Instructional Materials Evaluation - Student Standards Review

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

Title: **Digits (Math)**

Grade: **6-7**

Publisher: **Pearson Education Inc.**

Copyright: **2015**

Overall Rating: **Tier II, Approaching quality**

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

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

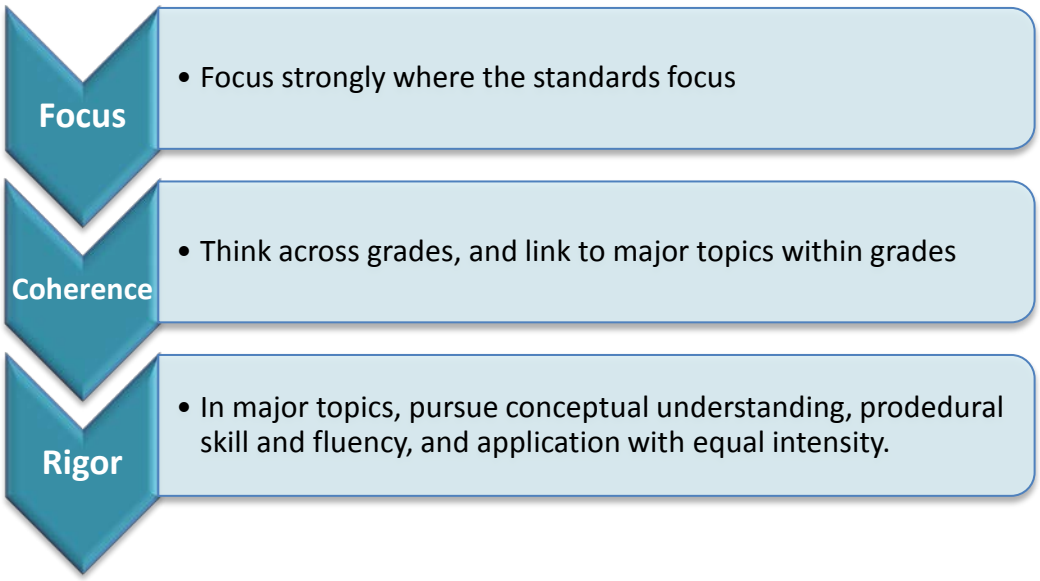
The following two indicators may be impacted:

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

This review remains a Tier 2 rating. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	This program currently is reviewed as Yes for this criterion because the materials devote between 79% and 91% of class time to the major work of the grade and spend minimal time outside the appropriate grade level.	Make sure to review all assessment materials to ensure alignment to new clarifications/limitations and the revised, as well as, the placement of standards by grade/course.
Consistent, Coherent Content (Non-Negotiable)	This program currently is reviewed as Yes for this criterion because in the materials, supporting content is connected to major content, and when appropriate, connections are made among some clusters in a domain or among domains at all grade levels throughout the year.	Make sure to review instructional materials focused on new supporting content (e.g., money in Grades K and 1) to ensure it supports the major work of the grade/course.

Strong mathematics instruction contains the following elements:



Title: **Digits (Math)** **Grade:** **6-7**

Publisher: **Pearson Education Inc.** **Copyright:** **2015**

Overall Rating: **Tier II, Approaching quality**

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

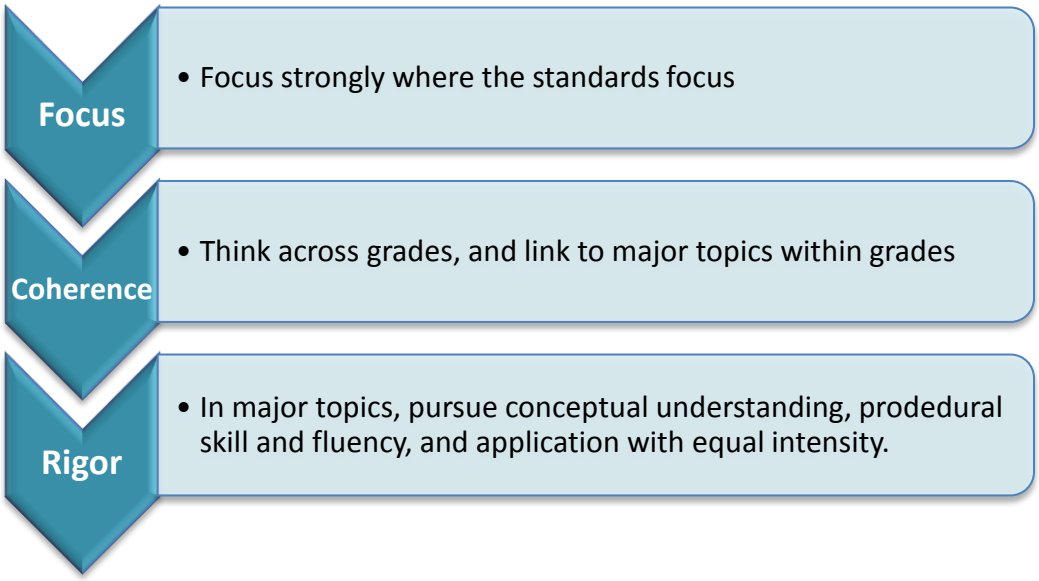
STRONG	WEAK
Focus on Major Work (Non-Negotiable)	Alignment Criteria for Standards for Mathematical Practice
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	

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

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

Click below for complete grade-level reviews:
Grade 6 (Tier 2)
Grade 7 (Tier 2)

Strong mathematics instruction contains the following elements:



Title: Digits (Math) **Grade:** 6

Publisher: Pearson Education, Inc. **Copyright:** 2015

Overall Rating: Tier II, Approaching quality

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	Alignment Criteria for Standards for Mathematical Practice
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Indicators of Quality	

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ■ Yes ☐ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	The materials devote approximately 91% of class time to the major work of Grade 6.
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**Yes**	There are no aligned materials that focus on any topics that have not been introduced.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ■ Yes ☐ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**Yes**	Supporting content is connected to major content (e.g., when 6.G.B.2, supporting content, is taught in Lesson 14-3, it is linked to 6.EE.A.2c, major work of the grade).
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. [5]	**Yes**	When appropriate, connections are made among some clusters in a domain or among domains (e.g., Lesson 7-2 connects Ratios and Proportional Relationships and The Number System).

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
Non-Negotiable 3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the standards and help students meet the standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[6] ☐ Yes ☐ No	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**Yes**	The materials develop conceptual understanding of key mathematical concepts
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	The materials give appropriate attention to standards requiring procedural skill and fluency.
	REQUIRED **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	The materials give appropriate attention to application.
	REQUIRED **3d)** ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	There is an appropriate balance of conceptual understanding, procedural skill and fluency, and application in the materials.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ☐ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	The Program Overview Guide has a section listing the standards for both Mathematical Practice and Mathematical Content by lesson.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	The Program Overview Guide has a section explaining how the Standards for Mathematical Practice are incorporated in the program.

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. [9]	**Yes**	The Teacher Guides include a Math Background that indicates progressions based on the Standards.
	REQUIRED **5b)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year. [10]	**Yes**	All materials focus on course-level problems.
■ Yes ☐ No	**REQUIRED** **5c)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge. [10]	**Yes**	In the teacher preparation notes for each lesson, the Math Background section connects materials to knowledge from prior grades or earlier lessons.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings. [10]	**Yes**	Learning objectives that are shaped by cluster headings are included.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Yes**	Materials do preserve focus, coherence, and rigor at the objective level.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. ☐ Yes ☒ No	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.	**No**	Although an overall explanation of how the Standards for Mathematical Practice are incorporated in the program is provided in the Program Overview Guide, the mathematical practices are not listed in each specific lesson to support complete implementation of the practices.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]	**No**	In the student edition there is opportunity for an individual reflection, but there is insufficient opportunity to work with others in the area of viable argument.
	REQUIRED **6c)** Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.[12]	**Yes**	The materials engage students in multi-step problems where appropriate.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Appropriate math language is used in the teacher preparation notes and student activities.

