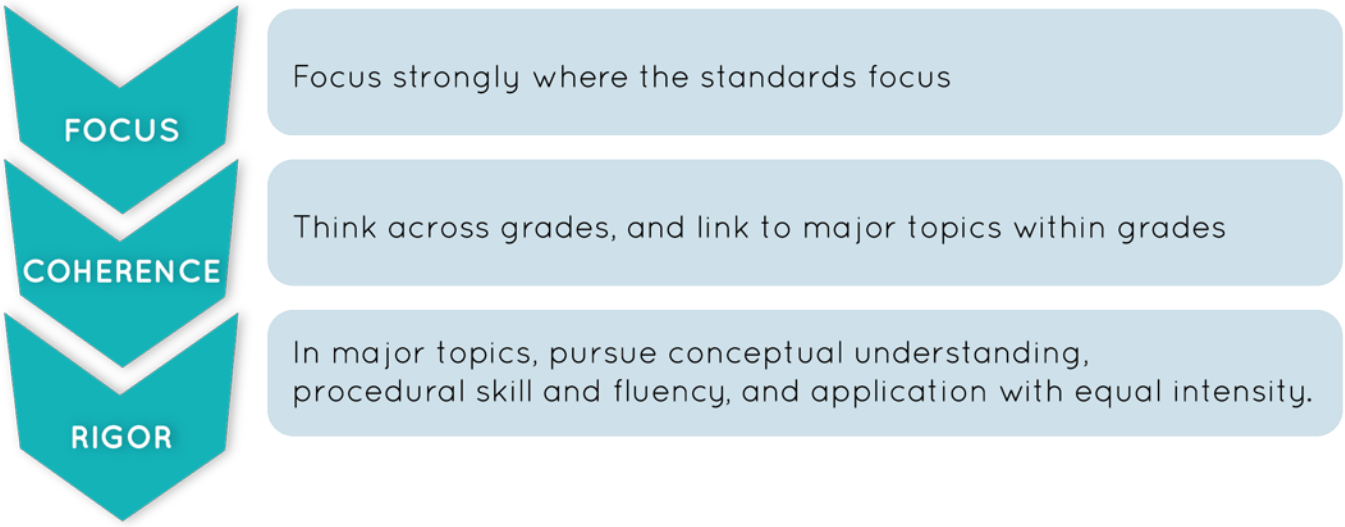
Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

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 9 (Tier 3) Grade 10 (Tier 3) Grade 11 (Tier 3)

Strong mathematics instruction contains the following elements:



Title: **Algebra I** Grade: **9**

Publisher: **Odysseyware** Copyright: **2014**

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS IN HIGH SCHOOL: In any single course, students and teachers using the materials as designed spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education.[1, 2] For courses that do not include Geometry standards, metrics 1a and 1b must be met. For courses including Geometry standards, all three of the metrics must be met. ☒ Yes ☐ No	**REQUIRED** **1a)** In any single course, students spend at least 50% of their time on **Widely Applicable Prerequisites** for postsecondary education.[3]	**Yes**	Students spend at least 50% of their time on content that is aligned with preparation for postsecondary education. However, many of the standards addressed are not aligned to the grade 9 standards. For example, the Pythagorean Theorem is a grade 8 standard. Only under the teacher login (continue reading tab) are the standards displayed.
	REQUIRED **1b)** There are problems at a level of sophistication appropriate to high school (beyond mere review of middle school topics) that involve the application of knowledge and skills from grades 6-8 including[4]: • Applying ratios and proportional relationships. • Applying percentages and unit conversions, e.g., in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, etc.). • Applying basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem. • Applying concepts and skills of geometric measurement e.g., when analyzing a diagram or schematic. • Applying concepts and skills of basic statistics and probability (see 6–8.SP). • Performing rational number arithmetic fluently.	**Yes**	Students are presented with problems at a level of sophistication appropriate to high school. Knowledge and skills from grades 6-8 are expanded upon. For example, the lesson on Geometric Sequences from the Exponential and Radical Functions Unit extends students' knowledge of ratios. Also, under the linear equations tab, students are exposed to consecutive integer problems where they are asked to multiply monomials and multiply a polynomial by a monomial. Another example of this is found in the Rational Expressions unit on Proportions. Students use their basic knowledge of ratios and proportional relationships to solve problems on a high school level.
	REQUIRED (as applicable) **1c)** For courses that include standards from the Geometry conceptual category, student work in Geometry significantly involves applications/modeling as well as geometry applications that use algebra skills.[5]	**N/A**	Not Applicable

[1] Refer also to criterion #1 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[2] If materials show time in both block and standard 'days,' choose either but remain consistent.
[3] For more information on the Widely Applicable Prerequisites, see Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Information excerpted from Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Since the Geometry category itself contains relatively fewer Widely Applicable Prerequisites, this criterion is important to help foster students' college and career readiness.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards.[6] ☐ Yes ☒ No	**REQUIRED** **2a) *Giving 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.	**No**	Review of material from previous grades and courses is not clearly labeled as such to the teacher. A course overview is provided that highlights the concepts students will master after successfully completing the course. However, many of the units contain concepts taught in middle school, and they are not labeled as middle school topics. For example, in the Foundations of Algebra Unit, the lesson titled Decimal-Fraction Conversions is review from previous grades, but it is not labeled as such. Also, under the Foundations of Algebra tab, there are review skills such as order of operations, but they are not identified as such.
	REQUIRED **2b) *Relating 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.	**Yes**	Although course-level standards are not clearly labeled, course-level concepts are related to prior knowledge from earlier grades and courses. For example, in the lesson on scatter plots, students extend their knowledge of linear functions to lines of best fit and residuals. (Note: Standards are labeled in the Performance Task items at the end of each unit.) Another example of this can be found in the Rational Expressions Unit where students are beginning to add Rational Expressions. Students are taking their basic knowledge of adding and subtracting fractions (prior knowledge) to adding and subtracting rational expressions which is new knowledge.
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.[7]	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	**No**	The materials sometimes develop conceptual understanding of key mathematical concepts. Many of the lessons begin with a video, vocabulary, and examples. Some have interactive items for students to complete. However, there are very few high-quality conceptual problems and conceptual discussion questions. The materials support mathematical tricks but not conceptual understanding. For example there is an entire lesson devoted to the FOIL method for multiplying polynomials. Most of the material is direct instruction, giving students a lot of text to read and

