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: **Number Corner**

Grade: **K-5**

Publisher: **The Math Learning Center**

Copyright: **2014**

Overall Rating: **Tier I, Exemplifies 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

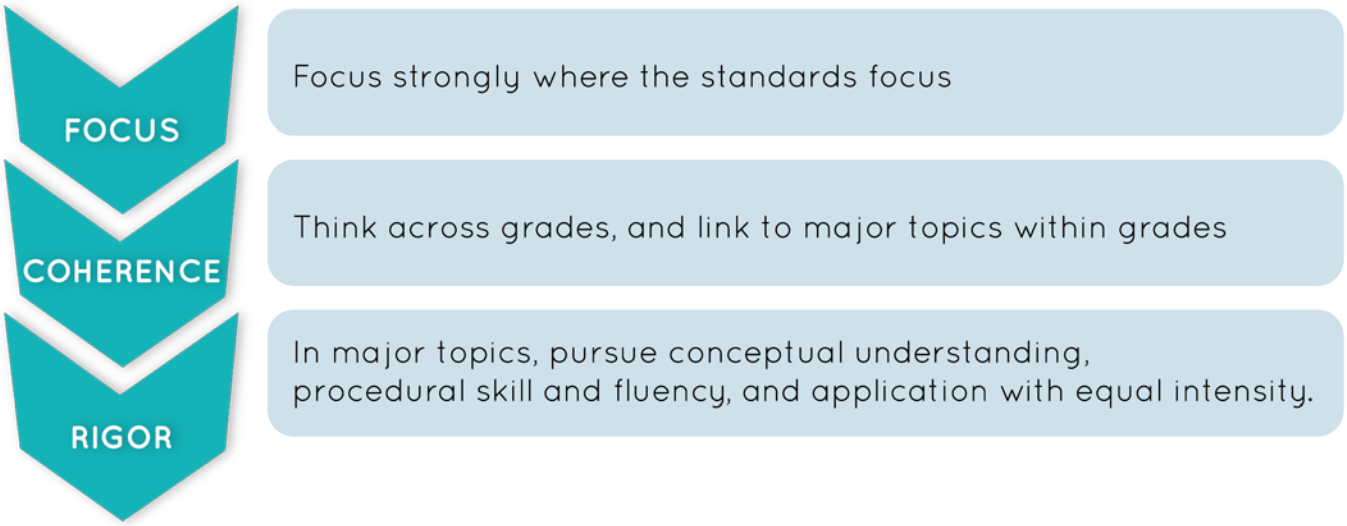
The following two indicators may be impacted:

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

This review remains a Tier 1 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 the majority of class time to the major work of the grade and spend minimal time outside the appropriate grade level. Materials focus consistently on grade-level standards.	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 the materials were consistently found to connect both supporting content to major content and two or more clusters in a domain or two or more domains in meaningful ways across all grade levels. Supporting standards are taught in conjunction with major standards.	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: **Number Corner**

Grade: **K-5**

Publisher: **The Math Learning Center**

Copyright: **2014**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

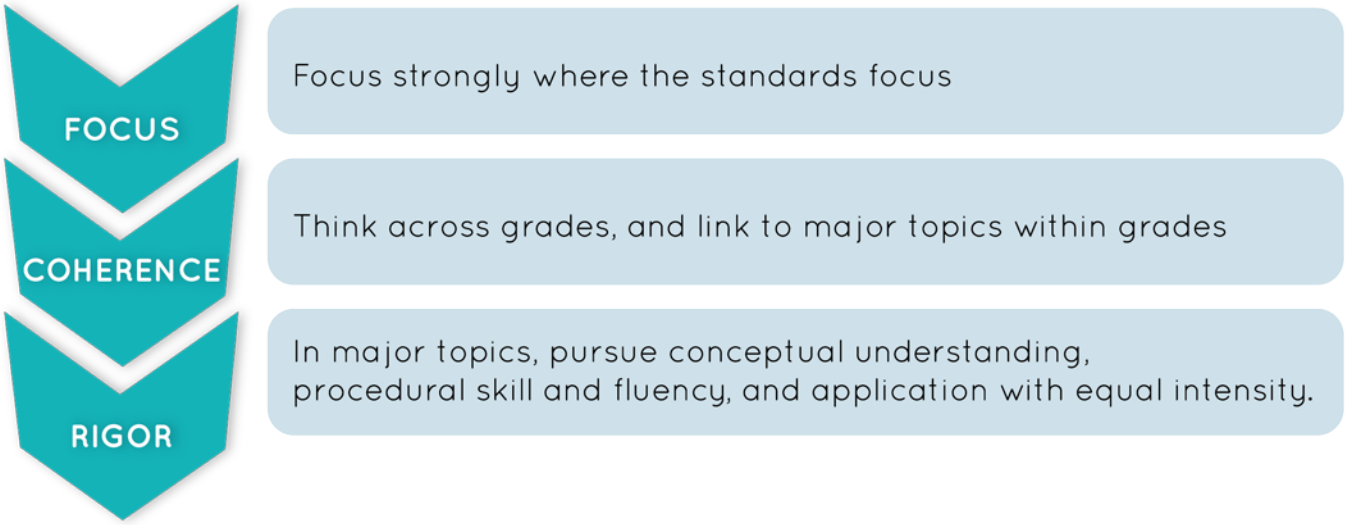
Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

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

Click below for complete grade-level reviews:

Grade K (Tier 1) Grade 1 (Tier 1) Grade 2 (Tier 1)
Grade 3 (Tier 1) Grade 4 (Tier 1) Grade 5 (Tier 1)

Strong mathematics instruction contains the following elements:



Title: **Number Corner** Grade: **K**

Publisher: **The Math Learning Center** Copyright: **2014**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
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)** 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**	Materials focus the majority of the time on standards for kindergarten. The concept of money is a standard that should be introduced in second grade; however, these materials introduce money in grade K. In "Ones & Fives with Pennies & Nickels" in the February Calendar Collector workout, students are required to recognize that five pennies are worth a nickel. There is a Number Corner Checkup that is administered in October, January, March, and May. There is not anything on the Number Corner Checkup that the students or teacher are responsible for before the grade in which they are are 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**	The materials connect supporting content to major content in meaningful ways. For example, in "Collecting Cubes in Two Colors" in the October Calendar Collector Workout, supporting standard K.MD.B.3 is connected to major standards K.CC.A.1, K.CC.B.4a, K.CC.B.4b, K.CC.B.5, K.CC.C.6, K.OA.A.3, and K.NBT.A.1. Supporting standard K.MD.B.3 is also connected to major work in the Calendar Collector in December, January, March, April, and May.
	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**	The materials connect domains. For example, in "Quantities to Five" in the September Computational Fluency workout, the CC and OA domains are both addressed. Clusters are also connected in these materials. For example, in "Numbers Before & After" in the November Number Line workout, the CC.A and CC.B clusters are both addressed.

