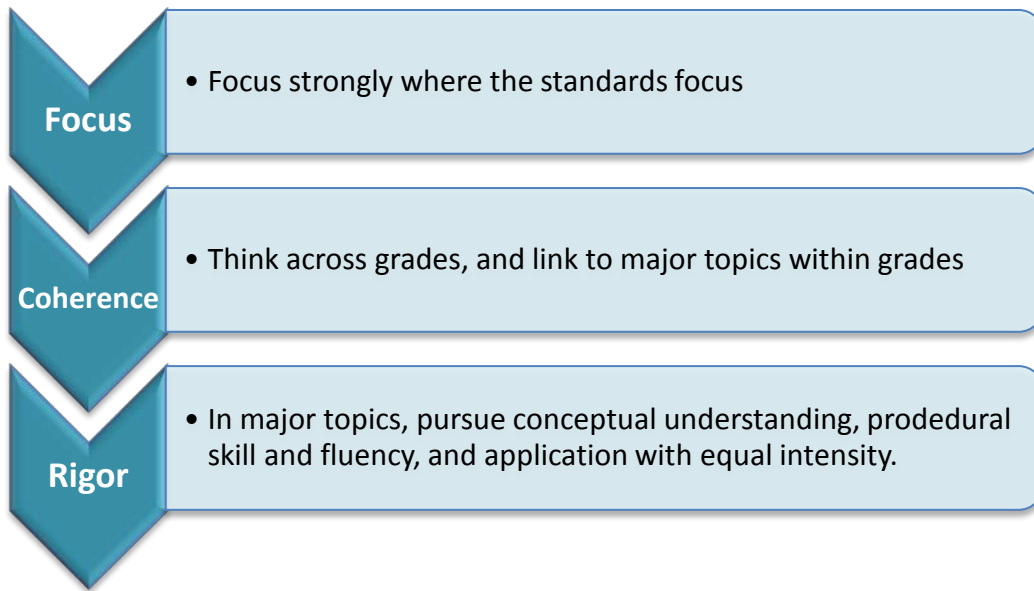


Strong mathematics instruction contains the following elements:



Title: Creative Core Curriculum for Mathematics with STEM, Literacy and Arts

Grade: K – 5

Publisher: TPS Publishing

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

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

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

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

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

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

Click below for complete grade-level reviews:

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

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

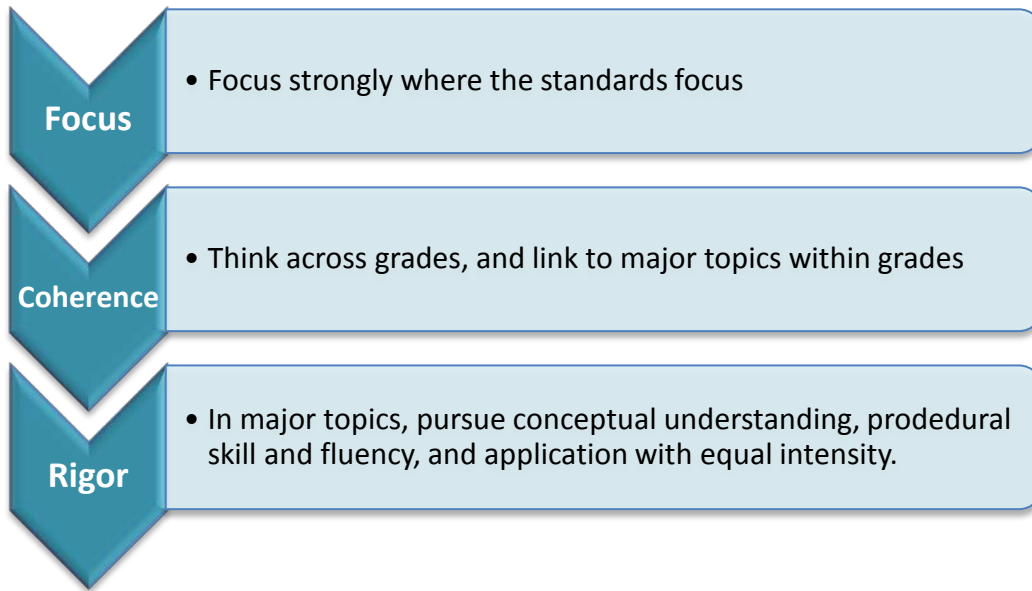
[Grade 2 \(Tier 3\)](#)

