

## Review Team Appraisal of Title

(K-8 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/>

IM Title	Big Ideas Math: Modeling Real Life Common Core	Publisher	Big Ideas Learning
SE ISBN	9781642085853	TE ISBN	9781642085860
SW ISBN	9781642080810	Grade Level/Content	Grade 6

**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 #43	Reviewer #44	Reviewer #45	Average Score
<u>93%</u>	<u>90%</u>	<u>90%</u>	<u>91%</u>

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

Reviewer #43	Reviewer #44	Reviewer #45	Average Score
<u>98%</u>	<u>97%</u>	<u>96%</u>	<u>97%</u>

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Overall, materials aligned with grade level standards. When different models were expected to appear in the text from the standard, it was integrated with a variety of representations. For example, in the domain Ratios and Proportions, tape diagrams, double number lines, and tables were used. Also, in the domain of Statistics and Probability standards showed the materials use a variety of data displays, such as histograms, dot plots, and box plots, which did appear in the text.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> Throughout the material, mathematical practices were embedded and explicitly pointed out. In addition, the text suggested how the teacher should incorporate the math practices into conversation throughout

the activity in order to make the math practice more meaningful and relatable. Reviewers saw evidence of all eight math practices being used. For example, students are asked to reason through a question abstractly and quantitatively in reference to data and how an outlier may affect the measure of center.

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

All four quarters were balanced. There was evidence in the material to express that all aspects of rigor were addressed throughout the curriculum. The *Modeling Real Life* problems integrated application, while the *Practice* and *Review & Refresh* sections gave opportunities for procedural skill and fluency. The conceptual learning came from the different *Exploration* and *Example* sections in the materials.

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

Reviewer #43  
\_\_\_82%\_\_\_

Reviewer #44  
\_\_\_64%\_\_\_

Reviewer #45  
\_\_\_71%\_\_\_

Average Score  
\_\_\_73%\_\_\_

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

*Statements of appraisal and supporting evidence:*

The setup of the material allows for consistency in supporting the intent of the delivery and understanding of mathematics, as each section is structurally similar. For example, each section includes exploration, examples, review and practice, application, and self-assessments. The sequence of the grade level content allows for a smooth delivery so that standards can build upon each other by spiraling them together throughout the year.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

The standards are embedded into the text, which supports student learning of grade level mathematics. In addition, the text contains self-assessments so that students are able to monitor their own learning of mathematics. There are a multitude of ways that students can interact with math content in order to enhance their learning of mathematics. For example, students are able to watch STEAM videos, use manipulatives, engage in collaborative learning and dialogue, and extend their learning through the use of performance tasks.