[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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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 conceptual discussion questions.	**Yes**	Materials develop conceptual understanding of key Kindergarten concepts. For example, in "Numbers for Six to Ten" in the December Computational Fluency workout, students develop an understanding of the relationship between numbers and quantities for numbers 6-10 and develop an understanding of how to use numbers 6-10 to represent addition.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Number Corner provides repeated practice towards attainment of fluency standards. Standard K.OA.A.5 is addressed in February, March, April, and May.
	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, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.	**Yes**	The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of grade K. For example K.OA.A.2 is addressed in various types of application problems in January, February, March, April, and May.
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	There is an appropriate balalnce of rigor. Some workouts focus on one of the aspects separately, and some workouts treat the aspects together. For example, in "Sums & Minuends to Ten with Frogs & Toads" in the April Computational Fluency workout, students solve story problems; at the beginning of the month students use Unifix cubes to help with conceptual understanding and work towards fluency by the end of the month.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student	**Yes**	The Math Practice Standards are addressed throughout the materials. There are listed within the modules/units.The materials address the practice standards in such a way as to enrich the major works of

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[7] ☒ Yes ☐ No	materials.		Kindergarten.
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. Content from previous or future grades does not unduly interfere with or displace on-grade-level content.[8]	**Yes**	Materials base content progressions on the Standards. Although money is not introduced in the Standards until second grade, these materials include money in "Ones & Fives with Pennies & Nickels" in the February Calendar Collector workout. In this workout, students are required to recognize that five pennies are worth a nickel. This workout, however, does not interfere with or displace Kindergarten content.
	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**	The workouts provide many Kindergarten-level activities, games, and problems.
	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]	**N/A**	
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[9]	**Yes**	Skills and concepts listed within workouts are visibly shaped by cluster headings. For example, "Quantities to Five" in the September Computational Fluency workout is shaped by K.CC.B.

[7] Refer also to criterion #8 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013)
[8] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[9] 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Yes**	In each workout, the focus, coherence, and rigor of the Standards is evident. Most workouts focus on multiple standards that are connected, and each workout includes Skills & Concepts that reflect appropriate aspects of rigor for the indicated standards.
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 Included Practice Standards: Materials attend to the full meaning of each included practice standard.[10] Over the course of any given year of instruction, mathematical practice standards are meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[11] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards. For example, in "The Twenties" in the December Number Line workplace, MP.7 and MP.8 are targeted, and in this workplace, activities allow students to recognize patterns found within number families to help students with numberal identification and number order.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems. [12]	**Yes**	Workouts provide many opportunities for students to construct arguments and critique the arguments of others. Workouts are also provided that specifically target MP.3. For example, "Dancing Leaves" in the October Calendar Grid workout targets MP.3. Another workout targeting MP.3 is "Drawing to Make Ten" in the November Days in School workout.
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Each workplace includes a vocabulary list. Within the list, some terms are marked with a * to indicate that Word Resource cards are available for those terms.
Additional Criterion 7. INDICATORS OF QUALITY:	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving	**Yes**	The design of the materials distinguished between problems and exercises. Many of the whole-class activities focus on solving problems, and students are

[10] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[11] Refer also to criterion #7 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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. [13] ☒ Yes ☐ No	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.		provided with opportunites to work exercises through independent practice.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Exercises are given in intentional sequences.
	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**	There is variety in what students produce. Students are often asked to explain their answers or show their thinking using models.
	REQUIRED **7d)** 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**	Some support is provided for English Lanuguage Learners (ie. Baseline Assessment Part 1). General supports for students are also provided. For example, support is provided in Activity 3 of "Dancing Leaves" in the October Calendar Grid workplace. Some workplaces also include Extensions. For example, Activity 4 of "Dancing Leaves" in the October Calendar Grid workplace.
	7e) 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**	A Teachers Guide is provided. The Teachers Guide includes an explanation of each of the 5 Number Corner workouts and a discussion of the models and strategies used within the workouts. Each activity within the workouts provide guidance on lesson flow including questions and possible student responses.
	7f) There is variety in the pacing and grain size of content coverage.	**Yes**	There is varitey in the pacing of individual standards.
	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.	**Yes**	Each workplace is well-structured and easy for the teacher to follow. Workplaces include pictures for the teacher to see what students will produce.

[13] Refer also to pages 18-20 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	All manipulatives are faithful representations of the objects that they represent and are appropriate for Kindergarten.

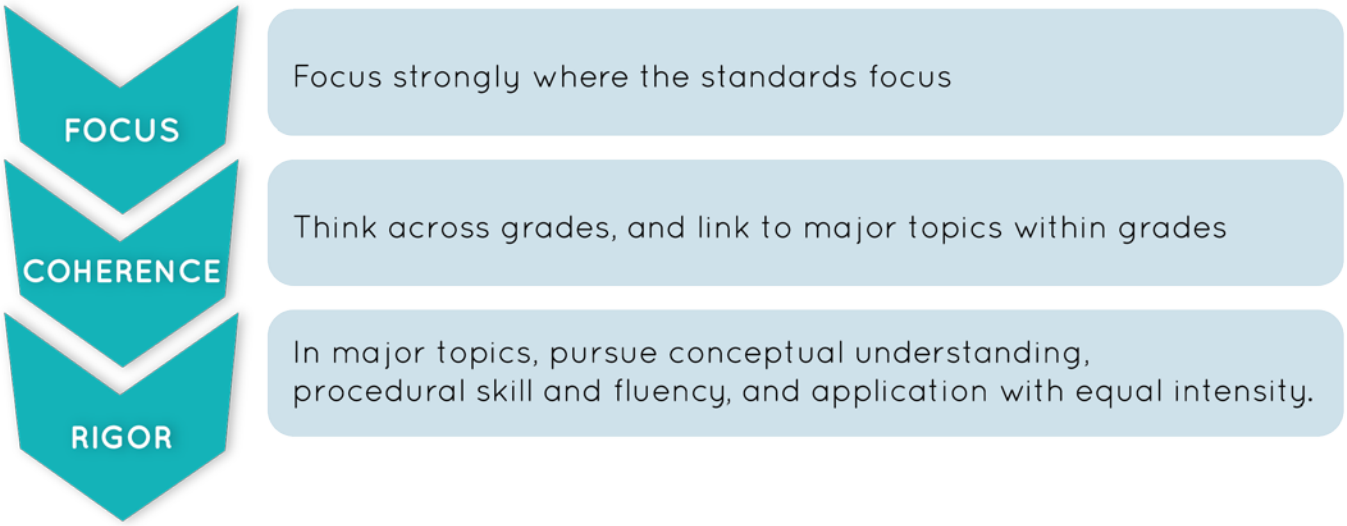
FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	**Yes**	Throughout the Number Corner Curriculum, materials focus consistenly on Grade K standards.
	2. Consistent, Coherent Content	**Yes**	The materials connect both supporting content to major content and two or more clusters in a domain or two or more domains in meaningful ways.
	3. Rigor and Balance	**Yes**	The materials balance the aspects of rigor throughout the year.
	4. Focus and Coherence via Practice Standards	**Yes**	The Math Practice Standards are addressed throughout the materials.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	The workouts provide many Kindergarten-level activities, games, and problems.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards.
	7. Indicators of Quality	**Yes**	These materials address all indicators of quality.

FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**

Strong mathematics instruction contains the following elements:



Title: **Number Corner** Grade: **1**

Publisher: **The Math Learning Center** Copyright: **2014**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[14]: Students and teachers using the materials as designed devote the large majority[15] of time in each grade K–8 to the major work of the grade. ☒ Yes ☐ No	**REQUIRED** **1a)** 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.[16]	**Yes**	Materials focus the majority of time on standards for Grade 1. The concept of money is a standard that should be introduced in second grade; however, these materials include money. In "Fives & Ones with Nickels" in the September Calendar Collector workout, students are required to recognize that five pennies are worth a nickel. In "Tens & Ones with Dimes & Pennies" in the January Calendar collector workout, studentes are required to recognize the number of pennies in both nickels and dimes. In "Fractions with Quarters" in the May Calendar Collector workout, students are required to recognize that a 4 quarters are worth a dollar. In the assessment components, however, students are not required to know the value of coins. Grade 1 Number Corner has five assessments. The first is a baseline, and the the other four are administered at two to three month intervals. The Baseline test is administered after three weeks in the form of an interview and written assessment; the skills and concepts that are assessed are K.CC.A.2,K.OA.1, K.OA.2, K.OA.3, K.OA.4, and K.NBT.1. The other four assessements focus on Grade 1 standards.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[17]	**Yes**	The materials connect supporting content to major content in meaningful ways. For example, in "Pattern Block Shapes" in the October Calendar Collector workout, supporting standard 1.MD.C.4 is connected to major standards 1.NBT.A.1 and 1.NBT.B.3.

[14] For more on the major work of the grade, see Focus by Grade Level.
[15] 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%.
[16] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[17] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards. ☒ Yes ☐ No	**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. [18]	**Yes**	Problems and activities are designed to connect two or more clusters in a domain or two or more domains in grade 1. For example, in "Making Ten" in the October Days in School workout, activities address the OA domain and two clusters from the NBT domain.
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.[19] ☒ 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 conceptual discussion questions.	**Yes**	The materials develop key understanding of mathematical concepts. For example, in "Adding &Subtracting Decade Numbers" in the April Number Line workout, students develop their conceptual understanding of adding and subtracting 10 from a number. This understanding is developed through many activities such as using bundles of sticks of ten. Work with this standard continues in activities such as Activity 5, "Adding & Subtracting Tens on the One Hundred Grid Page," in "Numbers to 120" in the April Computational Fluency workout. This activity allows students to show their ability to find the answers without counting.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies required in Grade 1. For example, standard 1.OA.C.6 requires students to be able to fluently add and subtract within 10. Students solve problems specifically targeting this standard in 7 of the 9 months of provided materials. Students build fluency from use of models such as ten frames, playing games, and writing equations.
	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, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.	**Yes**	The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of grade 1. For example 1.OA.A.1 is addressed in application problems in October and January.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	There is an appropriate balalnce of rigor. Some workouts focus on one of the aspects separately, and some workouts treat the aspects together. For example, in "Multiple Addends" in the February Computational Fluency workout, students tell math stories and play games; students use various strategies and models to make 10, such as a ten-frame, to build conceptual understanding and work towards fluency by the end of the month.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[20] ☒ Yes ☐ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.	**Yes**	The Math Practice Standards are addressed throughout the materials. There are listed within the modules/units.The materials address the practice standards in such a way as to enrich the major works of grade 1.
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. Content from previous or future grades does not unduly interfere with or displace on-grade-level content. [21]	**Yes**	Materials base content progressions on the Standards. Although money is not introduced in the Standards until second grade, these materials include money in "Fives & Ones with Nickels" in the September Calendar Collector workout (students are required to recognize that five pennies are worth a nickel), in "Tens & Ones with Dimes & Pennies" in the January Calendar collector workout (studentes are required to recognize the number of pennies in both nickels and dimes), and in "Fractions with Quarters" in the May Calendar Collector workout (students are required to recognize that a 4 quarters are worth a dollar). These workouts, however, do not

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☒ Yes ☐ No			interfere with or displace Kindergarten content.
	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**	The workouts provide many First grade-level activities, games, and problems.
	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]	**No**	Very few explicit connections are made to prior knowledge from Kindergarten.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[22]	**Yes**	Skills and concepts listed within workouts are visibly shaped by cluster headings. For example, "Doubles Plus or Minus One Facts" in the January Computational Fluency workout is shaped by 1.OA.C.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Yes**	In each workout, the focus, coherence, and rigor of the Standards is evident. Most workouts focus on multiple standards that are connected, and each workout includes Skills & Concepts that reflect appropriate aspects of rigor for the indicated standards
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 Included Practice Standards: Materials attend to the full meaning of each included practice standard.[23] Over the course of any given year of instruction, mathematical practice standards are meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[24] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards. For example, in "The Seventies & Eighties" in the January Number Line workplace, MP.7 and MP.8 are targeted, and in this workplace, activities allow students to recognize patterns to develop number sense.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other	**Yes**	Workouts provide many opportunities for students to construct arguments and critique the arguments of others. Workouts are also provided that specifically

[22] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[23] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[24] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☒ Yes ☐ No	concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems. [25]		target MP.3. For example, "Geoboard Shapes" in the February Calendar Grid workout targets MP.3. Another workout targeting MP.3 is "Three-Dimensional Shapes All Around Us" in the December Calendar Grid workout.
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Each workplace includes a vocabulary list. Within the list, some terms are marked with a * to indicate that Word Resource cards are available for those terms.
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. [26] ☒ Yes ☐ No	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Yes**	The design of the materials distinguished between problems and exercises. Many of the whole-class activities focus on solving problems, and students are provided with opportunites to work exercises through independent practice.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Exercises are given in intentional sequences.
	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**	There is variety in what students produce. Students are often asked to explain their answers or show their thinking using models.
	REQUIRED **7d)** 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**	General supports for students are provided. For example, support is provided in Activity 3 of "The Seventies & Eighties" in the January Number Line workplace. Some workplaces also include Extensions. For example, Activity 2 of "The First Two Decades" in the September Number Line workplace. Specific support for English Lanuguage Learners is lacking in these materials.

[25] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[26] Refer also to pages 18-20 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	7e) 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**	A Teachers Guide is provided. The Teachers Guide includes an explanation of each of the 5 Number Corner workouts and a discussion of the models and strategies used within the workouts. Each activity within the workouts provide guidance on lesson flow including questions and possible student responses.
	7f) There is variety in the pacing and grain size of content coverage.	**Yes**	There is varitey in the pacing of individual standards.
	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.	**Yes**	Each workplace is well-structured and easy for the teacher to follow. Workplaces include pictures for the teacher to see what students will produce.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	All manipulatives are faithful representations of the objects that they represent and are appropriate for First Grade.