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

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

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

Strong mathematics instruction contains the following elements:



Title: Creative Core Curriculum for Mathematics with STEM, Literacy and Arts

Grade: K

Publisher: TPS Publishing

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK¹: 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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	No	Grade K materials focus approximately 66% of class time to the major work of the grade.
	REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards. ³	Yes	The lessons do not spend any time on content that is outside of the grade level.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. ⁴	No	The materials do not connect major content to supporting content so that focus and coherence are enhanced through the year in Grade K.
	REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. ⁵	No	The supporting content and additional clusters are not taught in context with the major clusters. Instead, ALL clusters are taught in isolation of each other over the course of the year.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
<p>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</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of mathematical concepts. However, the quality of this development does not meet the level required by the CCSSM
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Materials help develop fluency.
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	No	There are no real world problem-solving opportunities. Activities tend to be repetitive with very little variation.
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	No	Students are not presented with opportunities to deepen their knowledge through the three components of rigor. There is an absence of balance, since these aspects are not an explicit part of the materials on any level.
<p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.^{7, 8}</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	No	The materials do not make a connection between the Standards for Mathematical Practice and the Standards for Mathematical Content.
	<p>REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	No	The developer provides the math practices on one page towards the back of the student textbook (page 310) and teacher’s edition (page 453), but these are not mentioned at all throughout the units/lessons. There is no description or analysis that indicates how the materials meaningfully connect the math practices to the Content.

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards.⁹</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.¹¹</p>		Not evaluated. Non-negotiable criteria were not met.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7f) There is variety in the pacing and grain size of content coverage.¹³</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.</p>		Not evaluated. Non-negotiable criteria were not met.

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

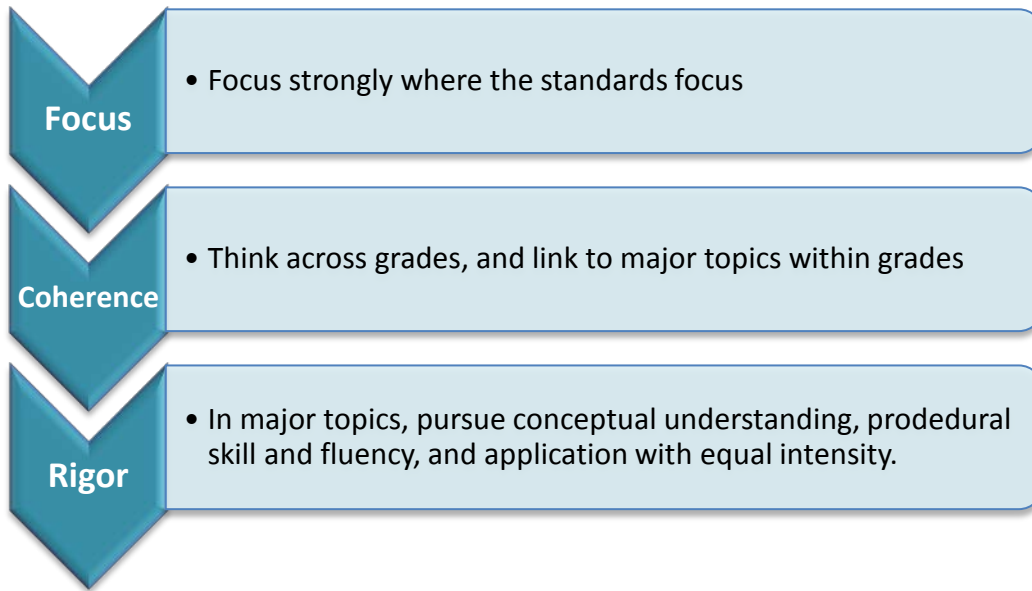
Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	No	The materials do not meet class time focus requirements on major work for Grade K. In addition, clusters of standards are introduced in isolation of each other.
	2. Consistent, Coherent Content	No	Materials do not connect major content in a meaningful way that focuses on coherence of standards through the year.
	3. Rigor and Balance	No	There is no balance of rigor. The components of conceptual understanding and fluency are generally of poor quality, while the application component was absent.
	4. Practice-Content Connections	No	The Standards for Mathematical Practice are not contained within the lessons of the materials. While they are mentioned in a one page chart at the back of both the student and teacher editions, they do not describe how connections are to be meaningfully made.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: Creative Core Curriculum for Mathematics with STEM, Literacy and Arts

