

## 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	9781642083170	TE ISBN	9781642083354
SW ISBN	N/A	Grade Level/Content	Kindergarten

**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   X   Not Recommended \_\_\_\_\_

**Total Score**

Reviewer #1	Reviewer #2	Reviewer #3	Average Score
81.1%	92.3% <u>  </u>	<u>  90%  </u>	<u>  87.8%  </u>

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

Reviewer #1	Reviewer #2	Reviewer #3	Average Score
<u>  79%  </u>	<u>  94.6%  </u>	<u>  87.5%  </u>	<u>  87%  </u>

Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>The team found after review that the materials align with grade level standards. Kindergarteners need more exposure to the 100 chart with practice in counting Math on from any given number within the known count sequence (1-100). Students also need more time and exposure in working with K.OA.A.4. Currently, there is only one lesson that addresses this standard; this is a major cluster and deserves more attention.</p>
Materials align to standards of mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>The team found that all 8 math practices were well represented throughout the curriculum. Math Practice 2 was represented most often.</p>

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

Conceptual understanding was presented in the material as being somewhat rigorous. Procedural skill and fluency was lacking. Although the curriculum provides numerous practice pages they did not substantiate adequate fluency practice. Opportunities for students to apply the math concepts being learned were not frequently evident.

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

Reviewer #1	Reviewer #2	Reviewer #3	Average Score
92.8%	96.4%	100%	96.4%

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

*Statements of appraisal and supporting evidence:*

The team found that materials are consistent with grade level content. The content addresses kindergarten math standards.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

The team found that materials support learning of mathematics within a kindergarten curriculum.

**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 #1	Reviewer #2	Reviewer #3	Average Score
84.1%	85.9%	94.5%	88.2%

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

The team found that the material was consistent with the progressions in the Kindergarten standards. The total amount of lessons this curriculum contains is 364. Of those 364 lessons, 294 lessons are spent exploring the major clusters of Counting and Cardinality, Operations and Algebraic Thinking, and Numbers and Base ten. This means that 80% of the curriculum addresses the major clusters of the grade level. Throughout the curriculum, there are ideas for extension activities that help teachers develop a deeper understanding of math concepts without going outside of their grade level.

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

*Statements of appraisal and supporting evidence:*

The team found numerous examples where multiple Kindergarten standards were addressed in a single lesson. A complete list of learning targets and criteria for success for the entire chapter are listed. These are directly related to the cluster headings. At the top of the page where lessons begin, the list of standards covered in each activity are clearly stated. K.CC.B.5, K.CC.C.6, and K.CC.C.7 is an example of

how the standards are listed and covered in each lesson, showing coherence through the grade level standards.
Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> The material has a layout that is consistent throughout the curriculum and there is a variety of pictures that illustrate ways to engage students and also inform instructional decisions. At the beginning of each chapter, Laurie's Overview, which goes into detail about the math that is being taught, is helpful and insightful.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> Online tools such as the Dynamic Classroom, Dynamic Student Edition, Game Library, Dynamic Assessment System, and Skills Trainer provide resources for teachers and students to collect ongoing data about student progress on the standards.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> The material somewhat supports students with opportunities to explore key concepts. More concept development with concrete materials are needed to support student learning.
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
<i>Statements of appraisal and supporting evidence:</i> The Online technology was available in multiple platforms. Logging into the online portion was simple. The navigation was easy as well. Any teacher or student would be able to login with no issues.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The materials appear to be easily customized for individual learners online. The teacher's edition appeared to have scaffolding throughout.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> Other than ensuring that the people depicted in the pictures were from a variety of cultural backgrounds, there isn't a high amount of evidence that shows culturally relevant material.

**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 #1 background and experience: <i>Level III Teacher that is currently an elementary Math Content Specialist that has 15 years of experience teaching Kindergarten. Have also worked with MC2 in various districts across the state supporting teachers' math content and pedagogy as well as working directly with students in the K-3 grade band. Also worked with CORE as a math specialist in school districts providing support to schools in all things math related.</i>
<i>Professional summary of material:</i> Overall I felt that this curriculum had valuable information to help teachers understand where there students are and where they need to be, by having examples of what an emergent student and a proficient student would look like when engaging with various math standards. The progressions of where students are headed in first grade were helpful to see where students are headed. I wish that

there were more opportunities for students to deepen their mathematical understanding through the use of Concrete - Pictorial - Stages of understanding and that there was more conceptual development and application components. I was a little uncomfortable that K.MD.2 is taught before K.MD.1, when there is a research based progression of how students learn about measurement. Students need to be able to understand that there are measurable attributes of objects and that there may be more than one measurable attribute of an object. They will then come to the understanding that filling, covering, or matching produces a measure (longer/shorter, heavier/lighter.)