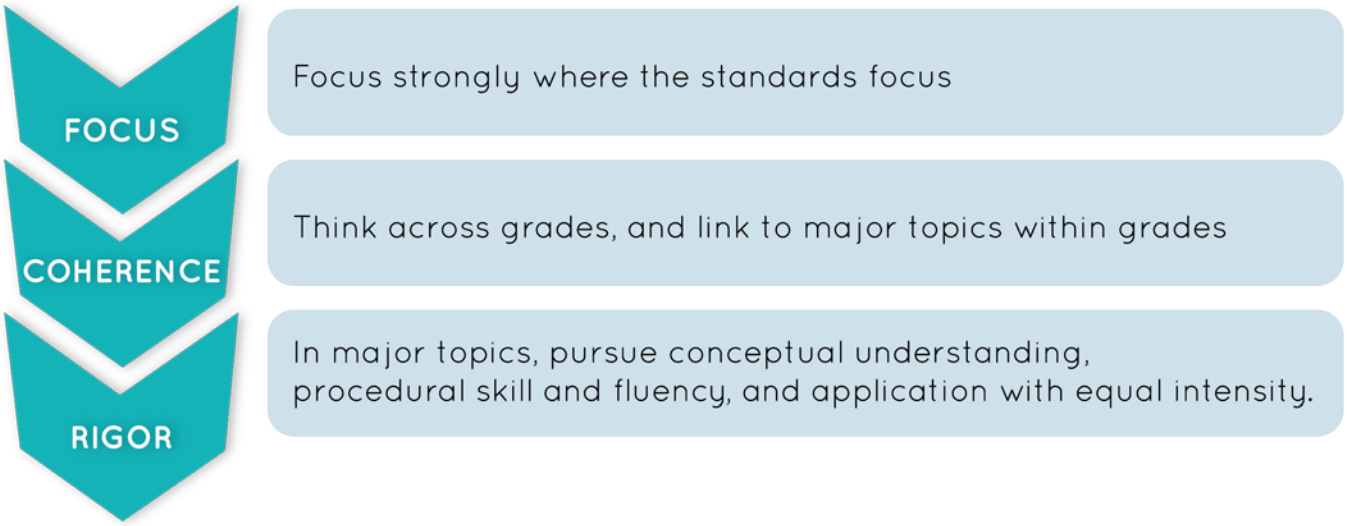
FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	**Yes**	Throughout the Number Corner Curriculum, materials focus consistenly on Grade 1 standards.
	2. Consistent, Coherent Content	**Yes**	The materials connect both supporting content to major content and two or more clusters in a domain or two or more domains in meaningful ways.
	3. Rigor and Balance	**Yes**	The materials balance the aspects of rigor throughout the year.
	4. Focus and Coherence via Practice Standards	**Yes**	The Math Practice Standards are addressed throughout the materials.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	The workouts provide many First grade-level activities, games, and problems.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards.
	7. Indicators of Quality	**Yes**	These materials address all indicators of quality.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

Strong mathematics instruction contains the following elements:



Title: **Number Corner** Grade: **2**

Publisher: **The Math Learning Center** Copyright: **2014**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[27]: Students and teachers using the materials as designed devote the large majority[28] of time in each grade K–8 to the major work of the grade. ☒ Yes ☐ No	**REQUIRED** **1a)** 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.[29]	**Yes**	Materials focus the majority of time on standards for Grade 2. Grade 2 Number Corner has five assessments. The first is a baseline, and the the other four are administered at two to three month intervals. The Baseline test that is administered after three weeks; the skills and concepts that are assessed are 1.OA.A.1, 1.OA.D.8, 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.3, 1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6, 1.MD.A.2, and 1.G.A.3. The other four assessements focus on Grade 2 standards.
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.[30]	**Yes**	The materials connect supporting content to major content in meaningful ways. For example, in "Sixty Minutes a Day" in the September Calendar Collector workout, supporting standard 2.MD.C.7 is connected to major standards 2.NBT.A.2 and 2.NBT.B.7.
	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. [31]	**Yes**	Problems and activities are designed to connect two or more clusters in a domain or two or more domains in grade 2. For example, in "Telling Time to the Quarter Hour" in the November Calendar Grid workout, activities address the OA, NBT, MD, and G domains.
Non-Negotiable 3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the standards and help students meet the standards' rigorous	**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 conceptual discussion questions.	**Yes**	The materials develop key understanding of mathematical concepts. For example, in "Counting Off-Decade & Off-Century" in the December Number Line workout, students develop their conceptual understanding of the three digits of a three-digit number representing amoundts of hundreds, tens, and ones (2.NBT.A.1). This understanding is developed through many activities such as using bundles of sticks

[27] For more on the major work of the grade, see Focus by Grade Level.
[28] 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%.
[29] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[30] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[31] 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[32] ☒ Yes ☐ No			of 10 and 100.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies required in Grade 2. For example, standard 2.NBT.B.5 requires students be able to fluently add and subtract within 100. Students solve problems specifically targeting this standard in January, February, March, and April.
	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, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.	**Yes**	The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of grade 4. For example 2.OA.A.1 is addressed in application problems in September, January, February, and March.
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	There is an appropriate balalnce of rigor. Some workouts focus on one of the aspects separately, and some workouts treat the aspects together. For example, in "Flag Fractions" in the February Calendar Grid workout, students tell solve story problems; students use various strategies to show understanding of addition and subtraction in order to to add and subtract within 100 fluently by the end of the month.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[33]	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.	**Yes**	The Math Practice Standards are addressed throughout the materials. There are listed within the modules/units.The materials address the practice standards in such a way as to enrich the major works of grade 2.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☒ Yes ☐ No			
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. Content from previous or future grades does not unduly interfere with or displace on-grade-level content. [34]	**Yes**	Materials base content progressions 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**	The workouts provide many Second grade-level activities, games, and problems.
	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]	**No**	Few explicit connections are made to prior knowledge from first grade.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[35]	**Yes**	Skills and concepts listed within workouts are visibly shaped by cluster headings. For example, "The Day's Arrays" in the October Daily Rectangle workout is shaped by 2.OA.C.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Yes**	In each workout, the focus, coherence, and rigor of the Standards is evident. Most workouts focus on multiple standards that are connected, and each workout includes Skills & Concepts that reflect appropriate aspects of rigor for the indicated standards.
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful	**REQUIRED** **6a)** Careful Attention to Included Practice Standards: Materials attend to the full meaning of each included practice standard.[36] Over the course of any given year of instruction, mathematical practice standards are meaningfully present in the form of assignments,	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards. For example, in "Adding & Subtracting Tens & Hundreds" in the May Number Line workplace, MP.2 and MP.7 are

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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	activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[37] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.		targeted, and in this workplace, activities allow students to generalize about adding or subtracting 10 and 100 to/from a 3-digit number and then extend their generalizations to adding and subtracting multiples of 10 and 100 to/from a 3-digit number.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems. [38]	**Yes**	Workouts provide many opportunities for students to construct arguments and critique the arguments of others. Workouts are also provided that specifically target MP.3. For example, "Shapes & Attributes" in the December Calendar Grid workout targets MP.3. Another workout targeting MP.3 is "Exactly Half?" in the January Calendar Collector workout.
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Each workplace includes a vocabulary list. Within the list, some terms are marked with a * to indicate that Word Resource cards are available for those terms.
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. [39]	**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**	The design of the materials distinguished between problems and exercises. Many of the whole-class activities focus on solving problems, and students are provided with opportunites to work exercises through independent practice.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Exercises are given in intentional sequences.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-	**Yes**	There is variety in what students produce. Students are often asked to explain their answers or show their thinking using models.