**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.

Reviewer #43  
\_\_\_83%\_\_\_

Reviewer #44  
\_\_\_77%\_\_\_

Reviewer #45  
\_\_\_76%\_\_\_

Average Score  
\_\_\_79%\_\_\_

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

<p>The materials are consistent with the progression in the standards. For example, the text describes how the standards being taught at the current grade level correlate with the previous grade and with following grades. In addition, at the beginning of each chapter there is an overview which describes what students should already know about the content from their prior experience along with a description of how the material will tie in with their current learning in the chapter.</p>
<p>Materials foster coherence through connections at a single grade, where appropriate and required by the standards.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The materials do foster a coherent connection through the 6th grade curriculum. The materials were effective in moving through and building upon the standards. In instances where standards naturally connect with each other, it was evident that this flow was embedded into the material. For example, early within the first quarter of the materials, students covered operations with fractions and this concept was applied again in the last quarter of the materials when students worked on finding surface area and volume.</p>
<p>Materials are well designed and take into account effective lesson structure and pacing.</p>
<p><i>Statements of appraisal and supporting evidence:</i> “Big Ideas Math” is well designed and takes into account an effective lesson structure. There is a suggested pacing guide in the text which addresses the amount of days each section and chapter should take but does not specify the amount of time per day that should be allotted for the lesson.</p>
<p>Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The material offers multiple resources and tools to collect ongoing data about student understanding. In the text, the following are available to assess both formatively and summatively: <i>Explorations, Try Its and Self-Assessments, Connecting Concepts, and Cumulative Practices</i>. Through the ancillaries and technology the following are available: <i>Quizzes and Tests, Alternative Assessments, Performance Tasks, and the Dynamic Assessment System</i>.</p>
<p>Materials give all students extensive opportunities and support to explore key concepts.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The material does give students extensive opportunities and support to explore key concepts. For example, students are asked to work with partners to ensure they are strengthening and enriching their learning of key concepts. Students encounter varying Depth of Knowledge levels, reaching higher cognitive demand as the section progresses. In addition, the examples serve as a reference, which model the expectation of the key concept.</p>
<p>Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The publisher offers content that is accessible on multiple platforms. Even though the publisher offers the multiple platforms, reviewers were only able to access and confirm the platforms on devices they had in hand. Technology used to enhance student learning includes: STEAM videos, Skills Trainer, Lesson Tutorial Videos, and the Dynamic Student Edition.</p>
<p>Materials can be easily customized for individual learners.</p>
<p><i>Statements of appraisal and supporting evidence:</i> Materials are customizable for those who are emerging, proficient, advanced, and English Learners. ELL support is offered in different parts of the text, such as when students are doing writing or when they are in the Exploration section of the book. The <i>Assignment Guide</i> and <i>Concept Check</i> also offers suggestions</p>

for assignments to be differentiated based on a variety of student levels. Lastly, the text offers a Response to Intervention section, which provides customization of learning based on the three tier levels. For example, the teacher is encouraged to use the “Skills Trainer”, “Skills Review Handbook”, and “Game Library” for those students who fall under Tier 2 and are in need of strategic intervention.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

Materials only meet a level 1 on cultural perspectives, deemed the *Contributions Approach*. Although there are many examples that tie in to our nation’s culture, there is minimum evidence supporting local and state culture. Examples include: Sparsely placed pictures that reference other cultures (e.g. Mexican coin, buildings in Germany, and the Sky Screen in Beijing, China), word problems that tie in international culture (e.g. the metric system), and language from other nations (e.g. prefixes, suffixes, and root words derived from other languages). All of these instances provide opportunity for students to be exposed to a variety of demographics problems that are relevant to people from different perspectives.

**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 #43 background and experience:

*Professional summary of material:*

Reviewer #44 background and experience:

*Professional summary of material:*

Reviewer #45 background and experience:

*Professional summary of material:*

## Review Team Appraisal of Title

(K-8 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 needs 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/>

IM Title	Big Ideas Math: Modeling Real Life Common Core	Publisher	Big Ideas Learning
SE ISBN	9781642086294	TE ISBN	9781642086300
SW ISBN	9781642081251	Grade Level/Content	Grade 7

**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 #43	Reviewer #44	Reviewer #45	Average Score
<u>94.83%</u>	<u>91.00%</u>	<u>91.33%</u>	<u>92.39%</u>

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

Reviewer #43	Reviewer #44	Reviewer #45	Average Score
<u>99.06%</u>	<u>96.56%</u>	<u>96.04%</u>	<u>97.22%</u>

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> There was clear alignment with materials and grade level standards, including the major content domains: Ratios and proportional relationships, solving multi-step equations, and the number system. These domains are emphasized in the grade level 7 curriculum. The materials provide many applicable problems such as in the TE page 72, #33, in which the problem asks students to find the cost of an enclosure using measurements that are rational numbers which relates to a standard in the number system. Additionally, the materials tie in proportional relationships on TE p. 212 with standards under the Ratios and Proportions domain.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i>

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

Mathematical practices were embedded and explicitly denoted and used throughout the text. In addition, the text included suggestions on how the teacher should incorporate the math practices into conversation throughout various activities in order to make the math practices more meaningful and relatable to the context of how and why they are used in the process of mathematical thinking and computations. Reviewers saw evidence of all eight math practices being used. For example, for math practice one (make sense of problems and persevere in solving them) students are required to use area models when multiplying rational numbers and they will use area models again to find quotients of rational numbers.