Grade: 1

Publisher: TPS Publishing

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK¹: Students and teachers using the materials as designed devote the large majority² of time in each grade K–8 to the major work of the grade.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p>	No	Grade 1 materials devote approximately 70% of class time to the major work of the grade.
	<p>REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.³</p>	Yes	Some standards are taught in isolation in the beginning but are addressed again with different standards throughout the grade.
<p>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.⁴</p>	No	The materials do not connect major content to supporting content so that focus and coherence are enhanced through the year in Grade 1.
	<p>REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.⁵</p>	No	The materials do not demonstrate connection within clusters or domains.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
<p>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</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	The materials develop conceptual understanding and fluency.
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	The Grade 1 activities allow students to apply mathematical skills to real life situations. Examples are found in standard 1.OA.1 where students are provided different word problems that require them to use skills that are applicable to real life situations (students’ workbook p. 2-3). This is also evident on pages 252-253 in the student textbook addition.
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed to have students practice single-step and multi-step problems throughout each standard addressed for Grade 1 (e.g., the student edition, pages 21-23 show various problems that practice the same skill being addressed in the lesson).
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	There is a balance in how the three aspects of rigor are reflected.
<p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.^{7, 8}</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	No	The materials do not connect the Standards for Mathematical Practice to the Standards for Mathematical Content.
	<p>REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	No	Math Practices are located on pages 508-513 in the teacher edition textbook. However, the developer does not provide any description or analysis that shows how materials meaningfully connect the math practices to the content.

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards.⁹</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.¹¹</p>		Not evaluated. Non-negotiable criteria were not met.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7f) There is variety in the pacing and grain size of content coverage.¹³</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.</p>		Not evaluated. Non-negotiable criteria were not met.

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

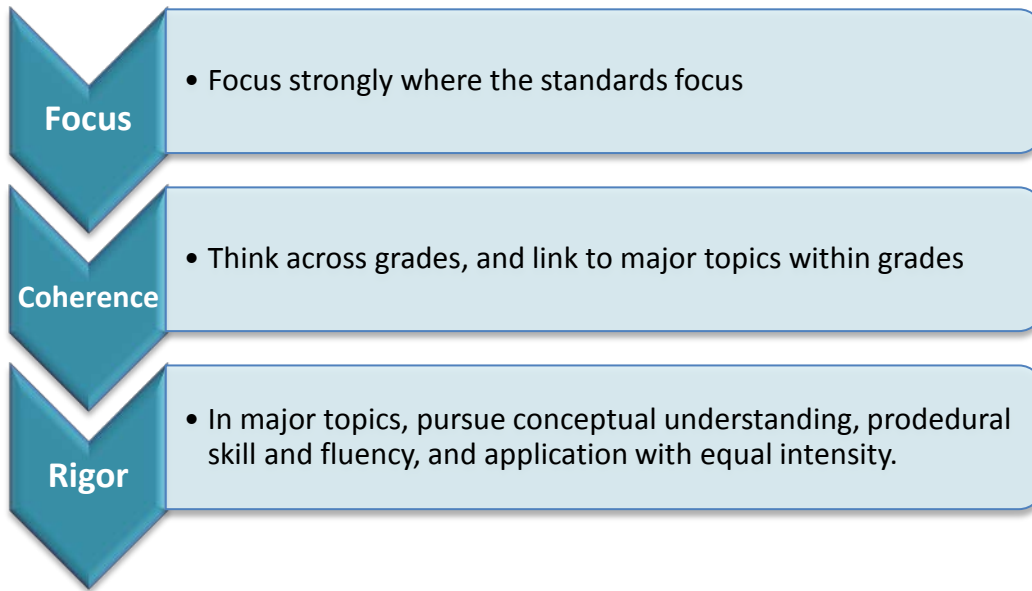
Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	No	The materials do not meet class time focus requirements on major work for Grade 1.
	2. Consistent, Coherent Content	No	Materials do not connect major content in a meaningful way that focuses on coherence of standards through the year.
	3. Rigor and Balance	Yes	There is balance between the three aspects of rigor with a variation of practice of procedural skills, fluency, and conceptual understanding.
	4. Practice-Content Connections	No	The Standards for Mathematical Practice are not contained within the lessons of the materials. There is no description or analysis that shows how materials meaningfully connect the math practices to the content.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated since non-negotiable criteria was not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated since non-negotiable criteria was not met.
	7. Indicators of Quality		Not evaluated since non-negotiable criteria was not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: Creative Core Curriculum for Mathematics with STEM, Literacy and Arts