[37] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[38] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[39] Refer also to pages 18-20 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☒ Yes ☐ No	appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	REQUIRED **7d)** 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**	General supports for students are provided. For example, support is provided in Activity 3 of "Exactly Half?" in the January Calendar Collector workplace. Some workplaces also include Extensions. For example, Activity 3 of "Measuring & Plotting Plant Growth" in the April Calendar Collector workplace. Specific support for English Lanuguage Learners is lacking in these materials.
	7e) 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**	A Teachers Guide is provided. The Teachers Guide includes an explanation of each of the 5 Number Corner workouts and a discussion of the models and strategies used within the workouts. Each activity within the workouts provide guidance on lesson flow including questions and possible student responses.
	7f) There is variety in the pacing and grain size of content coverage.	**Yes**	There is varitey in the pacing of individual standards.
	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.	**Yes**	Each workplace is well-structured and easy for the teacher to follow. Workplaces include pictures for the teacher to see what students will produce.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	All manipulatives are faithful representations of the objects that they represent and are appropriate for Second Grade.

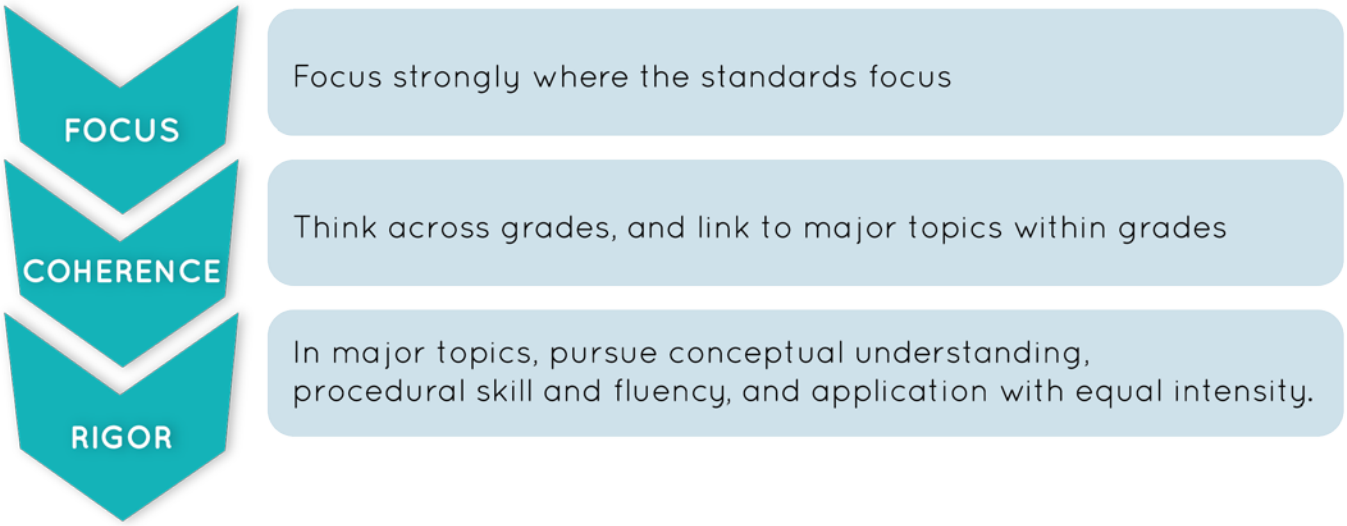
FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	**Yes**	Throughout the Number Corner Curriculum, materials focus consistenly on Grade 2 standards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	2. Consistent, Coherent Content	**Yes**	The materials connect both supporting content to major content and two or more clusters in a domain or two or more domains in meaningful ways.
	3. Rigor and Balance	**Yes**	The materials balance the aspects of rigor throughout the year.
	4. Focus and Coherence via Practice Standards	**Yes**	The Math Practice Standards are addressed throughout the materials.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	The workouts provide many Second grade-level activities, games, and problems.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards.
	7. Indicators of Quality	**Yes**	These materials address all indicators of quality.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

Strong mathematics instruction contains the following elements:



Title: **Number Corner** Grade: **3**

Publisher: **The Math Learning Center** Copyright: **2014**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[40]: Students and teachers using the materials as designed devote the large majority[41] of time in each grade K–8 to the major work of the grade. ☒ Yes ☐ No	**REQUIRED** **1a)** 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.[42]	**Yes**	Materials focus the majority of time on standards for Grade 3. Grade 3 Number Corner has five assessments. The first is a baseline, and the the other four are administered at two to three month intervals. The Baseline test is administered after three weeks; the skills and concepts that are assessed are 2.OA.A.1, 2.OA.B.2, 2.OA.C.4, 2.NBT.B.7, 2.NBT.B.9, 2.MD.A.1, 2.MD.A.3, 2.MD.A.4, 2.MD.B.5, 2.G.A.2, and 2.G.A.3. The other four assessements focus on Grade 3 standards.
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.[43]	**Yes**	The materials connect supporting content to major content in meaningful ways. For example, in "Sixty Minutes a Day" in the May Calendar Grid workout, supporting standard 3.G.A.2 is connected to major standards 3.NF.A.1 and 3.NF.A.3.
	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. [44]	**Yes**	There are several workouts that include problems and activities that serve to connect two or more clusters in a domain. For example, in "Multiplying with the Distributive Property" in the December Solving Problems Workout, 3.OA.A.1, 3.OA.B.5, 3.OA.C.7, and 3.OA.D.9 are connected to help students multiply using the distributive property.
Non-Negotiable 3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the	**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	**Yes**	The materials develop key understanding of mathematical concepts. For example, in "Multiplication Models" in the September Calendar Grid workout, students interpret products of whole numbers (3.OA.A.1). This understanding is developed using

[40] For more on the major work of the grade, see Focus by Grade Level.
[41] 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%.
[42] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[43] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[44] 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards and help students meet the standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[45] ☒ Yes ☐ No	conceptual discussion questions.		various strategies such as repeated addition and skip-counting.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies required in Grade 3. For example, standard 3.OA.C.7 requires students to be able to fluently mulitply and divide within 100. Students solve problems specifically targeting this standard in 7 of the 9 months of provided materials. Students build fluency through exploring multiplication strategies such as arrays and the area model.
	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, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.	**Yes**	The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of grade 3. For example 3.OA.D.8 is addressed in application problems in October and January.
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	There is an appropriate balalnce of rigor. Some workouts focus on one of the aspects separately, and some workouts treat the aspects together. For example, in "One-Step Story Problems with Equations" in the November Solving Problems workout students solve multiplication story problems; students use various strategies to show conceptual understanding and work towards fluency of addition and subtraction within 1000 by the end of the month.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Materials promote focus and coherence by connecting practice	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.	**Yes**	The Math Practice Standards are addressed throughout the materials. There are listed within the modules/units.The materials address the practice standards in such a way as to enrich the major works of grade 3.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards with content that is emphasized in the Standards.[46] ☒ Yes ☐ No			
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. Content from previous or future grades does not unduly interfere with or displace on-grade-level content.[47]	**Yes**	Materials base content progressions 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**	The workouts provide many Third grade-level activities, games, and problems.
	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]	**No**	Few explicit connections are made to prior knowledge from second grade.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[48]	**Yes**	Skills and concepts listed within workouts are visibly shaped by cluster headings. For example, "More Quick Facts & Games" in the May Computational Fluency workout is shaped by 3.OA.B.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.[11]	**Yes**	In each workout, the focus, coherence, and rigor of the Standards is evident. Most workouts focus on multiple standards that are connected, and each workout includes Skills & Concepts that reflect appropriate aspects of rigor for the indicated standards.