[6] Refer also to criterion #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[7] Refer also to criterion #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
☐ Yes ☒ No			examples to read through, but does not allow for conceptual understanding of concepts. There is little to no opportunity for students to develop conceptual understanding. For the most part, students are watching an instructional video, doing some sort of game or click-and-answer type of problem, and reading through examples.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Progress toward fluency and procedural skill is interwoven with the student's developing conceptual understanding of the skills in question	**Yes**	There are ample problems to help students attain fluencies and procedural skills. Every lesson has procedural skill at the end which allows students to attain the fluencies and skills necessary. The items range from multiple choice, short answer, drag and drop, true/false, fill in the blank to paragraph. The materials have practice for mastery in procedural skill and fluency. For example, in the Polynomials unit, Factoring Out the GCF, there is sufficient practice so that students can master it.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications/modeling without losing focus on the Widely Applicable Prerequisites. There are single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the 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. Application problems particularly stress applying the Widely Applicable Prerequisites.	**No**	The majority of the problems students complete are multiple choice or true/false. There are very few multi-step contextual problems. For example, in the lesson on scatter plots 3 of the 14 items are paragraph style, while the remaining 11 are multiple choice. While there are performance task within the units, application is not integrated throughout the materials.
	3d) *Balance:* The three aspects of rigor are not always treated together, and are not always treated separately	**No**	The three aspects of rigor are not always addressed. Many of the lessons are devoted to procedural skill and fluency practice.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: **Materials promote focus and coherence by connecting practice**	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Widely Applicable Prerequisites; practices strengthen the focus of the course instead of detracting from it, in both teacher and student materials.	**No**	While the practice standards are addressed in some of the lessons in popup windows labeled "Modeling Mathematical Practices", they are not integrated in a way that strengthens the focus on Major work. For example, in the unit on Linear Equations, students work through five complete lessons before coming to a "Modeling Mathematical Practices" problem in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards with content that is emphasized in the Standards.[8] ☐ Yes ☒ No			sixth lesson on Combining Like Terms.
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). Courses are designed based on the content in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base courses on the content specified in the standards (Algebra I, Geometry, and Algebra II).[9]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a category, or two or more categories, in cases where these connections are natural and important.[10, 11]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Materials include learning objectives that are visibly shaped by CCSSM cluster and domain headings.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[12] 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. There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[8] Refer also to criterion #6 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[9] Refer also to criterion #3 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] Refer also to criterion #4 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[11] Refer to the standards for each course found in the Teacher Support Library.
[12] Refer also to criterion #7 in the HS 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
content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6b)** Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key course-level mathematics that is detailed in the content standards (cf. MP.3).[13] Materials explicitly attend to the specialized language of mathematics.[13]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6c) Materials explicitly attend to the specialized language of mathematics.[13]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the standards. [14] ☐ 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**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Not Evaluated**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the non-negotiable criteria were not met.

[13] Refer also to criterion #8 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[14] Refer also to 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
	7f) Materials support the uses of technology as called for in the standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7g) There is variety in the pacing and grain size of content coverage**.**	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7h) 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**	This section was not evaluated because the non-negotiable criteria were not met.
	7i) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

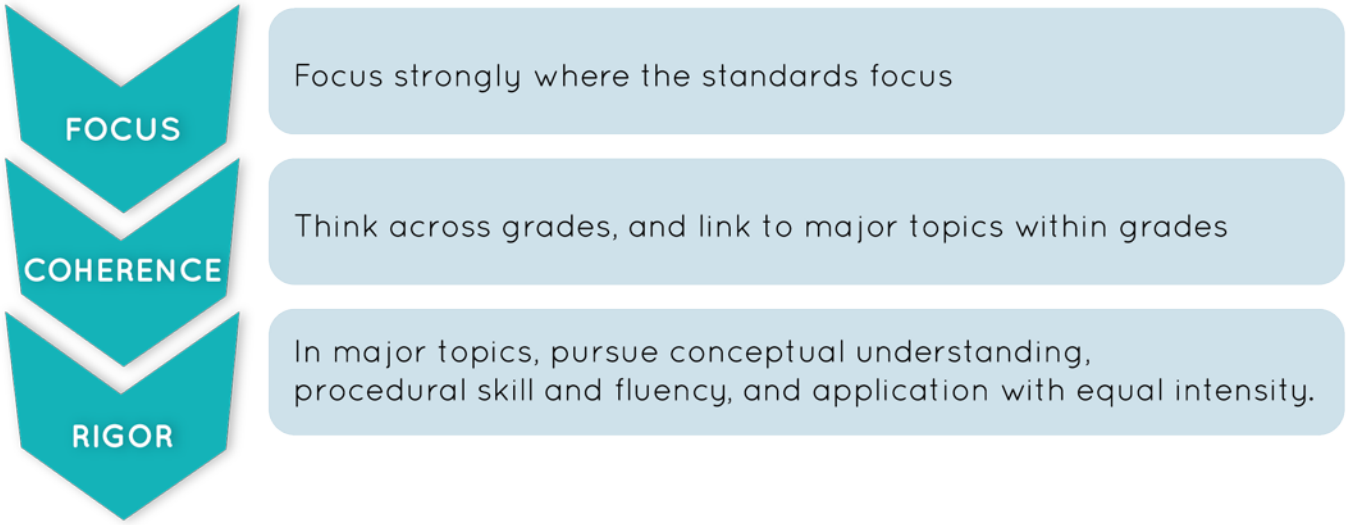
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus in High School	**Yes**	Students and teachers spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education.
	2. Consistent, Coherent Content	**No**	Work from previous courses is not labeled as such to the teacher.
	3. Rigor and Balance	**No**	The materials provide very few multi-step contextual problems.
	4. Focus and Coherence via Practice Standards	**No**	Practice standards are not integrated in a way that strengthens the focus on Major work.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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

Strong mathematics instruction contains the following elements:



Title: **Geometry** Grade: **10**

Publisher: **Odysseyware** Copyright: **2014**

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS IN HIGH SCHOOL: In any single course, students and teachers using the materials as designed spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education.[15, 16] For courses that do not include Geometry standards, metrics 1a and 1b must be met. For courses including Geometry standards, all three of the metrics must be met. ☐ Yes ☒ No	**REQUIRED** **1a)** In any single course, students spend at least 50% of their time on **Widely Applicable Prerequisites** for postsecondary education.[17]	**Yes**	Students spend at least 50% of their time on content that is aligned with preparation for postsecondary education. Only under the teacher login (continue reading tab) are the standards displayed.
	REQUIRED **1b)** There are problems at a level of sophistication appropriate to high school (beyond mere review of middle school topics) that involve the application of knowledge and skills from grades 6-8 including[18]: • Applying ratios and proportional relationships. • Applying percentages and unit conversions, e.g., in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, etc.). • Applying basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem. • Applying concepts and skills of geometric measurement e.g., when analyzing a diagram or schematic. • Applying concepts and skills of basic statistics and probability (see 6–8.SP). • Performing rational number arithmetic fluently.	**Yes**	Students are presented with problems at a level of sophistication appropriate to high school. Knowledge and skills from grades 6-8 are expanded upon. For example, the lesson titled Geometry in Design from the Geometric Application Unit extends students' knowledge of ratios. Another example of this is in the Geometric Application unit, using SOH CAH TOA in Trigonometry lesson. Students are using proportions and ratios to work and solve problems.
	REQUIRED (as applicable) **1c)** For courses that include standards from the Geometry conceptual category, student work in Geometry significantly involves applications/modeling as well as geometry applications that use algebra skills.[19]	**No**	Students are rarely asked to work problems that involve applications/modeling. There are some constructions and performance task; however, the majority of work does not involve much application/modeling. However, there are geometry applications that use algebra skills. For example, in lesson on Algebra Properties and Proportions, students must use algebra skills to solve for unknown values.

[15] Refer also to criterion #1 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[16] If materials show time in both block and standard 'days,' choose either but remain consistent.
[17] For more information on the Widely Applicable Prerequisites, see Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[18] Information excerpted from Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[19] Since the Geometry category itself contains relatively fewer Widely Applicable Prerequisites, this criterion is important to help foster students' college and career readiness.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards.[20] ☐ Yes ☒ No	**REQUIRED** **2a) *Giving 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.	**No**	Review of material from previous grades and courses is not clearly labeled as such to the teacher. A course overview is provided that highlights the concepts students will master after successfully completing the course. However, many of the units contain concepts taught in middle school, and they are not labeled as middle school topics. For example, in the Similar Polygons Unit, the lesson titled Algebra Properties and Proportions contains an overview of proportions, means and extremes. These are a review from previous grades, but they are not labeled as such.
	REQUIRED **2b) *Relating 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.	**Yes**	Although course-level standards are not clearly labeled, course-level concepts are related to prior knowledge from earlier grades and courses. For example, in the unit that covers angles and parallels, students extend their knowledge of constructions to different geometric figures. In another example, the unit on congruent triangles takes what students have previously learned about triangles and extends their thinking using constructions.
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.[21] ☐ Yes ☒ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	**No**	Lessons are presented using videos, applets, and examples that students read through. There is little to no opportunity for the student to gain conceptual understanding of topics. Some have interactive items for students to complete. For example, students are instructed to make constructions in the angles and parallels unit. It should be noted that there are very few high-quality conceptual problems and conceptual discussion questions. Typically about 67% of the problems go beyond simplification but do not require any conceptual explanation. For example, the area and volume unit video does not go into the conceptual discussion of why we use the term square with area answers.