Grade: 2

Publisher: TPS Publishing

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK¹: 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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	No	Grade 2 materials devote approximately 70% of class time to the major work of the grade.
	REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards. ³	Yes	Some standards are taught in isolation in the beginning, but are later addressed with different standards throughout the grade.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. ⁴	No	The materials do not connect major content to supporting content so that focus and coherence are enhanced through the year in Grade 2.
	REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. ⁵	Yes	Some materials were found to connect clusters/domain (e.g., 2.NTB.5, 6, 7, & 9 are taught together in a natural connection).

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
<p>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</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	The materials develop conceptual understanding and fluency.
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	<p>The Grade 2 activities allow students to apply mathematical skills to real life situations. Examples are found on pgs. 11-12 and 30 in the teacher edition (2.OA.1)</p> <p>Fluency is addressed through practice of addition/subtraction skills on pgs. 215-216 (subtraction) and pgs. 285-286 (addition).</p>
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	No	Multiplication is introduced and practiced within the same lesson. This is not a grade appropriate skill and should not be introduced until Grade 3 (Standard 3.OA.A.1)
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	No	The three aspects are not balanced.
<p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.^{7, 8}</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	No	The materials do not connect the Standards for Mathematical Practice to the Standards for Mathematical Content.
	<p>REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	No	Math Practices are located on pages 466-483 in the back teacher edition textbook. However, the developer does not provide any description or analysis that shows how materials meaningfully connect the math practices to the content.

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards.⁹</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.¹¹</p>		Not evaluated. Non-negotiable criteria were not met.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7f) There is variety in the pacing and grain size of content coverage.¹³</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.</p>		Not evaluated. Non-negotiable criteria were not met.