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

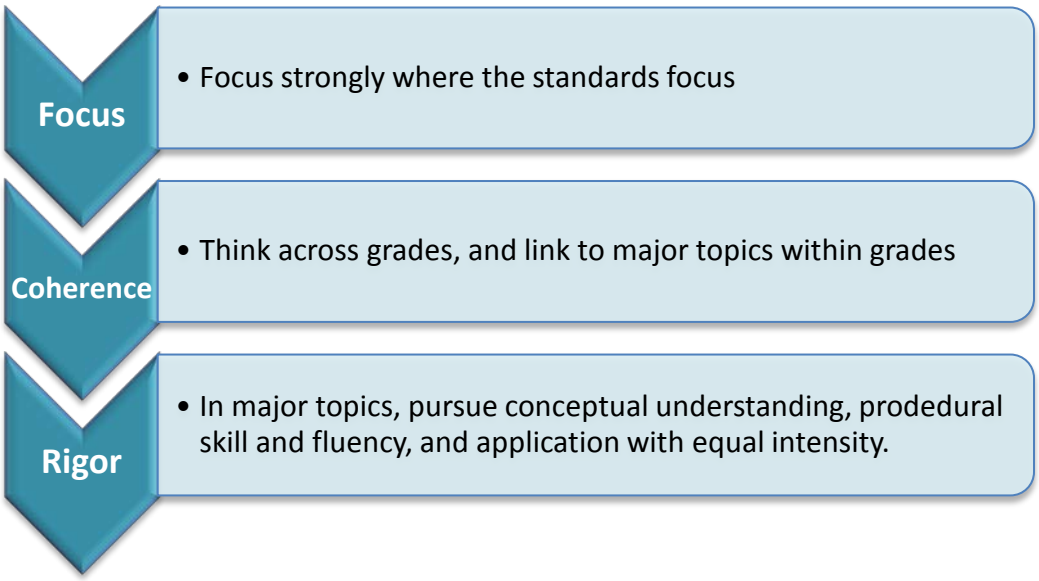
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Yes**	Each Topic includes several lessons. The last lesson is always a Problem Solving lesson.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Assignments and exercises are based upon the intentional sequences.
☐ Yes ☐ No	**REQUIRED** **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Yes**	The companion pages attached to the lessons provide additional variety to what students produce than just the online components.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Yes**	Teacher materials are provided as a separate document. Within the teacher preparation document, an error prevention section is provided to assist teacher with possible misconceptions. Guiding questions and questions for student understanding are also provided.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Yes**	Information for support for ELL students is provided in the Program Overview Guide. In the Teacher Guide, a differentiated instruction section is included to address students who work below grade level, and intervention lessons are provided.
	7f) There is variety in the pacing and grain size of content coverage.[13]	**Yes**	There is variety in the pacing and grain size of content coverage.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	**No**	The Teacher Guide provides support for teacher delivery. The design of this course, however, encourages individual learning over group learning and participation.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	The virtual manipulatives may pose a problem for some learners.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**Yes**	The materials devote approximately 91% of class time to the major work of Grade 6.
	2. Consistent, Coherent Content	**Yes**	Supporting content is connected to major content, and when appropriate, connections are made among some clusters in a domain or among domains.
	3. Rigor and Balance	**Yes**	There is an appropriate balance of conceptual understanding, procedural skill and fluency, and application in the materials.
	4. Practice-Content Connections	**Yes**	The Program Overview Guide has a section listing the standards for both Mathematical Practice and Mathematical Content by lesson.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	The Teacher Guides include a Math Background section that makes this alignment clear.
	6. Alignment Criteria for Standards for Mathematical Practice	**No**	Mathematical Practices are not connected within lessons. Student opportunities to develop and critique viable mathematical arguments with peers are not sufficient.
	7. Indicators of Quality	**Yes**	In order to meet these Indicators of Quality, teachers must use the Teacher Guide.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