[20] Refer also to criterion #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[21] Refer also to criterion #2 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Progress toward fluency and procedural skill is interwoven with the student's developing conceptual understanding of the skills in question	**Yes**	There are ample problems to help students attain fluencies and procedural skills. Every lesson has procedural skill at the end which allows students to attain the fluencies and skills necessary. The items range from multiple choice, short answer, drag and drop, true/false, fill in the blank to paragraph. Lessons have practice at the end of them. There are multiple opportunities for students to gain procedural skill and fluency. For example, in the unit, Similar Polygons, lesson on Theorems, students have multiple problems to work that demonstrate fluency.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications/modeling without losing focus on the Widely Applicable Prerequisites. There are single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the 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. Application problems particularly stress applying the Widely Applicable Prerequisites.	**No**	The majority of the problems students complete are multiple choice or true/false. There are very few multi-step contextual problems. For example, in the lesson on congruent triangles and quadrilaterals 2 of the 12 items are paragraph style while the remaining 10 are multiple choice or matching. While each unit has a performance task, application is not embedded throughout in meaningful ways. There are some application type problems, but they are often in multiple choice format and/or one-step.
	3d) *Balance:* The three aspects of rigor are not always treated together, and are not always treated separately	**No**	The three aspects of rigor are not always addressed. Many of the lessons are devoted to procedural skill and fluency practice.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: **Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.**[22] ☐ Yes ☒ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Widely Applicable Prerequisites; practices strengthen the focus of the course instead of detracting from it, in both teacher and student materials.	**No**	While the practice standards are addressed in some of the lessons in pop-up windows labeled "Modeling Mathematical Practices", they are not integrated in a way that strengthens the focus on Major work. For example, in the lesson on Angle Definitions, the "Modeling Mathematical Practices" popup asks students to correctly identify the symbols for parallel and perpendicular as a way of attending to precision.

[22] Refer also to criterion #6 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters). Courses are designed based on the content in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base courses on the content specified in the standards (Algebra I, Geometry, and Algebra II). [23]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a category, or two or more categories, in cases where these connections are natural and important. [24, 25]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Materials include learning objectives that are visibly shaped by CCSSM cluster and domain headings.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[26] 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. There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6b)** Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[23] Refer also to criterion #3 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[24] Refer also to criterion #4 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[25] Refer to the standards for each course found in the Teacher Support Library.
[26] Refer also to criterion #7 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☐ Yes ☐ No	other concerning key course-level mathematics that is detailed in the content standards (cf. MP.3).[27] Materials explicitly attend to the specialized language of mathematics.[13]		
	6c) Materials explicitly attend to the specialized language of mathematics.[13]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the standards.[28] ☐ 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**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Not Evaluated**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[27] Refer also to criterion #8 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[28] Refer also to 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
	7g) There is variety in the pacing and grain size of content coverage**.**	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7h) 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**	This section was not evaluated because the non-negotiable criteria were not met.
	7i) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

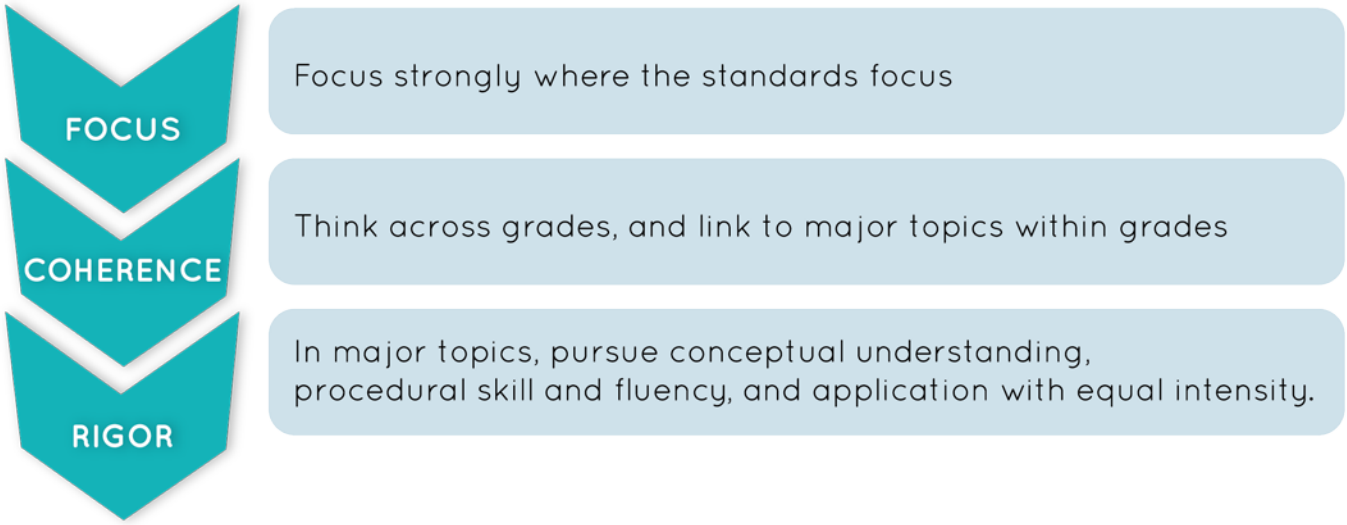
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus in High School	**No**	Students and teachers spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education. However, geometry applications do not use modeling and application.
	2. Consistent, Coherent Content	**No**	Work from previous courses is not labeled as such to the teacher.
	3. Rigor and Balance	**No**	The materials provide very few multi-step contextual problems.
	4. Focus and Coherence via Practice Standards	**No**	Practice standards are not integrated in a way that strengthens the focus on Major work.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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

Strong mathematics instruction contains the following elements:



Title: **Algebra II** Grade: **11**

Publisher: **Odysseyware** Copyright: **2014**

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS IN HIGH SCHOOL: In any single course, students and teachers using the materials as designed spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education.[29, 30] For courses that do not include Geometry standards, metrics 1a and 1b must be met. For courses including Geometry standards, all three of the metrics must be met. ☒ Yes ☐ No	**REQUIRED** **1a)** In any single course, students spend at least 50% of their time on **Widely Applicable Prerequisites** for postsecondary education.[31]	**Yes**	Students spend at least 50% of their time on content that is aligned with preparation for postsecondary education. Only under the teacher login (continue reading tab) are the standards displayed.
	REQUIRED **1b)** There are problems at a level of sophistication appropriate to high school (beyond mere review of middle school topics) that involve the application of knowledge and skills from grades 6-8 including[32]: • Applying ratios and proportional relationships. • Applying percentages and unit conversions, e.g., in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, etc.). • Applying basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem. • Applying concepts and skills of geometric measurement e.g., when analyzing a diagram or schematic. • Applying concepts and skills of basic statistics and probability (see 6–8.SP). • Performing rational number arithmetic fluently.	**Yes**	Students are presented with problems at a level of sophistication appropriate to high school. Knowledge and skills from grades 6-8 are expanded upon. For example, the lesson on Reducing Rational Expressions from the Algebraic Fractions Unit extends students' knowledge of rational number arithmetic. For example under the Set, Structure, and Function tab, the requirement goes beyond solving multi-step equations to working with inequalities. The unit on Algebraic Fractions is another example. Students have to do multiple computations with algebraic fractions. They have to have knowledge of performing rational number arithmetic fluently in order to be able to do material in this unit. The content in this unit is appropriate to high school.
	REQUIRED (as applicable) **1c)** For courses that include standards from the Geometry conceptual category, student work in Geometry significantly involves applications/modeling as well as geometry applications that use algebra skills.[33]	**N/A**	Not Applicable