[46] Refer also to criterion #8 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013)
[47] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[48] 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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 Included Practice Standards: Materials attend to the full meaning of each included practice standard.[49] Over the course of any given year of instruction, mathematical practice standards are meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[50] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards. For example, in "More Equivalent Fractions" in the April Calendar Grid workplace, MP.2 and MP.7 are targeted, and in this workplace, activities allow students to develop understandings about equivalent fractions and common denominators and see fractions as a system of numbers.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.[51]	**Yes**	Workouts provide many opportunities for students to construct arguments and critique the arguments of others. Workouts are also provided that specifically target MP.3. For example, "Roll & Multiply" in the May Calendar Collector workout targets MP.3. Another workout targeting MP.3 is "Put It on the Line" in the April Number Line workout.
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Each workplace includes a vocabulary list. Within the list, some terms are marked with a * to indicate that Word Resource cards are available for those terms.
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the	**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**	The design of the materials distinguished between problems and exercises. Many of the whole-class activities focus on solving problems, and students are provided with opportunites to work exercises through independent practice.

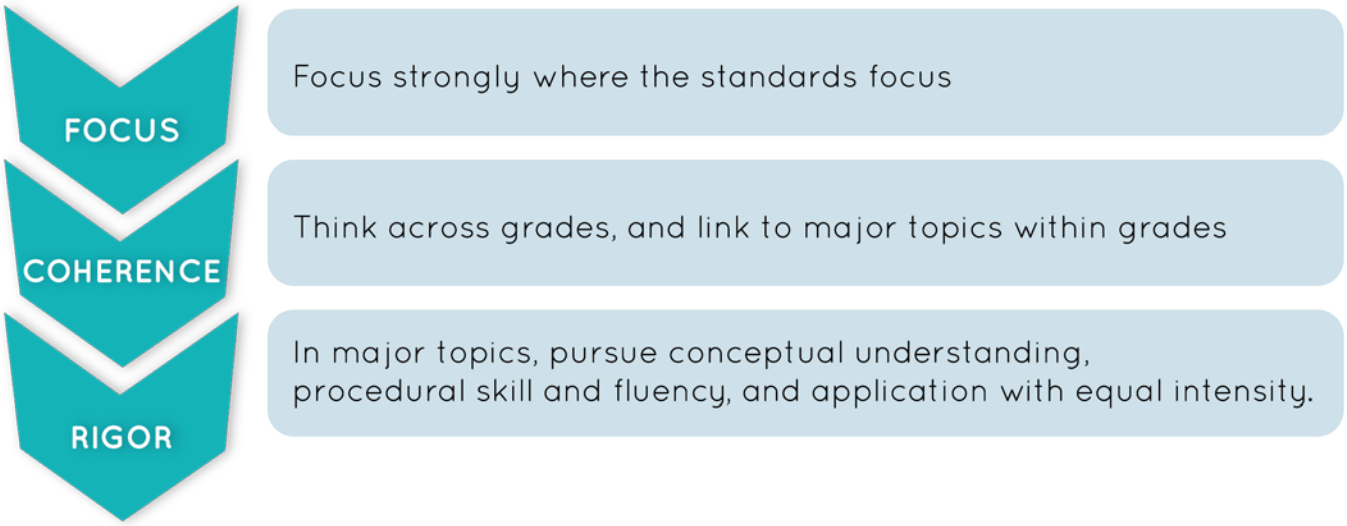
[49] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[50] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[51] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
tools they need to meet the expectations of the Standards. [52] ☒ Yes ☐ No	**REQUIRED** **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Exercises are given in intentional sequences.
	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**	There is variety in what students produce. Students are often asked to explain their answers or show their thinking using models.
	REQUIRED **7d)** 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**	Support for English Language Learners is provided. For example, support is provided in Activity 1 of "Collecting Fractions of an Hour" in the April Calendar Collector workplace. General supports are also provided. For example, support is provided in Activity 3 of "Put It on the Line" in the April Number Line workplace. Some workplaces also include Challenges. For example, Activity 1 of "Put It on the Line" in the April Number Line workplace.
	7e) 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**	A Teachers Guide is provided. The Teachers Guide includes an explanation of each of the 5 Number Corner workouts and a discussion of the models and strategies used within the workouts. Each activity within the workouts provide guidance on lesson flow including questions and possible student responses.
	7f) There is variety in the pacing and grain size of content coverage.	**Yes**	There is varitey in the pacing of individual standards.
	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.	**Yes**	Each workplace is well-structured and easy for the teacher to follow. Workplaces include pictures for the teacher to see what students will produce.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	All manipulatives are faithful representations of the objects that they represent and are appropriate for Third Grade.

[52] Refer also to pages 18-20 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 7. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**Yes**	Throughout the Number Corner Curriculum, materials focus consistenly on Grade 3 standards.
	2. Consistent, Coherent Content	**Yes**	Supporting content is connected to major content, and the clusters and domains are connected in meaningful ways.
	3. Rigor and Balance	**Yes**	The materials balance the aspects of rigor throughout the year.
	4. Focus and Coherence via Practice Standards	**Yes**	The Math Practice Standards are addressed throughout the materials.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	The workouts provide many Third grade-level activities, games, and problems.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards.
	7. Indicators of Quality	**Yes**	These materials address all indicators of quality.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

Strong mathematics instruction contains the following elements:



Title: **Number Corner** Grade: **4**

Publisher: **The Math Learning Center** Copyright: **2014**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[53]: Students and teachers using the materials as designed devote the large majority[54] of time in each grade K–8 to the major work of the grade. ☒ Yes ☐ No	**REQUIRED** **1a)** 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.[55]	**Yes**	Materials focus the majority of time on standards for Grade 4. Grade 4 Number Corner has five assessments. The first is a baseline, and the the other four are administered at two to three month intervals. The Baseline test is administered after three weeks; the skills and concepts that are assessed are 3.OA.A.1, 3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.B.5, 3.OA.B.6, 3.OA.C.7, 3.OA.D.8, 3.NBT.A.2, 3.NBT.A.3, 3.NF.A.2, 3.NF.A.3, 3.MD.B.4, and 3.MD.C.7. The other four assessements focus on Grade 4 standards.
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.[56]	**Yes**	The materials connect supporting content to major content in meaningful ways. For example, in "The Number Line & Splat!" in the September Computational Fluency workout, supporting standard 4.OA.B.4 is connected to major standards 4.NBT.A.1 and 4.NBT.B.5.
	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. [57]	**Yes**	There are several workouts that include problems and activities that serve to connect two or more clusters in a domain or two or more domains. For example, in "Multi-Digit Subtraction Strategies" in the December Problem Strings Workout, 4.NBT.A.2, 4.NBT.B.4, and 4.MD.A.2 are connected to help students solve subtraction problems involving measurement.
Non-Negotiable 3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the	**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 conceptual discussion questions.	**Yes**	The materials develop key understanding of mathematical concepts. For example, in "Six Inches a Day" in the September Calendar Collector workout, students recognize equivalent fractions (4.NF.A.1). This understanding is developed using various strategies paper strips and charts.