*Reviewer #2 background and experience: 6 years of teaching 1st grade. Level II teacher who completed her national boards May 2019. On her school leadership team and PBIS Team. Support Implementation Partner through RAMS.*

*Professional summary of material: After analyzing this curriculum I LOVED the overall color and multiple opportunities for practice. Overall the materials were rigorous, but lacked in application practice.*

*Reviewer #3 background and experience: NM Level III teacher bringing 23 years of teaching experience, K-5, to the review of these math materials.*

*Professional summary of material:*

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IM Title	Big Ideas Math: Modeling Real Life Common Core	Publisher	Big Ideas Learning
SE ISBN	9781642083620	TE ISBN	9781642083804
SW ISBN	N/A	Grade Level/Content	Grade 1

**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   X   Not Recommended \_\_\_\_\_

**Total Score**

Reviewer #1	Reviewer #2	Reviewer #3	Average Score
78%	90%	86%	84.6%

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

Reviewer #1	Reviewer #2	Reviewer #3	Average Score
75%	91%	83%	83%

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> The team found the materials are aligned with grade level standards, but not enough time and practice is devoted to develop an understanding in all four critical areas. There are 170 lessons that work with the domain of Operations and Algebraic Thinking and 91 lessons that work with Numbers and Base Ten. Measurement and Data only has 16 lessons where students are working with this concept, and Geometry only has 12 lessons.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> The team found the materials are aligned to the standards for mathematical practice. All 8 standards for mathematical practice were represented in the curriculum. Mathematical practice 3 was widely

represented. Students were given multiple opportunities to share and discuss their thinking with their peers. They were also given opportunities to think critically about the viable arguments of others.

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

This grade level was lacking with rigorous opportunities for students to deepen their mathematical understanding. It was heavy with procedural skills and conceptual development, while application was lacking. Upon reflecting on the data collected, students are exposed to procedural skills 3 times as much as they are conceptual understanding, and application of the mathematics occurred less frequently than conceptual understanding.

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

Reviewer #1	Reviewer #2	Reviewer #3	Average Score
96%	96%	93%	95%

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

*Statements of appraisal and supporting evidence:*

The team found that the materials are consistent with grade level content. Students are being supported in learning new skills. For example on TE, p. T-503, the publisher provides lots of examples of what children should be responding. "First and last objects switch, middle stays middle."

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

The team found that the materials support student learning of mathematics. Learning targets are listed for each lesson and are aligned with the domains of the first grade CCSS-M.

**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 #1	Reviewer #2	Reviewer #3	Average Score
82%	85%	90%	86%

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

All standards are addressed and progressions of standards within the grade level are shown. When keeping in mind the major, supporting, and additional clusters of the grade level, this curriculum devotes 10 out of 14 chapters working on the major clusters. That means that a little more than 70% of the curriculum addresses the major clusters of the grade level. Understanding that the 4 critical areas in first grade involve developing understanding of addition & subtraction, developing understanding of whole number relationships and place value, understanding linear measurement and reasoning about attributes