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

In, *Big Ideas Math: Modeling Real Life Common Core, Grade 7*, all four quarters were balanced in aspects of rigor. The materials targeted conceptual learning in the different *Exploration* and *Examples* sections. *Modeling Real Life* problems integrated application of all the domains as there was applicable problems in each section of the book. An example, TE pg. 236 #31, models a real life contextual problem using percents. The *Practice* and *Review & Refresh* sections gave opportunity for procedural skills and fluency. For instance, in chapter 2.5 Rates and Unit Rates, the *Exploration* allows students to conceptualize and understand the rate of a minute hand on a clock. The *Examples* model how to find unit rates. The practice affords students the opportunity to practice the procedures and become fluent in various concepts throughout the material. The application problems relate real life situations to unit rates.

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

Reviewer #43

\_\_\_82.14%\_\_\_

Reviewer #44

\_\_\_75.00%\_\_\_

Reviewer #45

\_\_\_78.57%\_\_\_

Average Score

\_\_\_78.57%\_

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

*Statements of appraisal and supporting evidence:*

The design of the material allows for consistency with grade level content. The text integrates previous standards throughout the text. For example, concepts from chapters 1-6 (Major Content) are incorporated into the material that is supporting grade level content or additional content. For instance, in the geometry unit, students are expected to use formulas when finding volume, surface area, and area. Students recall information such as order of operations, exponents, and rational numbers from earlier standards mastery in order to solve applicable geometry problems.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Student learning of grade level mathematics is evident, as standards are embedded throughout the text. In addition, the materials contain self-assessments allowing students to monitor their own learning and progress of mathematics. There are a variety of resources where students can engage with math content in order to enhance their mathematical knowledge. This is seen when students are able to watch STEAM videos, use manipulatives, engage in collaborative learning and dialogue, and extend their learning through the use of models and performance tasks.

**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.

Reviewer #43  
 \_\_\_86.59%\_\_\_

Reviewer #44  
 \_\_\_79.88%\_\_\_

Reviewer #45  
 \_\_\_81.71%\_\_\_

Average Score  
 \_\_\_82.72%\_\_\_

Materials are consistent with the progression in the standards.

*Statements of appraisal and supporting evidence:*

The materials correlate with the progression in the standards for grade 7. They describe how the standards being taught at the current grade level correlate with 6th and 8th grade. In addition, in each chapter there is an overview of the progression, which describes how the material will tie in with their previous, current, and future learning. For example, in chapter 5 on p. T-180B the material has a progressions table for ratios and proportional relationships that shows what students learned in 6th grade, what they will be learning in 7th grade, and how that will tie into what they will be learning in 8th grade.

Materials foster coherence through connections at a single grade, where appropriate and required by the standards.

*Statements of appraisal and supporting evidence:*

The materials build on the standards throughout the 7th grade curriculum and there is a coherent connection where appropriate. In instances where standards naturally connect, there is opportunity for interconnecting two or more standards. For example in the SE, p. 367 *Finding the Circumference*, students may need to use operations of rational numbers to solve the circumference of a circle. In order for the student to determine the circumference of the circle (which is under the Geometry domain), the student is required to use operations with rational numbers (which is a standard in the Number System).

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

*Statements of appraisal and supporting evidence:*

There is a suggested pacing guide in the seventh grade, *Big Ideas Math: Modeling Real Life Common Core*, p. xlv-xlv, which addresses the number of days each section and chapter should take. The design takes into account effective lesson structure, yet it fails to specify the amount of time that should be designated for each lesson. Every lesson starts out conceptually then leads into practice and application. An example of this is seen in the 7th grade TE, pg. xvi which shows how each section is broken into exploration of the concept, followed by practice lessons, and towards the end of the chapter is Connecting Concepts, Chapter Review, Practice Test, and Cumulative Test.