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

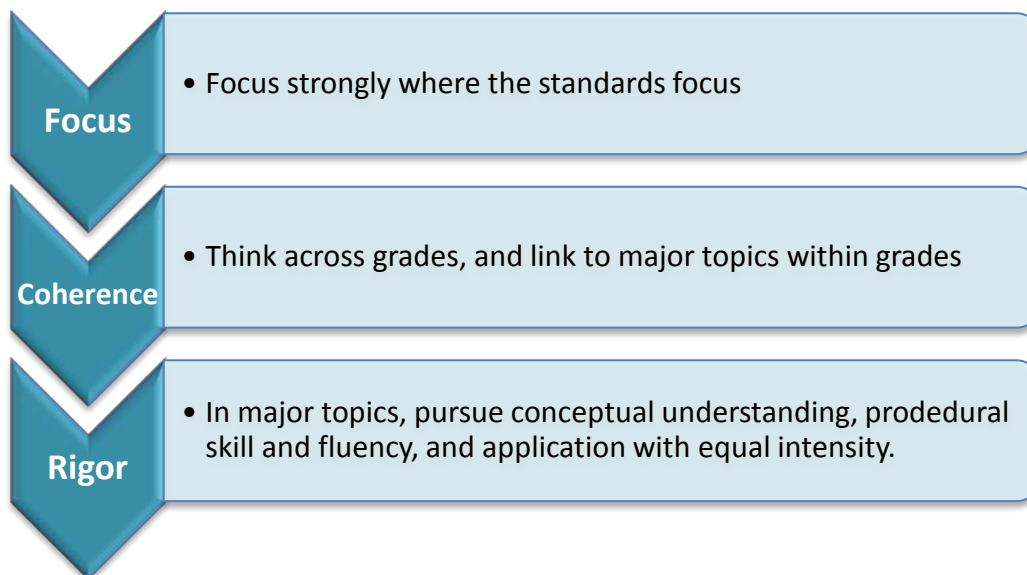
Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	No	The materials do not meet class time focus requirements on major work for Grade 2.
	2. Consistent, Coherent Content	No	The materials do not connect major content to supporting content so that focus and coherence are enhanced through the year in Grade 2.
	3. Rigor and Balance	No	Skills that should not be taught until grade 3 in standard 3.OA.A.1 are introduced (e.g., pg. 123-124 multiplication tables are given and students are expected to complete this activity).
	4. Practice-Content Connections	No	Math Practices are located at the back of the teacher’s edition (pgs. 466- 483) before the glossary and index. However, the developer does not provide any description or analysis that shows how materials meaningfully connect the math practices to the content.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated because non-negotiable criteria was not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated because non-negotiable criteria was not met.
	7. Indicators of Quality		Not evaluated because non-negotiable criteria was not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: Creative Core Curriculum for Mathematics with STEM, Literacy and Arts

Grade: 3

Publisher: TPS Publishing

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK¹: Students and teachers using the materials as designed devote the large majority² of time in each grade K–8 to the major work of the grade.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p>	No	<p>The materials devote less than 60% of class time to the major work of the grade.</p> <p>Note: The supporting and additional clusters are not taught in context of the major clusters; rather ALL clusters are taught in isolation of each other over the course of the year. No additional time is spent on the major work outside of the time they are taught within the respective cluster.</p>
	<p>REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.³</p>	Yes	<p>The materials do not spend any time on content outside of the grade.</p>
<p>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.⁴</p>	No	<p>The teacher’s materials provide sections that connect students’ previous learning with what is being taught in the current lesson. However, there are no meaningful connections in the work or activities that are presented in the everyday teaching and learning. There is no evidence that the early clusters are being enhanced throughout the year.</p>
	<p>REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.⁵</p>	No	<p>The clusters and domains are taught in isolation of one another, with no connections made for the student as to the progress of learning from one to the other. Activities are specific to the domains and clusters being taught as well, with no coherence or connections to additional clusters or domains.</p>

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
<p>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</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	<p>The materials attempt to develop conceptual understanding, but the quality of development does not meet the level required by the CCSSM.</p> <p>Students are not presented with opportunities that deepen their knowledge.</p>
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	<p>The materials attend to fluency, but the quality of this attention does not meet the level required by the CCSSM.</p> <p>Activities tend to be repetitive with little variation. Students are not presented with meaningful opportunities to build fluency.</p>
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	No	<p>The component of application is lacking. There are no real world problem-solving opportunities in day-to-day teaching and learning.</p> <p>There are application-type problems that represent typical fluency word problems, but few are offered. While the materials indicate that supplemental materials are offered that may provide support, these additional components are not embedded in the daily teacher and student materials. The program therefore seems disjointed, since these materials are not part of everyday teaching and learning within the program.</p>
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	No	<p>The three aspects of rigor are not met. The one component stated explicitly (i.e., application) is addressed, but through the additional materials that are not an actual part of everyday teaching and learning.</p> <p>There is no effort to distinguish when students should be developing conceptual understanding versus fluency. No component of rigor is explicitly attended to in the materials on any level.</p>

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

<p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.^{7, 8}</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	<p>No</p>	<p>The materials do not connect the Standards for Mathematical Practice to the Standards for Mathematical Content. In fact, the MPs are merely contained to one page towards the back of the student textbook (page 372) and teacher’s edition (page 568) but are not mentioned at all throughout the units/lessons.</p>
	<p>REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	<p>No</p>	<p>There is no description or analysis that shows how materials meaningfully connect the MPs to Content.</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards.⁹</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.¹¹</p>		Not evaluated. Non-negotiable criteria were not met.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7f) There is variety in the pacing and grain size of content coverage.¹³</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.</p>		Not evaluated. Non-negotiable criteria were not met.

