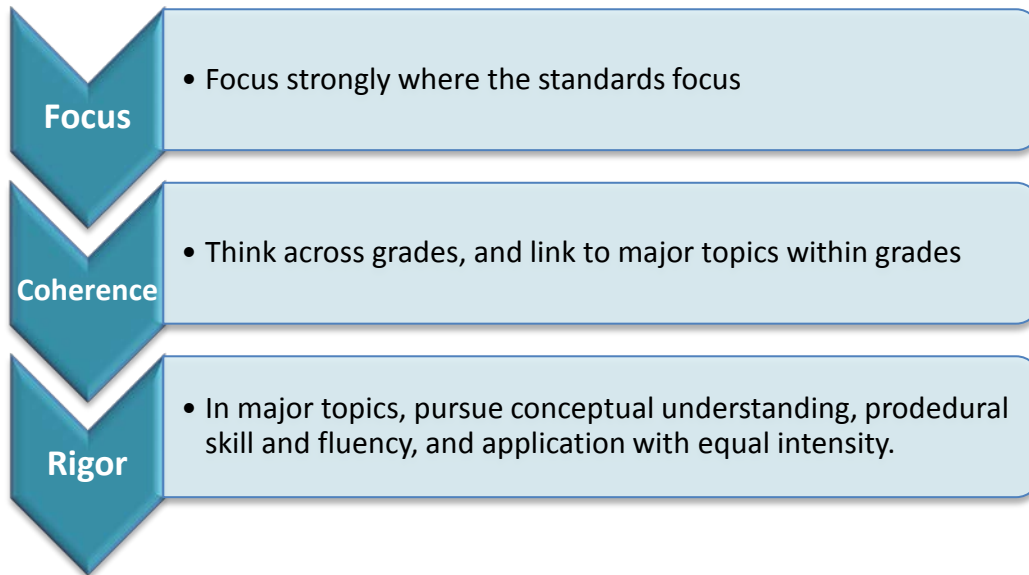


Strong mathematics instruction contains the following elements:



**Title:** Stepping Stones Core Mathematics

**Grade:** K-5

**Publisher:** ORIGO Education

**Copyright:** 2012

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

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

STRONG	WEAK
<a href="#">Rigor and Balance</a> (Non-Negotiable)	<a href="#">Focus on Major Work</a> (Non-Negotiable)*
	<a href="#">Consistent, Coherent Content</a> (Non-Negotiable)
	<a href="#">Practice-Content Connections</a> (Non-Negotiable)
	*Strong at grades 3-5

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

**Tier 1 ratings** received a “Yes” for all Criteria 1–7.

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

**Tier 3 ratings** received a “No” for at least one of the non-negotiable criteria.

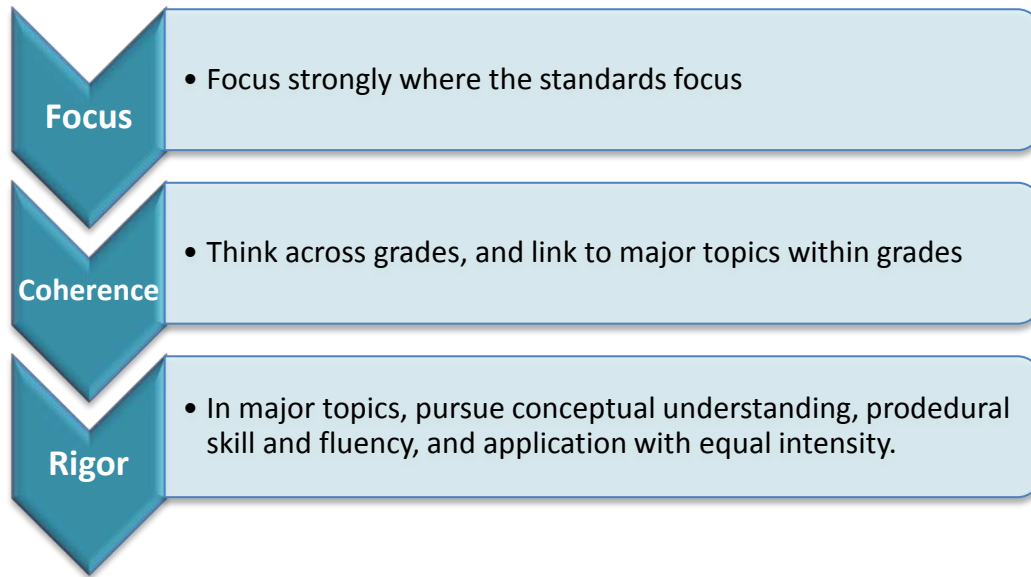
Click below for complete grade-level reviews:

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

[Grade 1 \(Tier 3\)](#)  
[Grade 4 \(Tier 3\)](#)

[Grade 2 \(Tier 3\)](#)  
[Grade 5 \(Tier 3\)](#)

Strong mathematics instruction contains the following elements:



**Title:** Stepping Stones Core Mathematics

**Grade:** K

**Publisher:** ORIGO Education

**Copyright:** 2012

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

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

STRONG	WEAK
<a href="#">Rigor and Balance</a> (Non-Negotiable)	<a href="#">Focus on Major Work</a> (Non-Negotiable)
	<a href="#">Consistent, Coherent Content</a> (Non-Negotiable)
	<a href="#">Practice-Content Connections</a> (Non-Negotiable)

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.</b>			
<p><b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>1</sup>:</b> Students and teachers using the materials as designed devote the large majority<sup>2</sup> of time in each grade K–8 to the major work of the grade.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p>	No	Materials for kindergarten devote approximately 71% of class time to the major work for this grade, which is not nearer the upper end of the range.
	<p><b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.<sup>3</sup></p>	Yes	Minimal time is spent on content outside of Kindergarten. There are other standards from other grade levels mentioned within modules. These lessons are designed to show progression towards the off-grade level standard, but the off-grade level standards are not taught [note: this could create confusion]. For example, in Module 5 Lessons 5 and 6 are labeled as preparing students for standard 4.OA.5. Also, in Module 12 Lessons 5 and 6 are labeled as preparing students for standard 1.MD.3.
<p><b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>4</sup></p>	No	K.MD.B.3 is the only supporting standard in Kindergarten. This standard is addressed in three lessons (Module 1 Lesson 5, Module 1 Lesson 6, and Module 2 Lesson 6). None of these lessons connect to major standards.
	<p><b>REQUIRED</b> <b>2b)</b> Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.<sup>5</sup></p>	Yes	Modules include lessons which connect two or more clusters and two or more domains. For example, Module 10 Lesson 4 addresses K.CC.A.1, K.CC.A.3, and K.NBT.A.1.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I (continued): NON-NEGOTIABLE CRITERIA</b>			
<p><b>Non-Negotiable 3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.<sup>6</sup></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each lesson while exposing students to a variety of ways in which to solve problems.
	<p><b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Materials give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the standards being addressed.
	<p><b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed so that teachers and students spend time working in application through a variety of activities and methods.
	<p><b>REQUIRED</b> <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	Materials provide students with a balance of all three components of rigor. Each lesson contains “journal” activities, which present opportunities for students work in all three components, both individually and separately. These journals present a balanced level of rigor and serve to enhance their skill and mastery over the course of the module as a whole.
<p><b>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS:</b> Materials meaningfully connect the Standards for Mathematical Content and</p>	<p><b>REQUIRED</b> <b>4a)</b> The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	Yes	At the beginning of each Lesson, the Mathematical Practices addressed in the lesson are listed. Hovering over the listed Mathematical Practice provides an additional explanation of how the Standards for Mathematical Practices are

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

<p>the Standards for Mathematical Practice.<sup>7,8</sup></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>			<p>connected to the Standards for Mathematical Content in the lesson.</p>
	<p><b>REQUIRED</b>  <b>4b)</b> The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	<p><b>No</b></p>	<p>There is no analysis or description that connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.</p>

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

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

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

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

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

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

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

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

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

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



	with active participation by all students in their own learning and in the learning of their classmates.		
	<b>7h)</b> Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria not met.