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

*Statements of appraisal and supporting evidence:*

*Big Ideas Math: Modeling Real Life Common Core*, grade 7, offers a variety of resources and tools to collect ongoing data about student progress on the standards. In the text, the following are available to assess both formatively and summatively: *Explorations, Try Its and Self-Assessments, Connecting Concepts, and Cumulative Practices*. Through the ancillaries and technology the following are available: *Quizzes and Tests, Alternative Assessments, Performance Tasks, and the Dynamic Assessment System*.

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

*Statements of appraisal and supporting evidence:*

The material contains extensive opportunities and support to explore key concepts. For example, students are asked to engage in cooperative learning tasks throughout the material that ensure they are

strengthening and enriching their learning of key concepts. Students encounter varying Depth of Knowledge levels (TE, p. xxxvii), reaching higher cognitive demand as the section progresses. In addition, the examples serve as a reference, which model the expectation of the key concept. Explorations, lessons, and practice problems range from level 1 to level 3, while the assessment portion emphasizes more level 3 questions which prepare students for rigorous high stakes assessment.

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:*

The materials support effective use of technology to enhance student learning and is accessible on multiple platforms. Although the publisher offers accessibility on multiple platforms, reviewers were only able to access and confirm the platforms on devices they had at hand i.e. Apple and HP laptops, and Android phone. Technology used to enhance student learning includes: STEAM videos, Skills Trainer, Lesson Tutorial Videos, and the Dynamic Student Edition.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The teacher is easily guided to customize materials for students within the seventh grade math band who are emerging, proficient, advanced, and English Learners. For example, there are different parts in the text which offer ELL support for tasks that include written response or when they are in the Exploration section of the book. Vocabulary support is incorporated into every lesson where students can learn about vocabulary using graphic organizers, through collaborative discussion, and by referencing root words. Also, there are examples throughout the text that allow for the use of Frayer Models so that students gain a better understanding of vocabulary and clear up any misconceptions they may have about the word. Lastly, the text offers a Response to Intervention section, which provides customization of learning based on the three tier levels. Evidence of this is seen when the materials encourage teachers to use the “Skills Trainer,” “Skills Review Handbook,” and “Game Library” for those students who fall under Tier 2 and are in need of strategic intervention.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

*Big Ideas Math, grade 7, materials correlate to the Contributions Approach which is a level 1 (James Banks, Cultural Perspectives).* Although there are examples that tie in with our nation’s culture, there is minimum evidence supporting local and state culture. Examples supporting cultural perspectives were difficult to find throughout the text. There were pictures of both genders doing math, an image where there were individuals of different ethnicities, and maps of different places around the world. However, there were few instances to provide opportunities for students to be exposed to a variety of demographic problems that are relevant to students of different cultural perspectives.

**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 #43 background and experience:

*Professional summary of material:*

Reviewer #44 background and experience:

*Professional summary of material:*

Reviewer #45 background and experience:

*Professional summary of material:*

## Review Team Appraisal of Title

(K-8 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 needs 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/>

IM Title	Big Ideas Math: Modeling Real Life Common Core	Publisher	Big Ideas Learning
SE ISBN	9781642086737	TE ISBN	9781642086744
SW ISBN	9781642081695	Grade Level/Content	Grade 8

**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 #43 ___ 95.00% ___	Reviewer #44 ___ 91.17% ___	Reviewer #45 ___ 91.50% ___	Average Score ___ 92.56% ___
--------------------------------	--------------------------------	--------------------------------	---------------------------------

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

Reviewer #43 ___ 98.88% ___	Reviewer #44 ___ 99.16% ___	Reviewer #45 ___ 97.22% ___	Average Score ___ 98.42% ___
--------------------------------	--------------------------------	--------------------------------	---------------------------------

Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>There was clear alignment with materials and grade level standards, including the major content domains: Expressions, Equations, Functions and Geometry. These domains are emphasized in the grade level 8 curriculum. The materials provide many applicable problems such as in the TE page 293, #8-11, in which the problem asks students to write a linear function using a graph or table which is a standard under the Function domain. Additionally, the materials tie in the converse of the Pythagorean Theorem on TE p. 413 #8-13 with standards under the Geometry domain.</p>
Materials align to standards for mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p>

Mathematical practices were embedded and explicitly denoted and used throughout the text. In addition, the text included suggestions on how the teacher should incorporate the math practices into conversation throughout various activities. Reviewers saw evidence of all eight math practices embedded throughout the material. For example, for math practice five (use appropriate tools strategically) SE-245, students are required to use graphing calculators to find an equation of “best fit” and interpret the correlation coefficient.

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

In “Big Ideas Math” Grade 8, all four quarters were balanced in aspects of rigor. The materials targeted conceptual learning in the different *Exploration* and *Examples* sections. *Modeling Real Life* problems integrated application of all the domains as there were applicable problems in each section of the book. For instance, in the TE, pg. 73, example 5 references a wildlife refuge and asks students to use dilations to expand the area of the refuge. Students will then determine the increase in area (scale factor). The *Practice* and *Review & Refresh* sections gave opportunity for procedural skill and fluency. This is illustrated in the SE, p. 341, #9-20, where the students are practicing evaluating expressions.

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

Reviewer #43

\_\_\_ 85.71% \_\_\_

Reviewer #44

\_\_\_ 67.86% \_\_\_

Reviewer #45

\_\_\_ 78.57% \_\_\_

Average Score

\_\_\_ 77.38% \_\_\_

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

*Statements of appraisal and supporting evidence:*

The design of the materials allows for consistency within the grade level content. The sequencing of the materials is supportive of the understanding and building of mathematical content. For example, concepts from chapter 1 are a review and extension of equations and expressions. This supports the delivery of future content as students will have the skills necessary to construct and solve equations in the Linear Functions unit, Pythagorean Theorem, Angles of Triangles, and Volume sections of the curriculum.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Student learning of grade level mathematics is evident, as standards are embedded throughout the text. In addition, the materials contain self-assessments allowing students to monitor their own learning and progress of mathematics. There are a variety of resources where students can engage with math content in order to enhance their mathematical knowledge. This is seen when students are able to watch STEAM videos, use tools (graphing calculators and online tools), engage in collaborative learning and dialogue, and extend their learning through the use of models and performance tasks.

**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.*

Reviewer #43  
87.20%

Reviewer #44  
75.00%

Reviewer #45  
79.27%

Average Score  
80.49%

Materials are consistent with the progression in the standards.

*Statements of appraisal and supporting evidence:*

The materials correlate with the progression in the standards for grade 8. They describe how the standards being taught at the current grade level correlate with 7th grade and high school. In addition, in each chapter, there is an overview of the progression, which describes how the material will tie in with students' previous, current, and future learning. For example, in chapter 5, p. T-196B, the material has a progression table for Systems of Linear Equations that shows what students learned in 7th grade, what they will be learning in 8th grade, and how this will tie into what they will be learning in high school.

Materials foster coherence through connections at a single grade, where appropriate and required by the standards.

*Statements of appraisal and supporting evidence:*

The materials build on the standards throughout the 8th grade curriculum and there are coherent connections where appropriate. In instances where standards naturally connect, there is opportunity for meshing of two or more standards. This is shown in the TE, p. 116, *Finding Exterior Angle Measures*, where students will need to use their knowledge of solving multistep equations in order to find the measure of an exterior angle. The materials foster coherence through connecting multiple domains throughout the text, such as was cited in the above example, TE, p. 116, where standards from the Geometry domain naturally connected with standards from the Expressions and Equations domain.