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

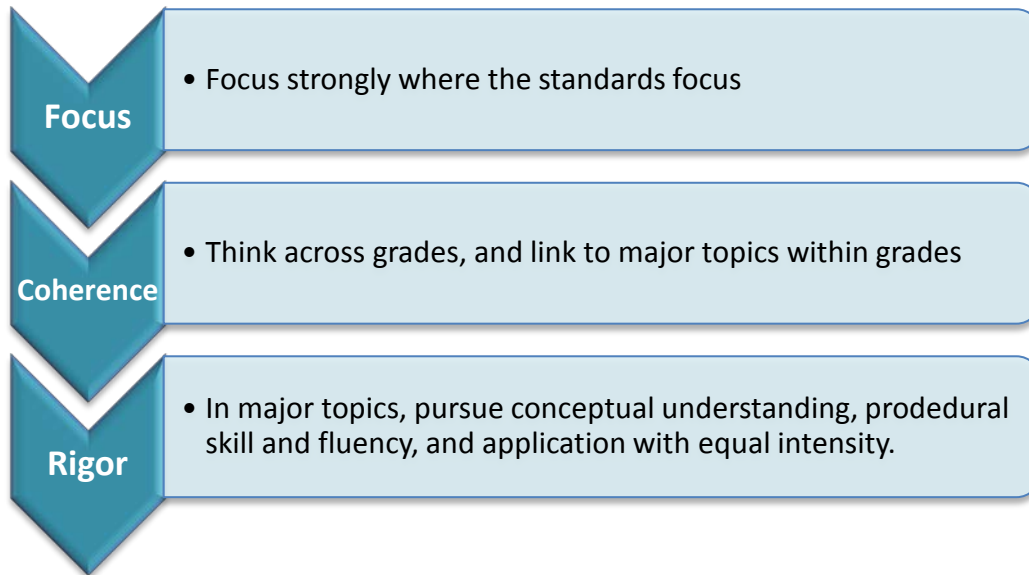
Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	No	The materials do not meet class time focus requirements on major work for Grade 3. Clusters are taught in isolation of each other over the course of the year. No additional time is spent on the major work outside of the time they are taught within the respective cluster.
	2. Consistent, Coherent Content	No	Although previous learning is mentioned at the beginning of each lesson plan in the teacher’s materials, there is no coherence established within the grade across clusters and domains.
	3. Rigor and Balance	No	There is no balance of rigor. The components of conceptual understanding, fluency, and application are weak. All components lack quality.
	4. Practice-Content Connections	No	The Standards for Mathematical Practice are not contained within the lessons of the materials. Instead they are mentioned in a one page chart at the back of both the student and teacher editions.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: Creative Core Curriculum for Mathematics with STEM, Literacy and Arts

Grade: 4

Publisher: TPS Publishing

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK¹: Students and teachers using the materials as designed devote the large majority² of time in each grade K–8 to the major work of the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p>	Yes	<p>The materials devote approximately 66% of class time to major work of the grade.</p> <p>Note: The supporting and additional clusters are not taught in context of the major clusters; rather ALL clusters are taught in isolation of each other over the course of the year. No additional time is spent on the major work outside of the time they are taught within the respective cluster.</p>
	<p>REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.³</p>	Yes	<p>The materials do not spend any time on content outside of the grade.</p>
<p>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.⁴</p>	No	<p>The teacher’s materials provide sections that connect students’ previous learning with what is being taught in the current lesson. However, there are no meaningful connections in the work or activities that are presented in the everyday teaching and learning. There is no evidence that the early clusters are being enhanced throughout the year.</p>
	<p>REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.⁵</p>	No	<p>The clusters and domains are taught in isolation of one another, with no connections made for the student as to the progress of learning from one to the other. Activities are specific to the domains and clusters being taught as well, with no coherence or connections to additional clusters or domains.</p>