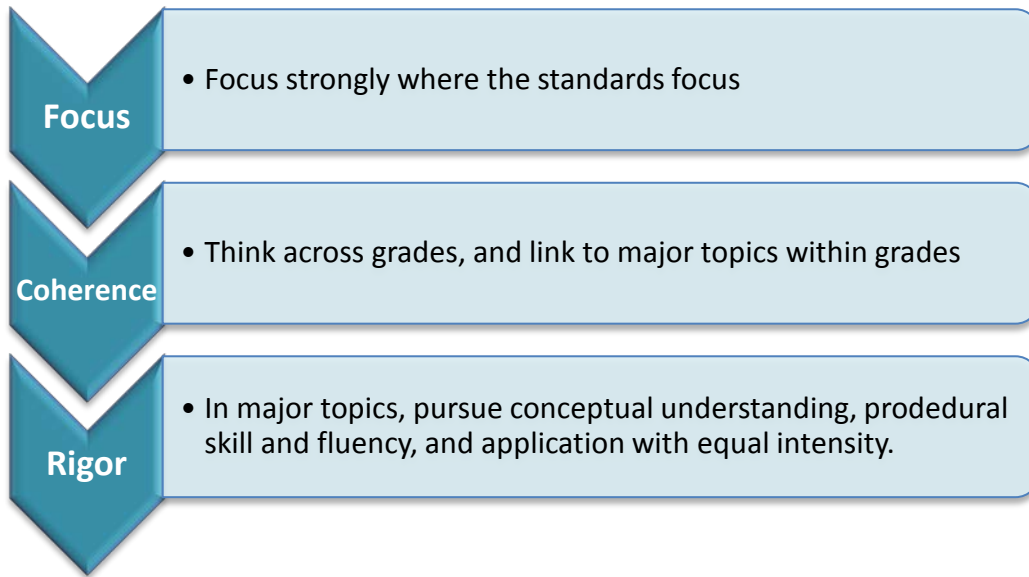
**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	No	Materials for kindergarten devote approximately 71% of class time to the major work for this grade, which is not nearer to the higher end of the range.
	2. Consistent, Coherent Content	No	K.MD.B.3 is the only supporting standard in Kindergarten, and it is not connected to major standards.
	3. Rigor and Balance	Yes	Materials address all three aspects of rigor. Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	No	There is no analysis or description that connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria not met.
<b>FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality</b>			

Strong mathematics instruction contains the following elements:



**Title:** Stepping Stones Core Mathematics

**Grade:** 1

**Publisher:** ORIGO Education

**Copyright:** 2012

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

[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:

STRONG	WEAK
<a href="#">Rigor and Balance</a> (Non-Negotiable)	<a href="#">Focus on Major Work</a> (Non-Negotiable)
	<a href="#">Consistent, Coherent Content</a> (Non-Negotiable)
	<a href="#">Practice-Content Connections</a> (Non-Negotiable)

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.</b>			
<b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>1</sup>:</b> Students and teachers using the materials as designed devote the large majority <sup>2</sup> of time in each grade K–8 to the major work of the grade.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>1a)</b> Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	No	Materials for Grade 1 devote approximately 67% of class time to the major work for this grade, which is on the low end of the range.
	<b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards. <sup>3</sup>	No	Approximately 11% of class time is spent on content outside of the grade level. For example, in Module 6 Lessons 11 and 12 are labeled as preparing students for standard 4.OA.5. Also, in Module 6 Lessons 8 and 9 are labeled as preparing students for standard 2.NBT.2.
<b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. <sup>4</sup>	No	1.MD.C.4 is the only supporting standard in Grade 1. This standard is addressed in five lessons (11.8, 11.9, 11.10, 11.11, and 11.12). None of these lessons is connected to major standards.
	<b>REQUIRED</b> <b>2b)</b> Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. <sup>5</sup>	Yes	Modules include lessons which connect two or more clusters and two or more domains. For example, Module 2 Lesson 1 addresses 1.OA.A.1 and 1.NBT.A.1.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I (continued): NON-NEGOTIABLE CRITERIA</b>			
<p><b>Non-Negotiable 3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.<sup>6</sup></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each lesson while exposing students to a variety of ways in which to solve problems.
	<p><b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Materials give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the standards being addressed.
	<p><b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed so that teachers and students spend time working in application through a variety of activities and methods.
	<p><b>REQUIRED</b> <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	Materials provide students with a balance of all three components of rigor. Each lesson contains “journal” activities, which present opportunities for students work in all three components, both individually and separately. These journals present a balanced level of rigor and serve to enhance their skill and mastery over the course of the module as a whole.