Strong mathematics instruction contains the following elements:



Title: Digits (Math) **Grade:** 7

Publisher: Pearson Education, Inc. **Copyright:** 2015

Overall Rating: Tier II, Approaching quality

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	Alignment Criteria for Standards for Mathematical Practice
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Indicators of Quality	

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.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ■ Yes ☐ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	The materials devote approximately 79% of class time to the major work of Grade 7.
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**Yes**	There are no aligned materials that focus on any topics that have not been introduced.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ■ Yes ☐ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**Yes**	Supporting content is connected to major content (e.g., when 7.SP.C.8, supporting content, is taught in Lesson 17-6, it is linked to 7.EE.B.3, major work of the grade).
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.[5]	**Yes**	When appropriate, connections are made among some clusters in a domain or among domains (e.g., Lesson 11-1 connects Expressions and Equations and Geometry).

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
Non-Negotiable 3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the standards and help students meet the standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[6] ■ Yes ☐ No	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**Yes**	The materials develop conceptual understanding of key mathematical concepts
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	The materials give appropriate attention to standards requiring procedural skill and fluency.
	REQUIRED **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	The materials give appropriate attention to application.
	REQUIRED **3d)** ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	There is an appropriate balance of conceptual understanding, procedural skill and fluency, and application in the materials.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	The Program Overview Guide has a section listing the standards for both Mathematical Practice and Mathematical Content by lesson.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	The Program Overview Guide has a section explaining how the Standards for Mathematical Practice are incorporated in the program.

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.	**No**	Although an overall explanation of how the Standards for Mathematical Practice are incorporated in the program is provided in the Program Overview Guide, the mathematical practices are not listed in each specific lesson to support complete implementation of the practices.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]	**No**	In the student edition there is opportunity for an individual reflection, but there is insufficient opportunity to work with others in the area of viable argument.
☐ Yes ■ No	**REQUIRED** **6c)** Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.[12]	**Yes**	The materials engage students in multi-step problems where appropriate.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Appropriate math language is used in the teacher preparation notes and student activities.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Yes**	Each Topic includes several lessons. The last lesson is always a Problem Solving lesson.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Assignments and exercises are based upon the intentional sequences.
■ Yes ☐ No	**REQUIRED** **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Yes**	The companion pages attached to the lessons provide additional variety to what students produce than just the online components.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Yes**	Teacher materials are provided as a separate document. Within the teacher preparation document, an error prevention section is provided to assist teacher with possible misconceptions. Guiding questions and questions for student understanding are also provided.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Yes**	Information for support for ELL students is provided in the Program Overview Guide. In the Teacher guide, a differentiated instruction section is included to address students who work below grade level, and intervention lessons are provided.
	7f) There is variety in the pacing and grain size of content coverage.[13]	**Yes**	There is variety in the pacing and grain size of content coverage.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	**No**	The Teacher Guide provides support for teacher delivery. The design of this course, however, encourages individual learning over group learning and participation.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	The virtual manipulatives may pose a problem for some learners.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**Yes**	The materials devote approximately 79% of class time to the major work of Grade 7.
	2. Consistent, Coherent Content	**Yes**	Supporting content is connected to major content, and when appropriate, connections are made among some clusters in a domain or among domains.
	3. Rigor and Balance	**Yes**	There is an appropriate balance of conceptual understanding, procedural skill and fluency, and application in the materials.
	4. Practice-Content Connections	**Yes**	The Program Overview Guide has a section listing the standards for both Mathematical Practice and Mathematical Content by lesson.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	The Teacher Guides include a Math Background section that makes this alignment clear.
	6. Alignment Criteria for Standards for Mathematical Practice	**No**	Mathematical Practices are not connected within lessons. Student opportunities to develop and critique viable mathematical arguments with peers are not sufficient.
	7. Indicators of Quality	**Yes**	In order to meet these Indicators of Quality, teachers must use the Teacher Guide.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			