

Review Team Appraisal of Title

(9-12 Mathematics)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	CCSS Intensified Algebra I: Online Student	Publisher	Agile Mind
SE ISBN	9781949175585	TE ISBN	9781949175578
SW ISBN	9781948905923	Grade Level/Content	Grade 9-10

Core Material Designation *(Core Material is - the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)*

Recommended _____ Recommended with Reservations Not Recommended _____

Total Score

Reviewer #65	Reviewer #66	Average Score
_____ 87.9% _____	_____ 89.9% _____	_____ 88.92% _____

Standards Review - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #65	Reviewer #66	Average Score
_____ 92.56% _____	_____ 94.34% _____	_____ 93.45% _____

Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>The materials align with the Algebra 1 standards. The curriculum is complete and consistent where students are able to make deep connections within the topics. The scope and sequence included with the material notes any standards that are not included in that particular lesson by crossing them out. All standards are included and any that are crossed out are picked up later in the scope and sequence.</p>
Materials align to standards for mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>The materials align with the standards for mathematical practice about 75% of the time. Math practices 1-4, 7 and 8 are more prevalent than 5 and 6. Students and teachers are not given instruction on calculator usage. Most activities that require the use of appropriate tools are demonstrated in interactive</p>

online activities. Math practice 6, attend to precision, is only noted a couple times. An example, students create a box plot by placing the data on the axes correctly and create the box precisely. Students need to pay attention to the scale interval and divide the box plot correctly. It does not lend itself to students using clear definitions and justifying their own reasoning.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Materials have a large amount of applications of mathematics in Algebra 1 and does lend itself to containing a wide variety of Application learning. Procedural skills are embedded throughout the online materials and in the student activity book. Conceptual understanding is not as prevalent. Therefore, the rigor is imbalanced.

Math Content Review - *Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific reviewed content area.*

Reviewer #65	Reviewer #66	Average Score
<u>71.43%</u>	<u>64.29%</u>	<u>67.86%</u>

Materials are consistent with grade level content, supporting the intent of the delivery and understanding of mathematics.

Statements of appraisal and supporting evidence:

Materials are consistent with grade level content and they meet the standards, however the delivery and understanding is lacking. Materials did not contain information for informing parents or caregivers about the mathematics program, or suggestions on how they can help support student progress and achievement. The only information suggested was to print out a report of assignments for parents and no other communication was shared. Full adult level explanations was lacking and assistance for teachers to improve their own knowledge was nonexistent. Materials need to have more instruction and strategies to allow for all types of learners to access the materials.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Teacher materials contain support that explains the role of the mathematical focus of each lesson and how it relates to the mathematical learning progressions for Algebra 1. For example, one reviewer's evidence "In the staying sharp section of the lesson, students address prerequisite skills to prepare for upcoming lessons, review ideas from earlier courses, and practice skills and concepts from this course to prepare for the lesson". The title provides insight into the students' ways of thinking with respect to important mathematical concepts. The materials are relevant to the students because it has a wide variety of problems ranging from baseball, candy bar sales, skateboarding and other food related questions. A large number of topics have interactive lessons. Students interact with the online materials and write their findings in the student activity book. Included in the online materials is a guided practice section where students are able to answer questions and receive immediate feedback. The materials offer reinforcement questions, extra homework questions and a test/problem generator to assist teachers in offering more practice to students.

All Content Review - *Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.*

IM= Instructional Material SE= Student Edition TE= Teacher Edition SW= Student Workbook

Reviewer #65
___78.75___

Reviewer #66
___83.13%___

Average Score
___80.94%___

Materials are coherent and consistent with the high school standards which all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

Materials align with Algebra 1 standards. Materials provide students opportunities to work with all high school standards. Review questions at the end of each lesson include some middle school topics but not many to distract from the high school standards. The scope and sequence shows a focus on the content standards to prepare students for the next stage in their career. A printed copy of the Scope and sequence be included with all adopted materials given to districts.

Materials are well designed and take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Materials have good examples of how each lesson is opened with an anticipatory problem. The interactive materials and how they are used with the student activity book is explained clearly in the online materials. Students usually have homework after a consolidation activity which consolidates the skills learned in the interactive materials. They always close a lesson with staying sharp, which is practice problems from previous standards. Students complete interactive materials and check their answers online and receive immediate feedback. Students also complete pencil and paper work and online assessments and are given feedback from the teacher.

Materials support teacher planning, learning, and understanding of the standards.

Statements of appraisal and supporting evidence:

Most instructional strategies are covered well. Specific strategies in assisting teachers and students in grouping strategies and specific activities to encourage integration of the math practices needs to be more specific. Students are given great instruction on interactive materials, but there is a lack of instruction on the use of graphing calculators throughout any of the lessons. The students need instruction on utilization of graphing calculators which they are allowed to take to testing.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

Statements of appraisal and supporting evidence:

Materials do offer resources to teachers and tools to collect student progress data. Students are able to answer quick assessments, which gives immediate feedback to the students and teacher. Questions are given that teachers could ask the class to get a quick formative assessment of students' understanding. Students take an interactive assessment where they answer the question and click on check and receive immediate feedback for their answer. A test generator is included in the online materials. Teachers can create a test based on standards or by unit if desired. The guided assessments are great for immediate feedback to students, open ended questions are pre created and have an answer key but no rubric is included

Materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

Students are able to explore key concepts by using the interactive materials online. A section is given with suggestions for structuring lessons by developing procedures for the work in the classroom, expectations, and the opportunity for learning. Students are given a problem solving strategy and a mindset strategy that will assist students in having the motivation to reach as far as they can in their own learning.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

Materials have many opportunities for the classroom to use technology to assist in student learning. The materials are easily accessible on the majority of hardware and/or search engines. Each topic has a check for understanding interactive activity embedded in the program, or teachers may create their own tests by using the test generator. Students are interacting with the online materials answering questions. In most topics, students answer questions and get immediate feedback.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials are not easily manipulated to meet individual learner's needs. Numerous questions are offered to differentiate instruction. Teachers could give different problems to different groups of students but it is not laid out in the delivery materials. Materials have different questions on different topics, from air quality to water issues and other topics that may be of interest to a large number of areas within the state. Collaborative organization is not embedded into the online materials. Opportunities to sign up for online seminars and institutes have yet to be implemented.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Cultural perspectives are not supported very well in the materials. Materials offer some content about different lifestyles. For example, there are a discussion about apartment living, different types of sports questions, and food. There is no dive into different cultures. Self-awareness is a big step in being aware of different cultural perspectives and the personal survey will assist students in better understanding themselves. Students complete a personal survey about their thoughts about mathematics, becoming self-aware of their mindset and working on improving their it.

Reviewer Professional Summation - *These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.*

Reviewer #65 background and experience: 19 year teaching, grades 5-12 and college

Professional summary of material: I would like to see the scope and sequence included with the materials districts receive. The scope and sequence notes any standards that are not included in that particular lesson by crossing them out. This material would be good for a regular Algebra 1 class, the title Intensified Algebra 1 makes me think it might just be for an advanced class, by having higher expectations our regular classes would grow much more. For it to be included in a regular education classroom, I would like to see more interventions suggested and possible misunderstandings of material pointed out, this would especially help our new teachers.

Reviewer #66 background and experience: 20 years teaching grades 9-12

Professional summary of material:

Sequential steps for graphing calculator usage needs to be included online and in print so the students and teachers have a tangible resource. This material was easier to navigate online between the student activity book, the professional support and the online PowerPoints. All Algebra 1 standards were met and the mathematical practices were spread out throughout the material.