[29] Refer also to criterion #1 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[30] If materials show time in both block and standard 'days,' choose either but remain consistent.
[31] For more information on the Widely Applicable Prerequisites, see Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[32] Information excerpted from Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[33] Since the Geometry category itself contains relatively fewer Widely Applicable Prerequisites, this criterion is important to help foster students' college and career readiness.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards.[34] ☐ Yes ☒ No	**REQUIRED** **2a) *Giving 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.	**No**	Review of material from previous grades and courses is not clearly labeled as such to the teacher. A course overview is provided that highlights the concepts students will master after successfully completing the course. However, many of the units contain concepts taught in middle school and they are not labeled as middle school topics. For example, in the Number, Sentences, and Problems Unit, the lesson titled Number Order and Absolute Value is a review from previous grades, but it is not labeled as such.
	REQUIRED **2b) *Relating 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.	**Yes**	Although course-level standards are not clearly labeled, course-level concepts are related to prior knowledge from earlier grades and courses. For example, in the lesson on adding and subtracting rational expressions, students extend their knowledge of rational numbers to expressions. (Note: Standards are labeled in the Performance Task items at the end of each unit.) The unit on Polynomials is another example. Students are dividing polynomials. Students must know how to divide numbers to extend to this new knowledge. Students also have to be fluent in knowing and understanding basic exponents in order to be successful at this skill.
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.[35]	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	**No**	There is little to no opportunity for students to develop conceptual understanding. For the most part, students are watching an instructional video, doing some sort of game or click-and-answer type of problem, and reading through examples. The materials sometimes develop conceptual understanding of key mathematical concepts. Some have interactive items for students to complete. However, there are very few high-quality conceptual problems and conceptual discussion questions. Most of the material is direct instruction, giving students a lot of text to read and examples to read through, but does not allow for conceptual understanding of concepts. Students are

[34] Refer also to criterion #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[35] Refer also to criterion #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
☐ Yes ☒ No			not asked to explain understanding beyond simply solve the given problem. Typically about 67% of the problem go beyond simplification but do not require any conceptual explanation. For example, The Function tab does not use real life problems, but simply practices the skill.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Progress toward fluency and procedural skill is interwoven with the student's developing conceptual understanding of the skills in question	**Yes**	There are ample problems to help students attain fluencies and procedural skills. Every lesson has procedural skill at the end which allows students to attain the fluencies and skills necessary. The items range from multiple choice, short answer, drag and drop, true/false, fill in the blank to paragraph. Lessons have practice at the end of each lesson so that students can gain fluency in the skill. The unit on Functions, Lesson: Exponential Functions is an example of this. There is ample practice of exponential functions at the end of the lessons for students to practice.
	REQUIRED **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications/modeling without losing focus on the Widely Applicable Prerequisites. There are single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the 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. Application problems particularly stress applying the Widely Applicable Prerequisites.	**No**	The majority of the problems students complete are multiple choice or true/false. There are very few multi-step contextual problems. For example, in the lesson on mixed expressions and complex fractions all 15 items in the problem set are multiple choice. Applications are present within the performance task or the lesson that specifically says application, but they do not occur throughout the lessons. Applications should happen naturally throughout the course of study, not as separate lessons.
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately	**No**	The three aspects of rigor are not always addressed. Many of the lessons are devoted to procedural skill and fluency practice.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: **Materials promote focus and**	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Widely Applicable Prerequisites; practices strengthen the focus of the course instead of detracting from it, in both teacher and student materials.	**No**	While the practice standards are addressed in some of the lessons in pop-up windows labeled "Modeling Mathematical Practices", they are not integrated in a way that strengthens the focus on Major work. For example, in the unit on Algebraic Fractions, students work through four complete lessons before coming to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
coherence by connecting practice standards with content that is emphasized in the Standards.[36] ☐ Yes ☒ No			a "Modeling Mathematical Practices" problem in the fifth lesson title Adding and Subtracting Rational Expressions.
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). Courses are designed based on the content in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base courses on the content specified in the standards (Algebra I, Geometry, and Algebra II). [37]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a category, or two or more categories, in cases where these connections are natural and important. [38, 39]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Materials include learning objectives that are visibly shaped by CCSSM cluster and domain headings.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[40] 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. There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6b)** Materials Support the Standards' Emphasis on Mathematical	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[36] Refer also to criterion #6 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[37] Refer also to criterion #3 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[38] Refer also to criterion #4 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[39] Refer to the standards for each course found in the Teacher Support Library.
[40] Refer also to criterion #7 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☐ Yes ☐ No	Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key course-level mathematics that is detailed in the content standards (cf. MP.3).[41] Materials explicitly attend to the specialized language of mathematics.[13]		
	6c) Materials explicitly attend to the specialized language of mathematics.[13]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the standards.[42] ☐ 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**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Not Evaluated**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[41] Refer also to criterion #8 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[42] Refer also to 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
	7g) There is variety in the pacing and grain size of content coverage**.**	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7h) 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**	This section was not evaluated because the non-negotiable criteria were not met.
	7i) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

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

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

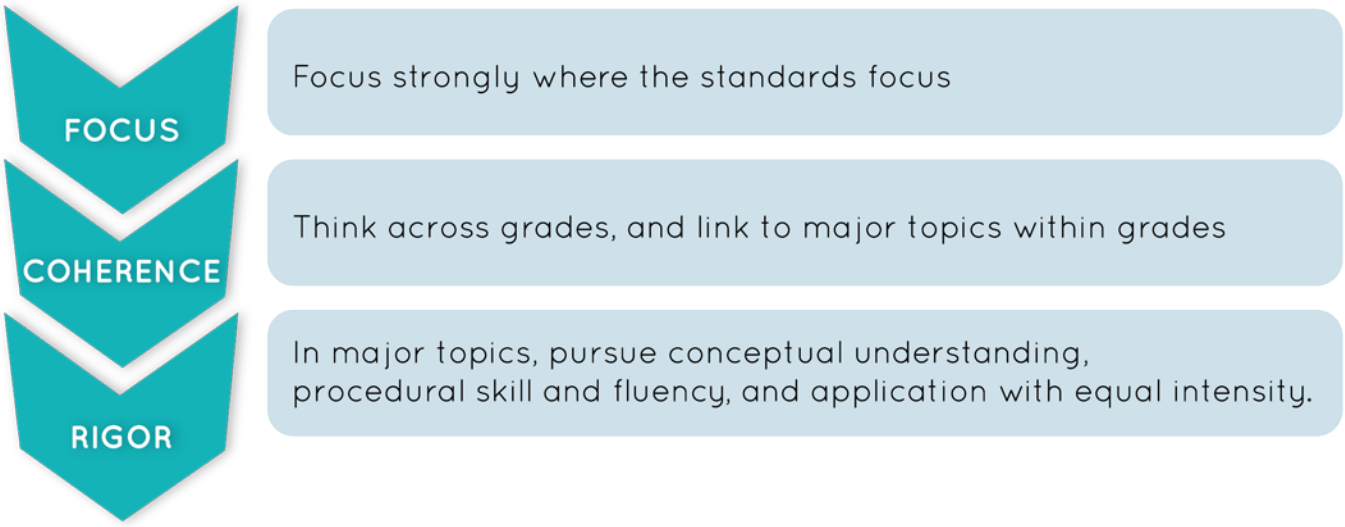
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus in High School	**Yes**	Students and teachers spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education.
	2. Consistent, Coherent Content	**No**	Work from previous courses is not labeled as such to the teacher.
	3. Rigor and Balance	**No**	The materials provide very few multi-step contextual problems.
	4. Focus and Coherence via Practice Standards	**No**	Practice standards are not integrated in a way that strengthens the focus on Major work.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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

Appendix I.