of shapes, a great deal of time is devoted to developing and understanding the 1st two critical areas, but the last two (Measurement and Data and Geometry) are not as in depth.
Materials foster coherence through connections at a single grade, where appropriate and required by the standards.
<i>Statements of appraisal and supporting evidence:</i> The team found that the materials foster coherence through connections in first grade. Although kindergarten and second grade skills are discussed, the lessons teach to first grade standards.
Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> The materials are well designed and take into account effective lesson structure and pacing. Student lessons are sequenced: Explore and Grow, Think and Grow, Apply and Grow. Lessons are sequenced to build and explore skills. The publisher gives students a chance to move from objects (counters, fingers, drawings...) to numbers.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> End of Chapter Performance Tasks for students provide feedback for teachers. A rubric is included to evaluate student responses.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Strategies are provided that allow for thoughtful sequencing of instruction that provide for a wide range of learners. Throughout the curriculum, there is information for students that are emerging with a concept and learners that may need extensions. There is not a strong balance of demographics and personal characteristics. Home language connections and connections to student culture are lacking in the curriculum.
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
<i>Statements of appraisal and supporting evidence:</i> Logging into the online portion was simple. The navigation was easy as well. Any teacher or student would be able to login with no issues. An Apple computer was used, and easily accessed all parts of the online materials. Games correlated with the lesson are being taught. This could be done as a whole class or individually.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> Materials within the text can be customized for individual learners. The online tool, the Dynamic Classroom, features an assessment tool. The Formative Check shows student progress and aides in differentiating instruction.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> Although depictions of students represent multicultural students, there is no connection to specific New Mexico culture, languages and experiences. There is also no evidence that integrates or promotes cultural perspectives or democratic values. Text makes reference to vocabulary needed to complete lessons, but no reference to home language or culture is made in examples.

**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 #1 background and experience: Level III Teacher that is currently an elementary Math Content Specialist with 15 years of experience teaching Kindergarten. Also worked with MC2 in various districts across the state supporting teachers' math content and pedagogy, as well as working directly with students in the K-3 grade band. Also worked with CORE as a math specialist in school districts providing support to schools in all things math related.*

*Professional summary of material:*

Overall I felt that this curriculum had valuable information to help teachers understand where their students are and where they need to be by having examples of what an emergent student and a proficient student would look like when engaging with various math standards. The progressions were helpful to see where students are headed. I wish that there were more opportunities for students to deepen their mathematical understanding through the use of Concrete - Pictorial - Stages of understanding and that there was more conceptual development and application components. I was a little uncomfortable that the curriculum was very heavy in procedural skill and lacking in conceptual development and application.

*Reviewer #2 background and experience: 6 years of teaching 1st grade. Level II teacher who completed her national boards May 2019. On her school leadership team and PBIS Team. Support Implementation Partner through RAMS.*

*Professional summary of material:*

After analyzing this curriculum, I LOVED the overall color and multiple opportunities for practice. Overall the materials lacked in rigor, but gave multiple opportunities for children to apply their understanding of math.

*Reviewer #3 background and experience: Level III teacher with 23 years of teaching experience in a variety of multicultural classrooms, K-6.*

*Professional summary of material: I appreciated the fact that this curriculum stuck to the math.*



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IM Title	Big Ideas Math: Modeling Real Life Common Core	Publisher	Big Ideas Learning
SE ISBN	9781642084078	TE ISBN	9781642084252
SW ISBN	N/A	Grade Level/Content	Grade 2

**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 \_\_\_X\_\_\_ Not Recommended \_\_\_\_\_

**Total Score**

Reviewer #1	Reviewer #2	Reviewer #3	Average Score
84%	91%	85%	87%

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

Reviewer #1	Reviewer #2	Reviewer #3	Average Score
83.5%	92%	80%	85%

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> The team found the materials are aligned with grade level standards, but not enough time and practice is devoted to develop an understanding in all four critical areas.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> The team found that the materials are aligned to the standards of mathematical practice. All eight standards for mathematical practice were represented in the curriculum. Mathematical practice 3 was widely represented. Students were given multiple opportunities to share and discuss their thinking with their peers. They were also given opportunities to think critically about the viable arguments of others.
Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

Materials for this grade level were lacking with rigorous opportunities for students to deepen their mathematical understanding. It was heavy with procedural skills and conceptual development, but application was lacking. Upon reflecting on the data collected, students are exposed to procedural skills three times as much as they are conceptual understanding, and application of the mathematics occurred less frequently than conceptual understanding.

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

Reviewer #1	Reviewer #2	Reviewer #3	Average Score
96%	100%	96%	97%

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

*Statements of appraisal and supporting evidence:*

The team found that the materials are consistent with grade level content. Students are being supported in learning new skills. For example: TE, p. 136 “Name a strategy that we could use to solve the addition sentence  $23 + 35$ . Discuss an advantage or disadvantage of each”. TE, p. T-459D. The publisher provides a full explanation about the prior knowledge the children should have related to subtraction fluency within 100.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

The team found that the materials support student learning of mathematics. Learning targets are listed for each lesson and are aligned with the domains of the second grade CCSS-M.