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
<p>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</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	<p>The materials attempt to develop conceptual understanding, but the quality of development does not meet the level required by the CCSSM.</p> <p>Students are not presented with opportunities that deepen their knowledge.</p>
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	<p>The materials attend to fluency, but the quality of this attention does not meet the level required by the CCSSM.</p> <p>Activities tend to be repetitive with little variation. Students are not presented with meaningful opportunities to build fluency.</p>
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	No	<p>The component of application is weak. There are no real world problem-solving opportunities in day-to-day teaching and learning.</p> <p>There are application-type problems that represent typical fluency word problems, but few are offered. While the materials indicate that supplemental materials are offered that may provide support, these additional components are not embedded in the daily teacher and student materials. The program therefore seems disjointed, since these materials are not part of everyday teaching and learning of the program.</p>
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	No	<p>The three aspects of rigor are not met. The one component stated explicitly (i.e., application) is addressed, but through the additional materials that are not an actual part of everyday teaching and learning.</p> <p>There is no effort to distinguish when students should be developing conceptual understanding versus fluency. No component of rigor is explicitly attended to in the materials on any level.</p>

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

<p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.^{7, 8}</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	<p>No</p>	<p>The materials do not connect the Standards for Mathematical Practice to the Standards for Mathematical Content. In fact, the MPs are merely contained to one page towards the back of the student textbook (page 320) and teacher's edition (page 513) but are not mentioned at all throughout the units/lessons.</p>
	<p>REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	<p>No</p>	<p>There is no description or analysis that shows how materials meaningfully connect the MPs to Content.</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards.⁹</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.¹¹</p>		Not evaluated. Non-negotiable criteria were not met.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7f) There is variety in the pacing and grain size of content coverage.¹³</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.</p>		Not evaluated. Non-negotiable criteria were not met.

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

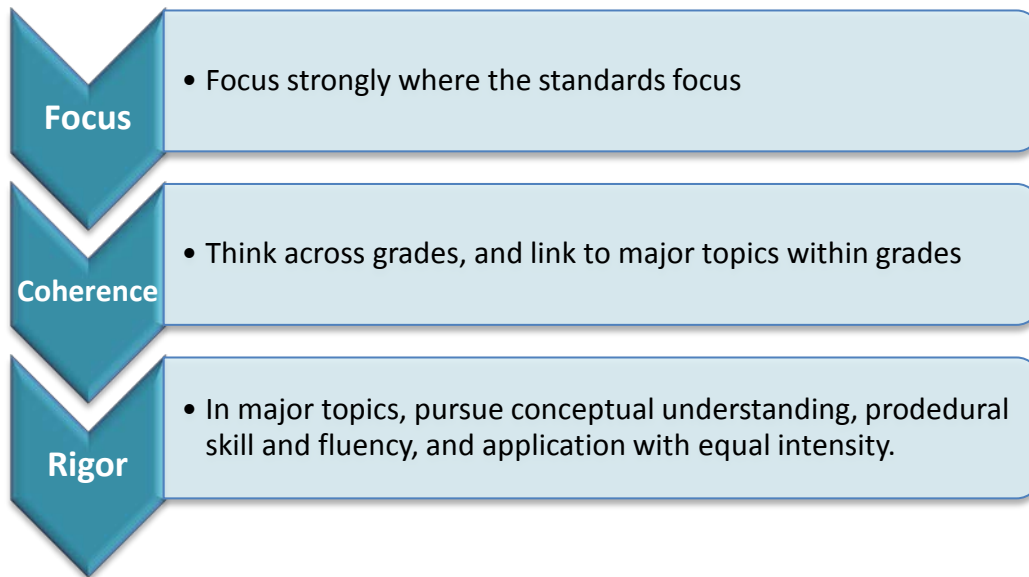
Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	Yes	The materials devote approximately 66% of class time to major work of the grade. The materials do not spend any time on content outside of the grade.
	2. Consistent, Coherent Content	No	Although previous learning is mentioned at the beginning of each lesson plan in the teacher’s materials, there is no coherence established within the grade across clusters and domains.
	3. Rigor and Balance	No	There is no balance of rigor. The components of conceptual understanding, fluency, and application are weak. All components lack quality.
	4. Practice-Content Connections	No	The Standards for Mathematical Practice are not contained within the lessons of the materials. Instead they are mentioned in a one page chart at the back of both the student and teacher editions.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: Creative Core Curriculum for Mathematics with STEM, Literacy and Arts