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

<p><b>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS:</b> Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.<sup>7, 8</sup></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>4a)</b> The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	<p><b>Yes</b></p>	<p>At the beginning of each Lesson, the Mathematical Practices addressed in the lesson are listed. Hovering over the listed Mathematical Practice provides an additional explanation of how the Standards for Mathematical Practices are connected to the Standards for Mathematical Content in the lesson.</p>
	<p><b>REQUIRED</b> <b>4b)</b> The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	<p><b>No</b></p>	<p>There is no analysis or description that connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.</p>

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

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

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

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

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

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

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

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



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

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

	with active participation by all students in their own learning and in the learning of their classmates.		
	<b>7h)</b> Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria not met.

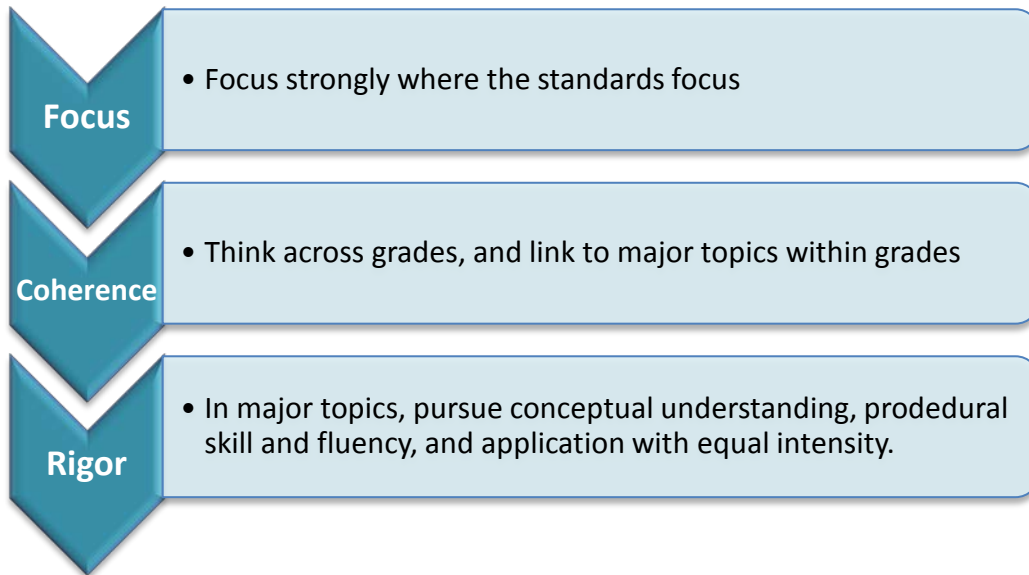
**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	No	Materials for Grade 1 devote approximately 67% of class time to the major work for this grade, which is on the low end of the range.
	2. Consistent, Coherent Content	No	1.MD.C.4 is the only supporting standard in Grade 1 , and it is not connected to major standards.
	3. Rigor and Balance	Yes	Materials address all three aspects of rigor. Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	No	There is no analysis or description which connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

Strong mathematics instruction contains the following elements:



**Title:** Stepping Stones Core Mathematics

**Grade:** 2

**Publisher:** ORIGO Education

**Copyright:** 2012

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

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

STRONG	WEAK
<a href="#">Rigor and Balance</a> (Non-Negotiable)	<a href="#">Focus on Major Work</a> (Non-Negotiable)
	<a href="#">Consistent, Coherent Content</a> (Non-Negotiable)
	<a href="#">Practice-Content Connections</a> (Non-Negotiable)