Publisher Response

Strong mathematics instruction contains the following elements:



Title: **Mathematics CCSS: Algebra I, Geometry, Algebra II** Grades: **9-11**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
1. Focus in High School (Non-Negotiable) *	2. Consistent, Coherent Content (Non-Negotiable)
	3. Rigor and Balance (Non-Negotiable)
	4. Focus Coh. via Practice Std (Non-Negotiable)
**Weak at Grade 10 Geometry*	

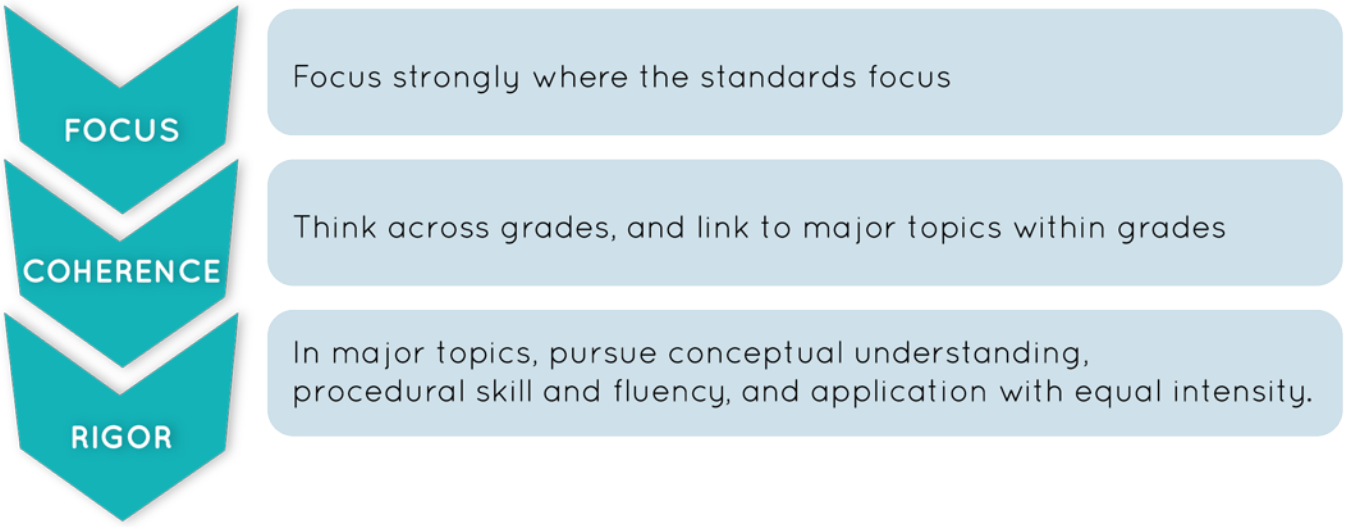
Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

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 9 (Tier 3) Grade 10 (Tier 3) Grade 11 (Tier 3)

Strong mathematics instruction contains the following elements:



Title: **Algebra I** Grade: **9**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
1. Focus in High School (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	PUBLISHER COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.				
Non-Negotiable 1. FOCUS IN HIGH SCHOOL: In any single course, students and teachers using the materials as designed spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education.[1, 2] For courses that do not include Geometry standards, metrics 1a and 1b must be met. For courses including Geometry standards, all three of the metrics must be met. ☒ Yes ☐ No	**REQUIRED** **1a)** In any single course, students spend at least 50% of their time on **Widely Applicable Prerequisites** for postsecondary education.[3]	**Yes**	Students spend at least 50% of their time on content that is aligned with preparation for postsecondary education. However, many of the standards addressed are not aligned to the grade 9 standards. For example, the Pythagorean Theorem is a grade 8 standard. Only under the teacher login (continue reading tab) are the standards displayed.	
	REQUIRED **1b)** There are problems at a level of sophistication appropriate to high school (beyond mere review of middle school topics) that involve the application of knowledge and skills from grades 6-8 including[4]: • Applying ratios and proportional relationships. • Applying percentages and unit conversions, e.g., in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, etc.). • Applying basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem. • Applying concepts and skills of geometric measurement e.g., when analyzing a diagram or schematic. • Applying concepts and skills of basic statistics and probability (see 6–8.SP). • Performing rational number arithmetic fluently.	**Yes**	Students are presented with problems at a level of sophistication appropriate to high school. Knowledge and skills from grades 6-8 are expanded upon. For example, the lesson on Geometric Sequences from the Exponential and Radical Functions Unit extends students' knowledge of ratios. Also, under the linear equations tab, students are exposed to consecutive integer problems where they are asked to multiply monomials and multiply a polynomial by a monomial. Another example of this is found in the Rational Expressions unit on Proportions. Students use their basic knowledge of ratios and proportional relationships to solve problems on a high school level.	
	REQUIRED (as applicable) **1c)** For courses that include standards from the Geometry conceptual category, student work in Geometry significantly involves applications/modeling as well as geometry applications that use algebra skills.[5]	**N/A**	Not Applicable	

[1] Refer also to criterion #1 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[2] If materials show time in both block and standard 'days,' choose either but remain consistent.
[3] For more information on the Widely Applicable Prerequisites, see Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Information excerpted from Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Since the Geometry category itself contains relatively fewer Widely Applicable Prerequisites, this criterion is important to help foster students' college and career readiness.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards.[6] ☐ Yes ☒ No	**REQUIRED** **2a) *Giving 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.	**No**	Review of material from previous grades and courses is not clearly labeled as such to the teacher. A course overview is provided that highlights the concepts students will master after successfully completing the course. However, many of the units contain concepts taught in middle school, and they are not labeled as middle school topics. For example, in the Foundations of Algebra Unit, the lesson titled Decimal-Fraction Conversions is review from previous grades, but it is not labeled as such. Also, under the Foundations of Algebra tab, there are review skills such as order of operations, but they are not identified as such.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **2b) *Relating 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.	**Yes**	Although course-level standards are not clearly labeled, course-level concepts are related to prior knowledge from earlier grades and courses. For example, in the lesson on scatter plots, students extend their knowledge of linear functions to lines of best fit and residuals. (Note: Standards are labeled in the Performance Task items at the end of each unit.) Another example of this can be found in the Rational Expressions Unit where students are beginning to add Rational Expressions. Students are taking their basic knowledge of adding and subtracting fractions (prior knowledge) to adding and subtracting rational expressions which is new knowledge.	
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.[7]	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	**No**	The materials sometimes develop conceptual understanding of key mathematical concepts. Many of the lessons begin with a video, vocabulary, and examples. Some have interactive items for students to complete. However, there are very few high-quality conceptual problems and conceptual discussion questions. The materials support mathematical tricks but not conceptual understanding. For example there is an entire lesson devoted to the FOIL method for multiplying polynomials. Most of the material is direct instruction, giving students a lot of text to read and	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