Grade: 5

Publisher: TPS Publishing

Copyright: 2013

Overall Rating: Tier III, Not representing quality

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK¹: Students and teachers using the materials as designed devote the large majority² of time in each grade K–8 to the major work of the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p>	Yes	<p>The materials devote approximately 72% of class time to major work of the grade.</p> <p>Note: The supporting and additional clusters are not taught in context of the major clusters; rather ALL clusters are taught in isolation of each other over the course of the year. No additional time is spent on the major work outside of the time they are taught within the respective cluster.</p>
	<p>REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.³</p>	Yes	<p>The materials do not spend any time on content outside of the grade.</p>
<p>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.⁴</p>	No	<p>The teacher’s materials provide sections that connect students’ previous learning with what is being taught in the current lesson. However, there are no meaningful connections in the work or activities that are presented in the everyday teaching and learning. There is no evidence that the early clusters are being enhanced throughout the year.</p>
	<p>REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.⁵</p>	No	<p>The clusters and domains are taught in isolation of one another, with no connections made for the student as to the progress of learning from one to the other. Activities are specific to the domains and clusters being taught as well, with no coherence or connections to additional clusters or domains.</p>

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
<p>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</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	<p>The materials attempt to develop conceptual understanding, but the quality of development does not meet the level required by the CCSSM.</p> <p>Students are not presented with opportunities that deepen their knowledge.</p>
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	<p>The materials attend to fluency, but the quality of this attention does not meet the level required by the CCSSM.</p> <p>Activities tend to be repetitive with little variation. Students are not presented with meaningful opportunities to build fluency.</p>
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	No	<p>The component of application is lacking, as there are no real world problem-solving opportunities in the day-to-day teaching and learning. There are application-type problems, but very little are offered, and they do not seem any different than typical fluency word problems. (It is noted that there are supplemental materials offered that may highlight some of this component of rigor. However, because the program is disjointed and its additional components are not embedded in the daily teacher and student materials, these materials do not seem to be a part of everyday teaching and learning of the program, and so were not considered an effective example for this non-negotiable.)</p>
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	No	<p>There is no balance of the three components, since none of them are explicitly attended to in the materials on any level. Although they are attended to in the materials, there is no effort to distinguish when students should be developing conceptual understanding versus fluency. The only component which is stated explicitly is the application piece which is addressed through the additional materials that are offered. However, as noted above, these materials do not seem to be part of the everyday teaching and learning of the program, and so does not meet the criteria.</p>

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

<p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.^{7, 8}</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	<p>No</p>	<p>The materials do not connect the Standards for Mathematical Practice to the Standards for Mathematical Content. In fact, the MPs are merely contained to one page towards the back of the student textbook (page 338) and teacher’s edition (page 538) but are not mentioned at all throughout the units/lessons at all.</p>
	<p>REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	<p>No</p>	<p>There is no description or analysis that shows how materials meaningfully connect the MPs to Content.</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards.⁹</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.¹⁰</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.¹¹</p>		Not evaluated. Non-negotiable criteria were not met.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7f) There is variety in the pacing and grain size of content coverage.¹³</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>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.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.</p>		Not evaluated. Non-negotiable criteria were not met.

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

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

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	Yes	The materials devote approximately 72% of class time to major work of the grade. The materials do not spend any time on content outside of the grade.
	2. Consistent, Coherent Content	No	Although previous learning is mentioned at the beginning of each lesson plan in the teacher’s materials, there is no coherence established within the grade across clusters and domains.
	3. Rigor and Balance	No	There is no balance of rigor. The components of conceptual understanding, fluency, and application are weak. All components lack quality.
	4. Practice-Content Connections	No	The Standards for Mathematical Practice are not contained within the lessons of the materials. Instead they are mentioned in a one page chart at the back of both the student and teacher editions.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			