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.</b>			
<p><b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>1</sup>:</b> Students and teachers using the materials as designed devote the large majority<sup>2</sup> of time in each grade K–8 to the major work of the grade.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p>	No	Materials for Grade 2 devote approximately 60% of class time to the major work for this grade.
	<p><b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.<sup>3</sup></p>	No	Approximately 15% of class time is spent on content outside of the grade level. For example, in Module 5 Lessons 7 and 8 are labeled as preparing students for standard 4.MD.5. Also, in Module 2 Lesson 9 is labeled as preparing students for standard 3.MD.1.
<p><b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>4</sup></p>	No	There are six supporting standards in Grade 2. Only 3 of those standards are connected to major standards. In lesson 7.2, 2.OA.C.4 is connected to 2.NBT.A.2; however, this standard is not connected to major work in four other lessons. In lesson 3.11, 2.MD.D.10 is connected to 2.MD.A.1 and 2.MD.A.3 however, this standard is not connected to major work in four other lessons.
	<p><b>REQUIRED</b> <b>2b)</b> Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.<sup>5</sup></p>	Yes	Modules include lessons which connect two or more clusters and two or more domains. For example, Module 3 Lesson 6 addresses 2.NBT.A.2 and 2.MD.B.6.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I (continued): NON-NEGOTIABLE CRITERIA</b>			
<p><b>Non-Negotiable 3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.<sup>6</sup></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each lesson while exposing students to a variety of ways in which to solve problems.
	<p><b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Materials give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the standards being addressed.
	<p><b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed so that teachers and students spend time working in application through a variety of activities and methods.
	<p><b>REQUIRED</b> <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	Materials provide students with a balance of all three components of rigor. Each lesson contains “journal” activities, which present opportunities for students work in all three components, both individually and separately. These journals present a balanced level of rigor and serve to enhance their skill and mastery over the course of the module as a whole.

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

<p><b>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS:</b> Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.<sup>7, 8</sup></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>4a)</b> The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	<p><b>Yes</b></p>	<p>At the beginning of each Lesson, the Mathematical Practices addressed in the lesson are listed. Hovering over the listed Mathematical Practice provides an additional explanation of how the Standards for Mathematical Practices are connected to the Standards for Mathematical Content in the lesson.</p>
	<p><b>REQUIRED</b> <b>4b)</b> The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	<p><b>No</b></p>	<p>There is no analysis or description which connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.</p>

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

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

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

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

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



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

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

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

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

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

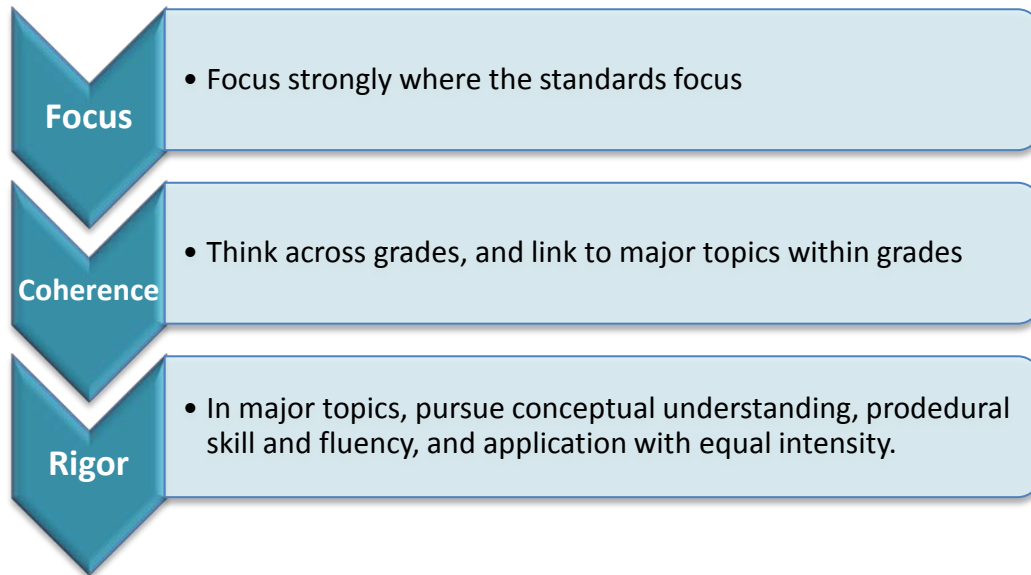
**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Materials for Grade 2 devote approximately 60% of class time to the major work for this grade.
	2. Consistent, Coherent Content	<b>No</b>	There are six supporting standards in Grade 2. Only 3 of those standards are connected to major standards.
	3. Rigor and Balance	<b>Yes</b>	Materials address all three aspects of rigor. Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	<b>No</b>	There is no analysis or description which connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

Strong mathematics instruction contains the following elements:



**Title:** Stepping Stones Core Mathematics

**Grade:** 3

**Publisher:** Origo Education

**Copyright:** 2012

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

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

STRONG	WEAK
<a href="#">Focus on Major Work</a> (Non-Negotiable)	<a href="#">Consistent, Coherent Content</a> (Non-Negotiable)
<a href="#">Rigor and Balance</a> (Non-Negotiable)	<a href="#">Practice-Content Connections</a> (Non-Negotiable)