[6] Refer also to criterion #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[7] Refer also to criterion #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	PUBLISHER COMMENTS
☐ Yes ☒ No			examples to read through, but does not allow for conceptual understanding of concepts. There is little to no opportunity for students to develop conceptual understanding. For the most part, students are watching an instructional video, doing some sort of game or click-and-answer type of problem, and reading through examples.	
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Progress toward fluency and procedural skill is interwoven with the student's developing conceptual understanding of the skills in question	**Yes**	There are ample problems to help students attain fluencies and procedural skills. Every lesson has procedural skill at the end which allows students to attain the fluencies and skills necessary. The items range from multiple choice, short answer, drag and drop, true/false, fill in the blank to paragraph. The materials have practice for mastery in procedural skill and fluency. For example, in the Polynomials unit, Factoring Out the GCF, there is sufficient practice so that students can master it.	
	REQUIRED **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications/modeling without losing focus on the Widely Applicable Prerequisites. There are single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the 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. Application problems particularly stress applying the Widely Applicable Prerequisites.	**No**	The majority of the problems students complete are multiple choice or true/false. There are very few multi-step contextual problems. For example, in the lesson on scatter plots 3 of the 14 items are paragraph style, while the remaining 11 are multiple choice. While there are performance task within the units, application is not integrated throughout the materials.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately	**No**	The three aspects of rigor are not always addressed. Many of the lessons are devoted to procedural skill and fluency practice.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: **Materials promote focus and coherence by connecting practice**	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Widely Applicable Prerequisites; practices strengthen the focus of the course instead of detracting from it, in both teacher and student materials.	**No**	While the practice standards are addressed in some of the lessons in popup windows labeled "Modeling Mathematical Practices", they are not integrated in a way that strengthens the focus on Major work. For example, in the unit on Linear Equations, students work through five complete lessons before coming to a "Modeling Mathematical Practices" problem in the	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
standards with content that is emphasized in the Standards.[8] ☐ Yes ☒ No			sixth lesson on Combining Like Terms.	
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). Courses are designed based on the content in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base courses on the content specified in the standards (Algebra I, Geometry, and Algebra II).[9]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **5b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a category, or two or more categories, in cases where these connections are natural and important.[10, 11]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5c) Materials include learning objectives that are visibly shaped by CCSSM cluster and domain headings.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5d) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[12] 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. There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

[8] Refer also to criterion #6 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[9] Refer also to criterion #3 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] Refer also to criterion #4 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[11] Refer to the standards for each course found in the Teacher Support Library.
[12] Refer also to criterion #7 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

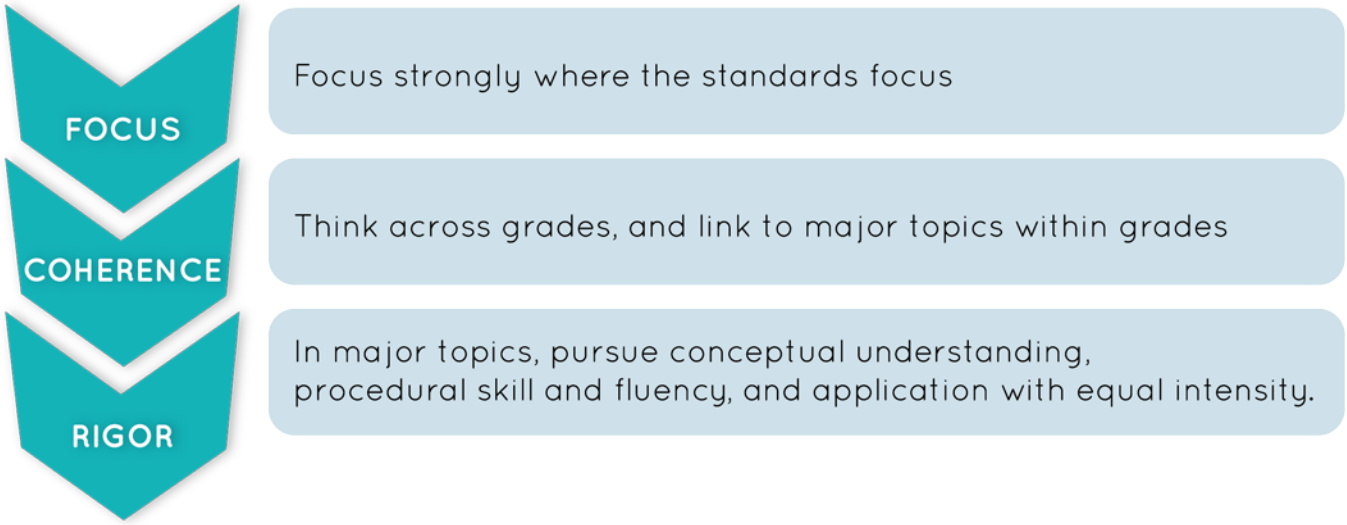
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6b)** Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key course-level mathematics that is detailed in the content standards (cf. MP.3).[13] Materials explicitly attend to the specialized language of mathematics.[13]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6c) Materials explicitly attend to the specialized language of mathematics.[13]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the standards.[14] ☐ 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**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Not Evaluated**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the non-negotiable criteria were not met.	

[13] Refer also to criterion #8 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[14] Refer also to 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	PUBLISHER COMMENTS
	7f) Materials support the uses of technology as called for in the standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7g) There is variety in the pacing and grain size of content coverage**.**	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7h) 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**	This section was not evaluated because the non-negotiable criteria were not met.	
	7i) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 7. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Non-Negotiables	1. Focus in High School	**Yes**	Students and teachers spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education.	
	2. Consistent, Coherent Content	**No**	Work from previous courses is not labeled as such to the teacher.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3. Rigor and Balance	**No**	The materials provide very few multi-step contextual problems.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	4. Focus and Coherence via Practice Standards	**No**	Practice standards are not integrated in a way that strengthens the focus on Major work.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

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

Strong mathematics instruction contains the following elements:



Title: **Geometry** Grade: **10**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
	1. Focus in High School (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	PUBLISHER COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.				
Non-Negotiable 1. FOCUS IN HIGH SCHOOL: In any single course, students and teachers using the materials as designed spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education.[15, 16] For courses that do not include Geometry standards, metrics 1a and 1b must be met. For courses including Geometry standards, all three of the metrics must be met. ☐ Yes ☒ No	**REQUIRED** **1a)** In any single course, students spend at least 50% of their time on **Widely Applicable Prerequisites** for postsecondary education.[17]	**Yes**	Students spend at least 50% of their time on content that is aligned with preparation for postsecondary education. Only under the teacher login (continue reading tab) are the standards displayed.	
	REQUIRED **1b)** There are problems at a level of sophistication appropriate to high school (beyond mere review of middle school topics) that involve the application of knowledge and skills from grades 6-8 including[18]: • Applying ratios and proportional relationships. • Applying percentages and unit conversions, e.g., in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, etc.). • Applying basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem. • Applying concepts and skills of geometric measurement e.g., when analyzing a diagram or schematic. • Applying concepts and skills of basic statistics and probability (see 6–8.SP). • Performing rational number arithmetic fluently.	**Yes**	Students are presented with problems at a level of sophistication appropriate to high school. Knowledge and skills from grades 6-8 are expanded upon. For example, the lesson titled Geometry in Design from the Geometric Application Unit extends students' knowledge of ratios. Another example of this is in the Geometric Application unit, using SOH CAH TOA in Trigonometry lesson. Students are using proportions and ratios to work and solve problems.	
	REQUIRED (as applicable) **1c)** For courses that include standards from the Geometry conceptual category, student work in Geometry significantly involves applications/modeling as well as geometry applications that use algebra skills.[19]	**No**	Students are rarely asked to work problems that involve applications/modeling. There are some constructions and performance task; however, the majority of work does not involve much application/modeling. However, there are geometry applications that use algebra skills. For example, in lesson on Algebra Properties and Proportions, students must use algebra skills to solve for unknown values.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