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

*Statements of appraisal and supporting evidence:*

There is a suggested pacing guide in the eighth grade, *Big Ideas Math: Modeling Real Life Common Core*, p. xlv-xlv, which addresses the number of days each section and chapter should take. The design takes into account effective lesson structure, yet it fails to specify the amount of time that should be designated for each lesson. Every lesson starts out conceptually then leads into practice and application. An example of this is seen in the 8th grade TE, pg. xvi which shows how each section is broken into exploration of the concept, followed by practice lessons, and towards the end of the chapter is Connecting Concepts, Chapter Review, Practice Test, and Cumulative Test.

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

*Statements of appraisal and supporting evidence:*

*Big Ideas Math: Modeling Real Life Common Core*, grade 8, offers a variety of resources and tools to collect ongoing data about student progress on the standards. In the text, the following are available to assess both formatively and summatively: *Explorations*, *Try Its* and *Self-Assessments*, *Connecting Concepts*, and *Cumulative Practices*. Within the ancillaries and technology, the following assessments are available: *Quizzes and Tests*, *Alternative Assessments*, *Performance Tasks*, and the *Dynamic Assessment System*.

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

*Statements of appraisal and supporting evidence:*

The material contains extensive opportunities and support to explore key concepts. For example, students are asked to engage in cooperative learning tasks throughout the material, ensuring they are strengthening and enriching their learning of key concepts. Students encounter varying Depth of Knowledge levels (TE, p. xxxvii), reaching higher cognitive demand as the section progresses. In addition, the examples serve as a reference, which model the expectation of the key concept. Explorations,

<p>lessons, and practice problems range from level 1 to level 3, while the assessment portion emphasizes more level 3 questions which prepare students for rigorous high stakes assessment.</p>
<p>Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.</p>
<p><i>Statements of appraisal and supporting evidence:</i>  The materials support effective use of technology to enhance student learning and is accessible on multiple platforms. Although the publisher offers accessibility on multiple platforms, reviewers were only able to access and confirm the platforms on devices they had at hand i.e. Apple and HP laptops, and Android phone. Technology used to enhance student learning includes: STEAM videos, <i>Big Ideas Math</i> Geometry Software, Skills Trainer, Lesson Tutorial Videos, and the Dynamic Student Edition.</p>
<p>Materials can be easily customized for individual learners.</p>
<p><i>Statements of appraisal and supporting evidence:</i>  The teacher is easily guided to customize materials for students within the eighth grade math band who are emerging, proficient, advanced, and English Learners. For example, there are different parts in the text which offer ELL support for tasks that include written responses or when they are in the Exploration section of the book. Vocabulary support is incorporated into every lesson where students can learn about vocabulary using graphic organizers, through collaborative discussion, and by referencing root words. Also, there are examples throughout the text that allow for the use of Four Square Models to organize information about a concept. Lastly, the text offers a Response to Intervention section, which provides customization of learning based on the three tier levels. Evidence of this is seen when the materials encourage teachers to use the “Skills Trainer,” “Skills Review Handbook,” and “Game Library” for those students who fall under Tier 2 and are in need of strategic intervention.</p>
<p>Materials take into account cultural perspectives.</p>
<p><i>Statements of appraisal and supporting evidence:</i>  <i>Big Ideas Math</i>, grade 8, materials correlate to the Contributions Approach which is a level 1 (James Banks, <i>Cultural Perspectives</i>). Although there are examples that tie in with our nation’s culture, there is minimum evidence supporting local and state culture. Examples supporting cultural perspectives were difficult to find throughout the curriculum because the material was more content specific (i.e. mathematical visuals such as: tables, graphs, diagrams). Consequently, there are few instances that provide opportunities for students to be exposed to a variety of demographic problems that are relevant and supportive to students of diverse cultural perspectives.</p>

**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.*

<p>Reviewer #43 background and experience:</p>
<p><i>Professional summary of material:</i></p>
<p>Reviewer #44 background and experience:</p>
<p><i>Professional summary of material:</i></p>
<p>Reviewer #45 background and experience:</p>
<p><i>Professional summary of material:</i></p>