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.</b>			
<b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>1</sup>:</b> Students and teachers using the materials as designed devote the large majority <sup>2</sup> of time in each grade K–8 to the major work of the grade.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>1a)</b> Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	Yes	Materials for Grade 3 devote approximately 68% of class time to the major work for this grade.
	<b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards. <sup>3</sup>	Yes	Approximately 10% of class time is spent on content outside of the grade level. For example, in Module 10 Lesson 9 is labeled as preparing students for standard 4.MD.5. Also, in Module 1 Lesson 10 is labeled as preparing students for standard 4.MD.1.
<b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. <sup>4</sup>	No	There are four supporting standards in Grade 3. Only 1 of those standards is connected to major standards. In lessons 4.9, 4.10, 4.11, and 4.12, 3.G.A.2 is connected to 3.NF.A.1.
	<b>REQUIRED</b> <b>2b)</b> Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. <sup>5</sup>	Yes	Modules include lessons which connect two or more clusters and two or more domains. For example, Module 4 Lesson 12 addresses 3.G.A.2 and 3.NF.A.1.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I (continued): NON-NEGOTIABLE CRITERIA</b>			
<p><b>Non-Negotiable 3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.<sup>6</sup></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each lesson while exposing students to a variety of ways in which to solve problems.
	<p><b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Materials give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the standards being addressed.
	<p><b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed so that teachers and students spend time working in application through a variety of activities and methods.
	<p><b>REQUIRED</b> <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	Materials provide students with a balance of all three components of rigor. Each lesson contains “journal” activities, which present opportunities for students work in all three components, both individually and separately. These journals present a balanced level of rigor and serve to enhance their skill and mastery over the course of the module as a whole.
<p><b>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS:</b> Materials meaningfully connect the Standards for Mathematical Content and</p>	<p><b>REQUIRED</b> <b>4a)</b> The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	Yes	At the beginning of each Lesson, the Mathematical Practices addressed in the lesson are listed. Hovering over the listed Mathematical Practice provides an additional explanation of how the Standards for Mathematical Practices are

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

the Standards for Mathematical Practice. <sup>7,8</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			connected to the Standards for Mathematical Content in the lesson.
	<b>REQUIRED</b> <b>4b)</b> The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	<b>No</b>	There is no analysis or description which connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.

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

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

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

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

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

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

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

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



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

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

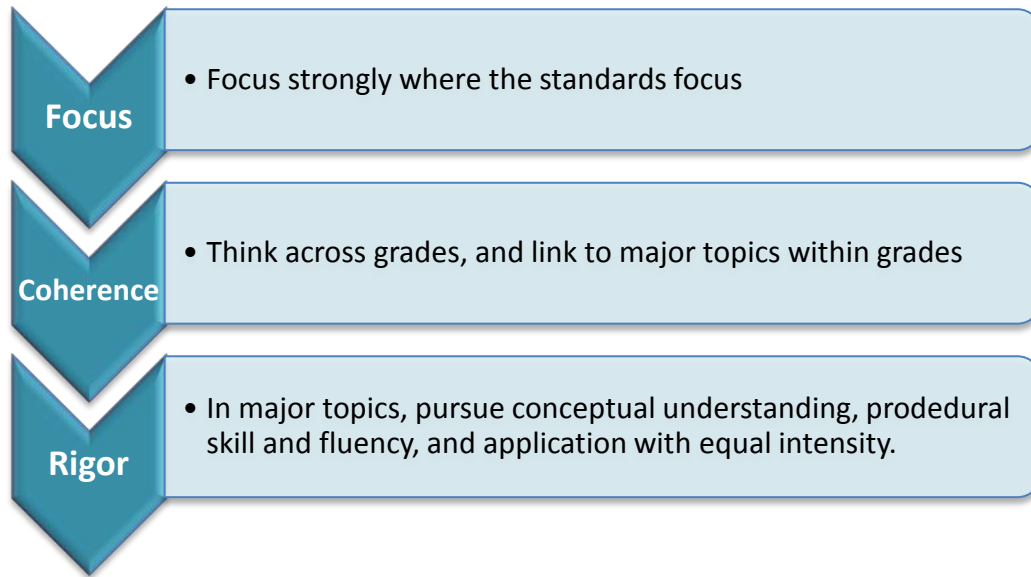
**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	Yes	Materials for Grade 3 devote approximately 68% of class time to the major work for this grade.
	2. Consistent, Coherent Content	No	There are four supporting standards in Grade 3. Only 1 of those standards is connected to major standards.
	3. Rigor and Balance	Yes	Materials address all three aspects of rigor.
	4. Practice-Content Connections	No	There is no analysis or description which connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