[15] Refer also to criterion #1 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[16] If materials show time in both block and standard 'days,' choose either but remain consistent.
[17] For more information on the Widely Applicable Prerequisites, see Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[18] Information excerpted from Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[19] Since the Geometry category itself contains relatively fewer Widely Applicable Prerequisites, this criterion is important to help foster students' college and career readiness.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards.[20] ☐ Yes ☒ No	**REQUIRED** **2a)** ***Giving 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.	**No**	Review of material from previous grades and courses is not clearly labeled as such to the teacher. A course overview is provided that highlights the concepts students will master after successfully completing the course. However, many of the units contain concepts taught in middle school, and they are not labeled as middle school topics. For example, in the Similar Polygons Unit, the lesson titled Algebra Properties and Proportions contains an overview of proportions, means and extremes. These are a review from previous grades, but they are not labeled as such.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **2b)** ***Relating 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.	**Yes**	Although course-level standards are not clearly labeled, course-level concepts are related to prior knowledge from earlier grades and courses. For example, in the unit that covers angles and parallels, students extend their knowledge of constructions to different geometric figures. In another example, the unit on congruent triangles takes what students have previously learned about triangles and extends their thinking using constructions.	
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.[21] ☐ Yes ☒ No	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	**No**	Lessons are presented using videos, applets, and examples that students read through. There is little to no opportunity for the student to gain conceptual understanding of topics. Some have interactive items for students to complete. For example, students are instructed to make constructions in the angles and parallels unit. It should be noted that there are very few high-quality conceptual problems and conceptual discussion questions. Typically about 67% of the problems go beyond simplification but do not require any conceptual explanation. For example, the area and volume unit video does not go into the conceptual discussion of why we use the term square with area answers.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

[20] Refer also to criterion #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[21] Refer also to criterion #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	PUBLISHER COMMENTS
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Progress toward fluency and procedural skill is interwoven with the student's developing conceptual understanding of the skills in question	**Yes**	There are ample problems to help students attain fluencies and procedural skills. Every lesson has procedural skill at the end which allows students to attain the fluencies and skills necessary. The items range from multiple choice, short answer, drag and drop, true/false, fill in the blank to paragraph. Lessons have practice at the end of them. There are multiple opportunities for students to gain procedural skill and fluency. For example, in the unit, Similar Polygons, lesson on Theorems, students have multiple problems to work that demonstrate fluency.	
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications/modeling without losing focus on the Widely Applicable Prerequisites. There are single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the 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. Application problems particularly stress applying the Widely Applicable Prerequisites.	**No**	The majority of the problems students complete are multiple choice or true/false. There are very few multi-step contextual problems. For example, in the lesson on congruent triangles and quadrilaterals 2 of the 12 items are paragraph style while the remaining 10 are multiple choice or matching. While each unit has a performance task, application is not embedded throughout in meaningful ways. There are some application type problems, but they are often in multiple choice format and/or one-step.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3d) *Balance:* The three aspects of rigor are not always treated together, and are not always treated separately	**No**	The three aspects of rigor are not always addressed. Many of the lessons are devoted to procedural skill and fluency practice.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: **Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.**[22] ☐ Yes ☒ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Widely Applicable Prerequisites; practices strengthen the focus of the course instead of detracting from it, in both teacher and student materials.	**No**	While the practice standards are addressed in some of the lessons in pop-up windows labeled "Modeling Mathematical Practices", they are not integrated in a way that strengthens the focus on Major work. For example, in the lesson on Angle Definitions, the "Modeling Mathematical Practices" popup asks students to correctly identify the symbols for parallel and perpendicular as a way of attending to precision.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

[22] Refer also to criterion #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	PUBLISHER 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). Courses are designed based on the content in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base courses on the content specified in the standards (Algebra I, Geometry, and Algebra II). [23]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **5b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a category, or two or more categories, in cases where these connections are natural and important. [24, 25]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5c) Materials include learning objectives that are visibly shaped by CCSSM cluster and domain headings.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5d) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[26] 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. There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6b)** Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

[23] Refer also to criterion #3 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[24] Refer also to criterion #4 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[25] Refer to the standards for each course found in the Teacher Support Library.
[26] Refer also to criterion #7 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

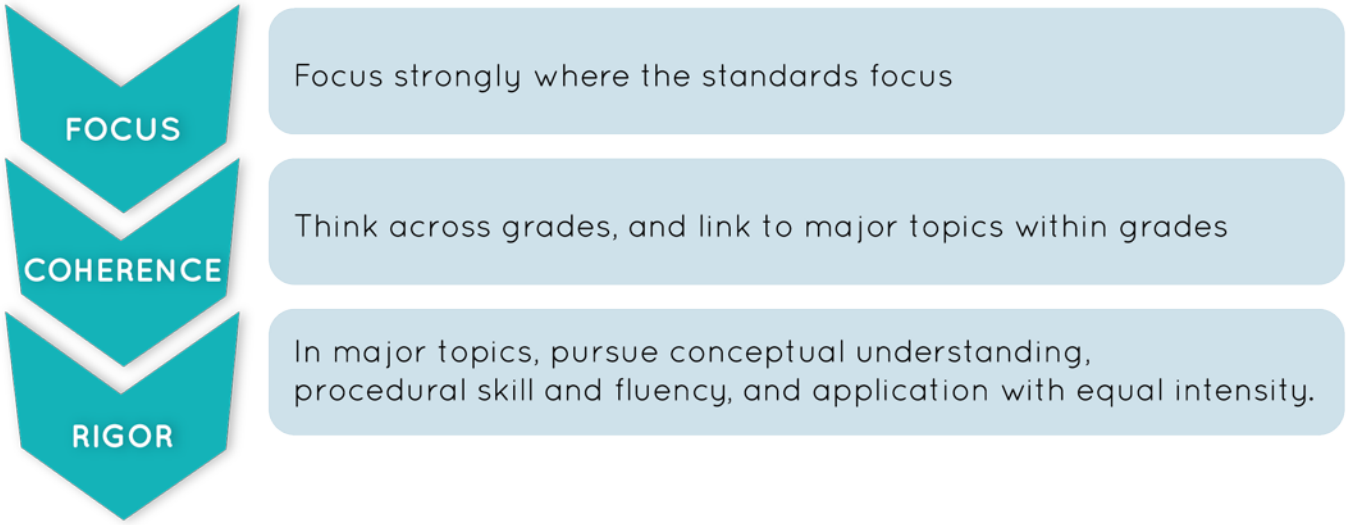
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
☐ Yes ☐ No	other concerning key course-level mathematics that is detailed in the content standards (cf. MP.3).[27] Materials explicitly attend to the specialized language of mathematics.[13]			
	6c) Materials explicitly attend to the specialized language of mathematics.[13]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the standards.[28] ☐ 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**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Not Evaluated**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the non-negotiable criteria were not met.	
	7f) Materials support the uses of technology as called for in the standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

[27] Refer also to criterion #8 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[28] Refer also to 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	PUBLISHER COMMENTS
	7g) There is variety in the pacing and grain size of content coverage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7h) 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**	This section was not evaluated because the non-negotiable criteria were not met.	
	7i) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 7. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Non-Negotiables	1. Focus in High School	**No**	Students and teachers spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education. However, geometry applications do not use modeling and application.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	2. Consistent, Coherent Content	**No**	Work from previous courses is not labeled as such to the teacher.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3. Rigor and Balance	**No**	The materials provide very few multi-step contextual problems.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	4. Focus and Coherence via Practice Standards	**No**	Practice standards are not integrated in a way that strengthens the focus on Major work.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

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

Strong mathematics instruction contains the following elements:



Title: **Algebra II** Grade: **11**

Publisher: **Odysseyware** Copyright: **2014**

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

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

STRONG	WEAK
1. Focus in High School (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	PUBLISHER COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.				
Non-Negotiable 1. FOCUS IN HIGH SCHOOL: In any single course, students and teachers using the materials as designed spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education.[29, 30] For courses that do not include Geometry standards, metrics 1a and 1b must be met. For courses including Geometry standards, all three of the metrics must be met. ☒ Yes ☐ No	**REQUIRED** **1a)** In any single course, students spend at least 50% of their time on **Widely Applicable Prerequisites** for postsecondary education.[31]	**Yes**	Students spend at least 50% of their time on content that is aligned with preparation for postsecondary education. Only under the teacher login (continue reading tab) are the standards displayed.	
	REQUIRED **1b)** There are problems at a level of sophistication appropriate to high school (beyond mere review of middle school topics) that involve the application of knowledge and skills from grades 6-8 including[32]: • Applying ratios and proportional relationships. • Applying percentages and unit conversions, e.g., in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, etc.). • Applying basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem. • Applying concepts and skills of geometric measurement e.g., when analyzing a diagram or schematic. • Applying concepts and skills of basic statistics and probability (see 6–8.SP). • Performing rational number arithmetic fluently.	**Yes**	Students are presented with problems at a level of sophistication appropriate to high school. Knowledge and skills from grades 6-8 are expanded upon. For example, the lesson on Reducing Rational Expressions from the Algebraic Fractions Unit extends students' knowledge of rational number arithmetic. For example under the Set, Structure, and Function tab, the requirement goes beyond solving multi-step equations to working with inequalities. The unit on Algebraic Fractions is another example. Students have to do multiple computations with algebraic fractions. They have to have knowledge of performing rational number arithmetic fluently in order to be able to do material in this unit. The content in this unit is appropriate to high school.	
	REQUIRED (as applicable) **1c)** For courses that include standards from the Geometry conceptual category, student work in Geometry significantly involves applications/modeling as well as geometry applications that use algebra skills.[33]	**N/A**	Not Applicable	

[29] Refer also to criterion #1 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[30] If materials show time in both block and standard 'days,' choose either but remain consistent.
[31] For more information on the Widely Applicable Prerequisites, see Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[32] Information excerpted from Table 1 on Page 8 of the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[33] Since the Geometry category itself contains relatively fewer Widely Applicable Prerequisites, this criterion is important to help foster students' college and career readiness.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards.[34] ☐ Yes ☒ No	**REQUIRED** **2a) *Giving 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.	**No**	Review of material from previous grades and courses is not clearly labeled as such to the teacher. A course overview is provided that highlights the concepts students will master after successfully completing the course. However, many of the units contain concepts taught in middle school and they are not labeled as middle school topics. For example, in the Number, Sentences, and Problems Unit, the lesson titled Number Order and Absolute Value is a review from previous grades, but it is not labeled as such.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	REQUIRED **2b) *Relating 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.	**Yes**	Although course-level standards are not clearly labeled, course-level concepts are related to prior knowledge from earlier grades and courses. For example, in the lesson on adding and subtracting rational expressions, students extend their knowledge of rational numbers to expressions. (Note: Standards are labeled in the Performance Task items at the end of each unit.) The unit on Polynomials is another example. Students are dividing polynomials. Students must know how to divide numbers to extend to this new knowledge. Students also have to be fluent in knowing and understanding basic exponents in order to be successful at this skill.	
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.[35]	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	**No**	There is little to no opportunity for students to develop conceptual understanding. For the most part, students are watching an instructional video, doing some sort of game or click-and-answer type of problem, and reading through examples. The materials sometimes develop conceptual understanding of key mathematical concepts. Some have interactive items for students to complete. However, there are very few high-quality conceptual problems and conceptual discussion questions. Most of the material is direct instruction, giving students a lot of text to read and examples to read through, but does not allow for conceptual understanding of concepts. Students are	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

[34] Refer also to criterion #3 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[35] Refer also to criterion #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	PUBLISHER COMMENTS
☐ Yes ☒ No			not asked to explain understanding beyond simply solve the given problem. Typically about 67% of the problem go beyond simplification but do not require any conceptual explanation. For example, The Function tab does not use real life problems, but simply practices the skill.	
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Progress toward fluency and procedural skill is interwoven with the student's developing conceptual understanding of the skills in question	**Yes**	There are ample problems to help students attain fluencies and procedural skills. Every lesson has procedural skill at the end which allows students to attain the fluencies and skills necessary. The items range from multiple choice, short answer, drag and drop, true/false, fill in the blank to paragraph. Lessons have practice at the end of each lesson so that students can gain fluency in the skill. The unit on Functions, Lesson: Exponential Functions is an example of this. There is ample practice of exponential functions at the end of the lessons for students to practice.	
	REQUIRED **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications/modeling without losing focus on the Widely Applicable Prerequisites. There are single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the 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. Application problems particularly stress applying the Widely Applicable Prerequisites.	**No**	The majority of the problems students complete are multiple choice or true/false. There are very few multi-step contextual problems. For example, in the lesson on mixed expressions and complex fractions all 15 items in the problem set are multiple choice. Applications are present within the performance task or the lesson that specifically says application, but they do not occur throughout the lessons. Applications should happen naturally throughout the course of study, not as separate lessons.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately	**No**	The three aspects of rigor are not always addressed. Many of the lessons are devoted to procedural skill and fluency practice.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: **Materials promote focus and**	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Widely Applicable Prerequisites; practices strengthen the focus of the course instead of detracting from it, in both teacher and student materials.	**No**	While the practice standards are addressed in some of the lessons in pop-up windows labeled "Modeling Mathematical Practices", they are not integrated in a way that strengthens the focus on Major work. For example, in the unit on Algebraic Fractions, students work through four complete lessons before coming to	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES	PUBLISHER COMMENTS
coherence by connecting practice standards with content that is emphasized in the Standards.[36] ☐ Yes ☒ No			a "Modeling Mathematical Practices" problem in the fifth lesson title Adding and Subtracting Rational Expressions.	
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). Courses are designed based on the content in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base courses on the content specified in the standards (Algebra I, Geometry, and Algebra II). [37]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **5b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a category, or two or more categories, in cases where these connections are natural and important. [38, 39]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5c) Materials include learning objectives that are visibly shaped by CCSSM cluster and domain headings.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5d) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.[10]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[40] 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. There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6b)** Materials Support the Standards' Emphasis on Mathematical	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

[36] Refer also to criterion #6 in the High School Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[37] Refer also to criterion #3 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[38] Refer also to criterion #4 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[39] Refer to the standards for each course found in the Teacher Support Library.
[40] Refer also to criterion #7 in the HS 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	PUBLISHER COMMENTS
☐ Yes ☐ No	Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key course-level mathematics that is detailed in the content standards (cf. MP.3).[41] Materials explicitly attend to the specialized language of mathematics.[13]			
	6c) Materials explicitly attend to the specialized language of mathematics.[13]	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the standards. [42] ☐ 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**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Not Evaluated**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the 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**	This section was not evaluated because the non-negotiable criteria were not met.	
	7f) Materials support the uses of technology as called for in the standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

[41] Refer also to criterion #8 in the HS Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[42] Refer also to 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	PUBLISHER COMMENTS
	7g) There is variety in the pacing and grain size of content coverage.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7h) 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**	This section was not evaluated because the non-negotiable criteria were not met.	
	7i) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 7. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Non-Negotiables	1. Focus in High School	**Yes**	Students and teachers spend the majority of their time developing knowledge and skills that are widely applicable as prerequisites for postsecondary education.	
	2. Consistent, Coherent Content	**No**	Work from previous courses is not labeled as such to the teacher.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	3. Rigor and Balance	**No**	The materials provide very few multi-step contextual problems.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
	4. Focus and Coherence via Practice Standards	**No**	Practice standards are not integrated in a way that strengthens the focus on Major work.	Odysseyware is currently in the process of modifying curriculum assets in light of the Louisiana reviewer's commentary. It is our intention to resubmit materials for the next review cycle.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

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

Appendix II.

Public Comments

There were no public comments submitted.