[53] For more on the major work of the grade, see Focus by Grade Level.
[54] 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%.
[55] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[56] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[57] 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards and help students meet the standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.[58] ☒ Yes ☐ No			
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies required in Grade 4. For example, standard 4.NBT.B.4 requires students be able to fluently add and subtract multi-digit whole numbers using the standard algorithm. Students solve problems specifically targeting this standard in November and December.
	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, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.	**Yes**	The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of grade 4. For example 4.OA.A.3 is addressed in application problems in October, November, January, and February.
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	There is an appropriate balalnce of rigor. Some workouts focus on one of the aspects separately, and some workouts treat the aspects together. For example, in "The Number Line & Put It on the Line, Part 1" in the October Computational Fluency workout students solve multi-step story problems; students use various strategies to show conceptual understanding of place value for multi-digit numbers and work towards fluency with multi-digit addition and subtraction.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[59]	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.	**Yes**	The Math Practice Standards are addressed throughout the materials. There are listed within the modules/units.The materials address the practice standards in such a way as to enrich the major works of grade 4.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☒ Yes ☐ No			
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. Content from previous or future grades does not unduly interfere with or displace on-grade-level content. [60]	**Yes**	Materials base content progressions 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**	The workouts provide many Fourth grade-level activities, games, and problems.
	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]	**No**	Few explicit connections are made to prior knowledge from third grade.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[61]	**Yes**	Skills and concepts listed within workouts are visibly shaped by cluster headings. For example, "The Great Fraction Race" in the March Calendar Collector workout is shaped by 4.NF.A.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Yes**	In each workout, the focus, coherence, and rigor of the Standards is evident. Most workouts focus on multiple standards that are connected, and each workout includes Skills & Concepts that reflect appropriate aspects of rigor for the indicated standards
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful	**REQUIRED** **6a)** Careful Attention to Included Practice Standards: Materials attend to the full meaning of each included practice standard.[62] Over the course of any given year of instruction, mathematical practice standards are meaningfully present in the form of assignments,	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards. For example, in "The Number Line & Roll & Compare" in the November Computational Fluency workplace, MP.4,

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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	activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[63] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.		MP.6, and MP.7 are targeted, and in this workplace, activities allow students to reinforce their understanding of place value and continue building their udnerstanding of rounding.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems. [64]	**Yes**	Workouts provide many opportunities for students to construct arguments and critique the arguments of others. Workouts are also provided that specifically target MP.3. For example, "Don't Break 3.00" in the March Computational Fluency workout targets MP.3. Another workout targeting MP.3 is "The Great Fraction Race" in the March Calendar Collector workout.
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Each workplace includes a vocabulary list. Within the list, some terms are marked with a * to indicate that Word Resource cards are available for those terms.
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. [65]	**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**	The design of the materials distinguished between problems and exercises. Many of the whole-class activities focus on solving problems, and students are provided with opportunites to work exercises through independent practice.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Exercises are given in intentional sequences.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-	**Yes**	There is variety in what students produce. Students are often asked to explain their answers or show their thinking using models.

[63] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[64] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[65] Refer also to pages 18-20 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☒ Yes ☐ No	appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	REQUIRED **7d)** 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**	Support for English Language Learners is provided. For example, support is provided in Activity 2 of "The Number Line & Roll & Compare" in the November Computational Fluency workplace. General supports are also provided. For example, support is provided in Activity 1 of "Multi-Digit Addition Strategies" in the November Problem Strings workplace. Some workplaces also include Challenges. For example, Activity 2 of "Place Value, Rounding & Comparing" in the November Solving Problems workplace.
	7e) 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**	A Teachers Guide is provided. The Teachers Guide includes an explanation of each of the 5 Number Corner workouts and a discussion of the models and strategies used within the workouts. Each activity within the workouts provide guidance on lesson flow including questions and possible student responses.
	7f) There is variety in the pacing and grain size of content coverage.	**Yes**	There is varitey in the pacing of individual standards.
	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.	**Yes**	Each workplace is well-structured and easy for the teacher to follow. Workplaces include pictures for the teacher to see what students will produce.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	All manipulatives are faithful representations of the objects that they represent and are appropriate for Fourth Grade.

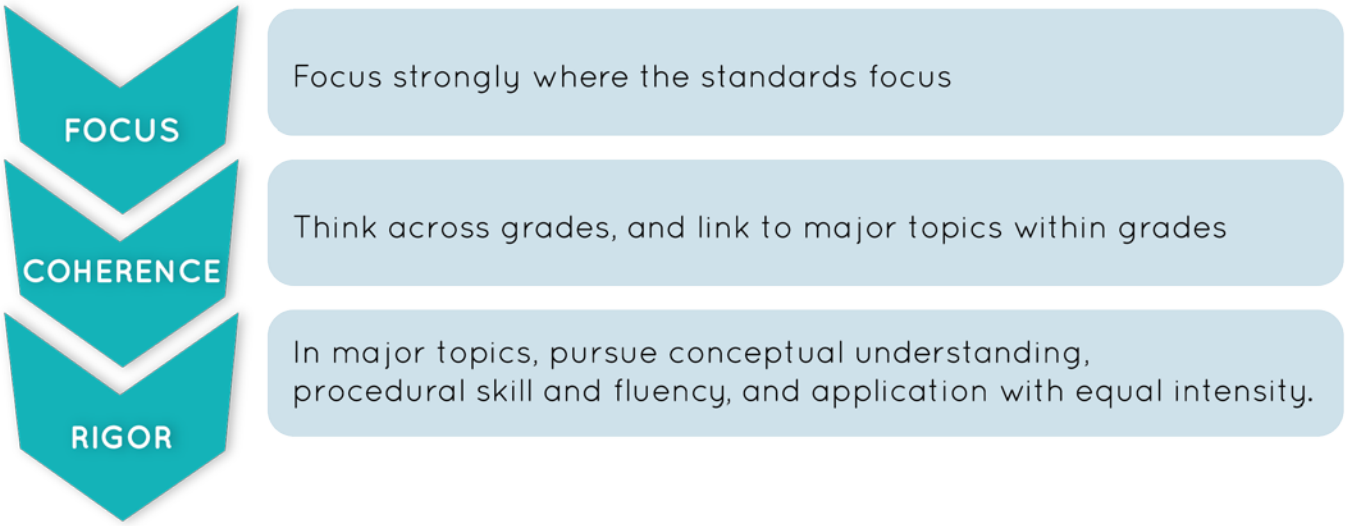
FINAL EVALUATION
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the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

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

Section	Criteria	Yes/No	Final Justification/Comments

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I: Non-Negotiables	1. Focus on Major Work	**Yes**	The major work is evident in throughout 4th grade.
	2. Consistent, Coherent Content	**Yes**	Supporting standards are taught in conjunction with major standards.
	3. Rigor and Balance	**Yes**	The materials balance the aspects of rigor throughout the year.
	4. Focus and Coherence via Practice Standards	**Yes**	The Math Practice Standards are addressed throughout the materials.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	The workouts provide many Fourth grade-level activities, games, and problems.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards.
	7. Indicators of Quality	**Yes**	These materials address all indicators of quality.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

Strong mathematics instruction contains the following elements:



Title: **Number Corner** Grade: **5**

Publisher: **The Math Learning Center** Copyright: **2014**

Overall Rating: **Tier I, Exemplifies quality**

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[66]: Students and teachers using the materials as designed devote the large majority[67] of time in each grade K–8 to the major work of the grade. ☒ Yes ☐ No	**REQUIRED** **1a)** 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.[68]	**Yes**	Materials focus the majority of time on standards for Grade 5. Grade 5 Number Corner has five assessments. The first is a baseline, and the the other four are administered at two to three month intervals. The Baseline test is administered after three weeks; the skills and concepts that are assessed are 3.OA.C.7, 4.OA.A.2, 4.OA.A.3, 4.OA.B.4, 4.NBT.B.4, 4.NBT.B.5, 4.NBT.B.6, 4.NF.A.1, 4.NF.A.2, 4.NF.B.3, 4.NF.B.4, 4.NF.C.5, 4.NF.C.6, and 4.NF.C.7. The other four assessements focus on Grade 5 standards.
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.[69]	**Yes**	The materials connect supporting content to major content in meaningful ways. For example, in "The Number Line & Splat!" in the November Calendar Collector workout, supporting standard 5.MD.A.1 is connected to major standards 5.NBT.A.1, 5.NBT.A.2, 5.NBT.A.3a, and 5.NBT.A.4.
	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. [70]	**Yes**	There are several workouts that include problems and activities that serve to connect two or more clusters in a domain or two or more domains. For example, in "Layer a Day" in the September Calendar Collector workout, 5.OA.A.1, 5.OA.A.2, 5.MD.C.3b, 5.MD.C.4, and 5.MD.C.5a are connected to help students write expressions with parentheses in order to explore area and volume.
Non-Negotiable 3. RIGOR AND BALANCE: Each grade's instructional materials	**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	**Yes**	he materials develop key understanding of mathematical concepts. For example, in "Layer a Day" in the September Calendar Collector workout, students build a conceptual understanding of volume (5.MD.C.3b

[66] For more on the major work of the grade, see Focus by Grade Level.
[67] 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%.
[68] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[69] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[70] 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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.[71] ☒ Yes ☐ No	headings by amply featuring high-quality conceptual problems and conceptual discussion questions.		and 5.MD.C.4) using strategies such as building rectangular prisms using Omnifix cubes.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies required in Grade 5. For example, standard 5.NBT.B.5 requires students be able to fluently multiply multi-digit whole numbers using the standard algorithm. Students solve problems specifically targeting this standard in February and March.
	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, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.	**Yes**	The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of grade 5. For example 5.NF.B.6 is addressed in application problems in April and May. These application problems allow students to use multiplication of fractions to solve story problems.
	3d) ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**Yes**	There is an appropriate balalnce of rigor. Some workouts focus on one of the aspects separately, and some workouts treat the aspects together. For example, in "Put It on the Line Decimals" in the April Computational Fluency workout students solve story problems; students explain strategies for computing with decimals while practicing to develop fluency.
Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.[72]	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.	**Yes**	The Math Practice Standards are addressed throughout the materials. There are listed within the modules/units.The materials address the practice standards in such a way as to enrich the major works of grade 5.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☒ Yes ☐ No			
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. Content from previous or future grades does not unduly interfere with or displace on-grade-level content. [73]	**Yes**	Materials base content progressions 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**	The workouts provide many Fifth grade-level activities, games, and problems.
	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]	**No**	Few explicit connections are made to prior knowledge from fourth grade.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[74]	**Yes**	Skills and concepts listed within workouts are visibly shaped by cluster headings. For example, "Layer a Day" in the September Calendar Collector workout is shaped by 5.OA.A.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]	**Yes**	In each workout, the focus, coherence, and rigor of the Standards is evident. Most workouts focus on multiple standards that are connected, and each workout includes Skills & Concepts that reflect appropriate aspects of rigor for the indicated standards
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful	**REQUIRED** **6a)** Careful Attention to Included Practice Standards: Materials attend to the full meaning of each included practice standard.[75] Over the course of any given year of instruction, mathematical practice standards are meaningfully present in the form of assignments,	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards. For example, in "Classifying Quadrilaterals" in the December Calendar Grid workplace, MP.2 and MP.8 are targeted,

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
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	activities, or problems that stimulate students to develop the habits of mind described in the practice standard.[76] There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development Alignments to practice standards are accurate.		and in this workplace, activities allow students to sort quadrilaterals and identify defining attributes.
	6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems. [77]	**Yes**	Workouts provide many opportunities for students to construct arguments and critique the arguments of others. Workouts are also provided that specifically target MP.3. For example, "Problems That Suggest Making an Informed Start" in the December Solving Problems workout targets MP.3. Another workout targeting MP.3 is "Tumbling Triangles" in the November Calendar Grid workout.
	6c) Materials explicitly attend to the specialized language of mathematics.[12]	**Yes**	Each workplace includes a vocabulary list. Within the list, some terms are marked with a * to indicate that Word Resource cards are available for those terms.
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. [78]	**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**	The design of the materials distinguished between problems and exercises. Many of the whole-class activities focus on solving problems, and students are provided with opportunites to work exercises through independent practice.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.	**Yes**	Exercises are given in intentional sequences.
	REQUIRED **7c)** There is variety in what students produce. For example, students	**Yes**	There is variety in what students produce. Students are often asked to explain their answers or show their

[76] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[77] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[78] Refer also to pages 18-20 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
☒ Yes ☐ No	are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		thinking using models.
	REQUIRED **7d)** 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**	Support for English Language Learners is provided. For example, support is provided in Activity 1 of "Using Logical Reasoning to Solve Problems" in the November Solving Problems workplace. General supports are also provided. For example, support is provided in Activity 2 of "A Meter a Day" in the November Calendar Collector workplace. Some workplaces also include Challenges. For example, Activity 2 of "Expression Bingo" in the November Computational Fluency workplace.
	7e) 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**	A Teachers Guide is provided. The Teachers Guide includes an explanation of each of the 5 Number Corner workouts and a discussion of the models and strategies used within the workouts. Each activity within the workouts provide guidance on lesson flow including questions and possible student responses.
	7f) There is variety in the pacing and grain size of content coverage.	**Yes**	There is varitey in the pacing of individual standards.
	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.	**Yes**	Each workplace is well-structured and easy for the teacher to follow. Workplaces include pictures for the teacher to see what students will produce.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	**Yes**	All manipulatives are faithful representations of the objects that they represent and are appropriate for Fifth Grade.

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

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

Section	Criteria	Yes/No	Final Justification/Comments

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
I: Non-Negotiables	1. Focus on Major Work	**Yes**	The major work is evident in throughout 5th grade.
	2. Consistent, Coherent Content	**Yes**	All of the supporting content is taught in conjunction with major work of 5th grade.
	3. Rigor and Balance	**Yes**	The materials balance the aspects of rigor throughout the year.
	4. Focus and Coherence via Practice Standards	**Yes**	The Math Practice Standards are addressed throughout the materials.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	The workouts provide many Fifth grade-level activities, games, and problems.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	Each workplace lists targeted Practice Standards- usually two or three. The activities in the workplace clearly attend to the indicated Practice Standards.
	7. Indicators of Quality	**Yes**	These materials address all indicators of quality.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.