Strong mathematics instruction contains the following elements:



**Title:** Stepping Stones Core Mathematics

**Grade:** 4

**Publisher:** ORIGO Education

**Copyright:** 2012

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

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

STRONG	WEAK
<a href="#">Focus on Major Work</a> (Non-Negotiable)	<a href="#">Consistent, Coherent Content</a> (Non-Negotiable)
<a href="#">Rigor and Balance</a> (Non-Negotiable)	<a href="#">Practice-Content Connections</a> (Non-Negotiable)

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.</b>			
<b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>1</sup>:</b> Students and teachers using the materials as designed devote the large majority <sup>2</sup> of time in each grade K–8 to the major work of the grade.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>1a)</b> Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	Yes	Materials for Grade 4 devote approximately 76% of class time to the major work for this grade.
	<b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards. <sup>3</sup>	Yes	Minimal time is spent on content outside of Grade 4.
<b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. <sup>4</sup>	No	Supporting standard 4.MD.B.4 is not connected to major standards. The only lesson that is directly linked to this standard is 9.10, and it is only connected to supporting standard 4.MD.A.1, another supporting standard.
	<b>REQUIRED</b> <b>2b)</b> Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. <sup>5</sup>	Yes	Modules include lessons which connect two or more clusters and two or more domains. For example, Module 5 Lesson 4 addresses 4.OA.B.4 and 4.NF.A.1.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I (continued): NON-NEGOTIABLE CRITERIA</b>			
<p><b>Non-Negotiable 3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.<sup>6</sup></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each lesson while exposing students to a variety of ways in which to solve problems.
	<p><b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Materials give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the standards being addressed.
	<p><b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed so that teachers and students spend time working in application through a variety of activities and methods.
	<p><b>REQUIRED</b> <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	Materials provide students with a balance of all three components of rigor. Each lesson contains “journal” activities, which present opportunities for students work in all three components, both individually and separately. These journals present a balanced level of rigor and serve to enhance their skill and mastery over the course of the module as a whole.
<p><b>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS:</b> Materials meaningfully connect the Standards for Mathematical Content and</p>	<p><b>REQUIRED</b> <b>4a)</b> The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	Yes	At the beginning of each Lesson, the Mathematical Practices addressed in the lesson are listed. Hovering over the listed Mathematical Practice provides an additional explanation of how the Standards for Mathematical Practices are

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

the Standards for Mathematical Practice. <sup>7,8</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			connected to the Standards for Mathematical Content in the lesson.
	<b>REQUIRED</b> <b>4b)</b> The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	<b>No</b>	There is no analysis or description which connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.

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

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

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

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

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

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

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

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

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

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



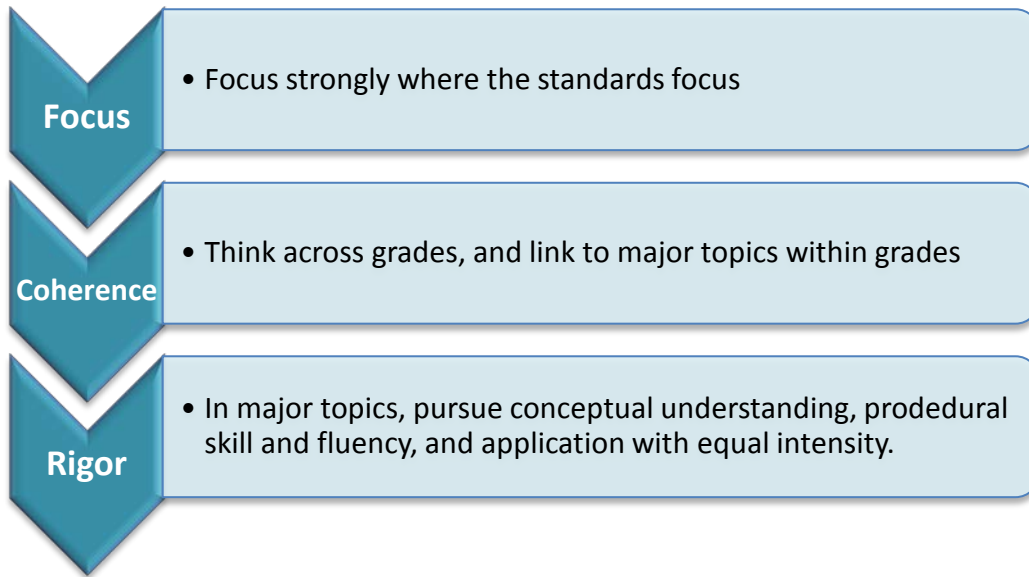
**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	Yes	Materials for Grade 4 devote approximately 76% of class time to the major work for this grade.
	2. Consistent, Coherent Content	No	Supporting standard 4.MD.B.4 is not connected to major standards.
	3. Rigor and Balance	Yes	Materials address all three aspects of rigor.
	4. Practice-Content Connections	No	There is no analysis or description which connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

Strong mathematics instruction contains the following elements:



**Title:** Stepping Stones Core Math

**Grade:** 5

**Publisher:** Origo Education

**Copyright:** 2012

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

[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:

STRONG	WEAK
<u><a href="#">Focus on Major Work</a></u> (Non-Negotiable)	<u><a href="#">Consistent, Coherent Content</a></u> (Non-Negotiable)
<u><a href="#">Rigor and Balance</a></u> (Non-Negotiable)	<u><a href="#">Practice-Content Connections</a></u> (Non-Negotiable)

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.</b>			
<b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>1</sup>:</b> Students and teachers using the materials as designed devote the large majority <sup>2</sup> of time in each grade K–8 to the major work of the grade.  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>1a)</b> Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	Yes	Materials for Grade 5 devote approximately 72% of class time to the major work for this grade.
	<b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards. <sup>3</sup>	Yes	Minimal time is spent on content outside of Grade 5.
<b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. <sup>4</sup>	No	There are two supporting standards in Grade 5, 5.MD.A.1 and 5.MD.B.2. Neither of these standards is directly connected to major standards.
	<b>REQUIRED</b> <b>2b)</b> Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. <sup>5</sup>	Yes	Modules include lessons which connect two or more clusters and two or more domains, but these are minimal. For example, Module 9 Lesson 9 addresses 5.NF.A.1, 5.NF.B.4, and 5.NF.B.6.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I (continued): NON-NEGOTIABLE CRITERIA</b>			
<p><b>Non-Negotiable 3. RIGOR AND BALANCE:</b> Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.<sup>6</sup></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each lesson while exposing students to a variety of ways in which to solve problems.
	<p><b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Materials give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the standards being addressed.
	<p><b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed so that teachers and students spend time working in application through a variety of activities and methods.
	<p><b>REQUIRED</b> <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	Materials provide students with a balance of all three components of rigor. Each lesson contains “journal” activities, which present opportunities for students work in all three components, both individually and separately. These journals present a balanced level of rigor and serve to enhance their skill and mastery over the course of the module as a whole.
<p><b>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS:</b> Materials meaningfully connect the Standards for Mathematical Content and</p>	<p><b>REQUIRED</b> <b>4a)</b> The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	Yes	At the beginning of each Lesson, the Mathematical Practices addressed in the lesson are listed. Hovering over the listed Mathematical Practice provides an additional explanation of how the Standards for Mathematical Practices are

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

the Standards for Mathematical Practice. <sup>7,8</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			connected to the Standards for Mathematical Content in the lesson.
	<b>REQUIRED</b> <b>4b)</b> The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	<b>No</b>	There is no analysis or description which connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.

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

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

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

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

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

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

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

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

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

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

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

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	Yes	Materials for Grade 5 devote approximately 72% of class time to the major work for this grade.
	2. Consistent, Coherent Content	No	The two supporting standards in Grade 5, 5.MD.A.1 and 5.MD.B.2, are not directly connected to major standards.
	3. Rigor and Balance	Yes	Materials address all three aspects of rigor.
	4. Practice-Content Connections	No	There is no analysis or description which connects the Standards for Mathematical Practice and the Standards for Mathematical Content provided for evaluators.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			