**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 #1	Reviewer #2	Reviewer #3	Average Score
85%	89%	94%	89%

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

All standards are addressed and progressions are shown of the standards within the grade level. The total amount of lessons this curriculum contains is 232. Of those 232 lessons, 67 lessons are spent exploring the major clusters of Operations and Algebraic thinking and 126 explore Numbers and Base ten. This means that 83% of the curriculum addresses the major clusters of the grade level.

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

*Statements of appraisal and supporting evidence:*

The team found that the materials foster coherence through connections in second grade. Although first grade and third grade skills are discussed, the lessons teach to second grade standards.
Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> The team found that the materials are well designed and take into account effective lesson structure and pacing by the following: student lessons are sequenced, Explore and Grow, Think and Grow, Apply and Grow: Practice. Lessons are sequenced to build and explore skills.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> End of Chapter Performance Tasks for students provide feedback for teachers. A rubric is included to evaluate student responses.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Strategies are provided that allow for thoughtful sequencing of instruction that provide for a wide range of learners. Throughout the curriculum, there is information for students that are 'emerging' with that concept and learners that may need extensions. There is not a strong balance of demographics and personal characteristics. Home language connections and connections to student culture are lacking in the curriculum.
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
<i>Statements of appraisal and supporting evidence:</i> Logging into the online portion was simple. The navigation was easy as well. Any teacher or student would be able to login with no issues. An Apple computer was used, and easily accessed all parts of the online materials. Games correlated with the lesson being taught. This could be done as a whole class or individually.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> Materials within the text can be customized for individual learners. The online tool, the Dynamic Classroom, features an assessment tool, the Formative Check that shows student progress and aids in differentiating instruction.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> Although depictions of students represent multicultural students, there is no connection to specific New Mexico culture, languages and experiences. There is also no evidence that integrates or promotes cultural perspectives or democratic values. Text makes reference to vocabulary needed to complete a lesson, but no reference to home language or culture is made in examples.

**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 #1 background and experience: *Level III Teacher that is currently an elementary Math Content Specialist that has 15 years of experience teaching Kindergarten. Have also worked with MC2 in various districts across the state supporting teachers' math content and pedagogy as well as working directly with*

*students in the K-3 grade band. Also worked with CORE as a math specialist in school districts providing support to schools in all things math related.*

*Professional summary of material:*

Overall, I felt that this curriculum had valuable information to help teachers understand where their students are and where they need to be by having examples of what an emergent student and a proficient student would look like when engaging with various math standards. The progressions of 'where' were helpful to see where students are headed. I wish that there were more opportunities for students to deepen their mathematical understanding through the use of Concrete - Pictorial - Stages of understanding, and that there was more conceptual development and application components. I was a little uncomfortable that the curriculum was very heavy in procedural skill and lacking in conceptual development and application.

*Reviewer #2 background and experience: 6 years of teaching 1st grade. Level II teacher who completed her national boards May 2019. On her school leadership team and PBIS Team. Support Implementation Partner through RAMS.*

*Professional summary of material:*

After analyzing this curriculum I LOVED the overall color and multiple opportunities for practice. Overall the materials lacked in rigor, but gave multiple opportunities for children to apply their understanding of math.

*Reviewer #3 background and experience: Level III teacher with 23 years of teaching experience in a variety of multicultural classrooms, K-6.*

*Professional summary of material:*

I really enjoyed that the curriculum provided multiple opportunities for cross-curricular connections in a variety of subject areas within each chapter in the Connect and Extend Learning component. Activities included research projects, investigations, literature connections, and hands-on explorations. I also appreciated the fact that this curriculum stuck to the math.

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IM Title	Big Ideas Math: Modeling Real Life Common Core	Publisher	Big Ideas Learning
SE ISBN	9781642084528	TE ISBN	9781642084702
SW ISBN	N/A	Grade Level/Content	Grade 3

**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 \_\_\_X\_\_\_ Not Recommended \_\_\_\_\_

**Total Score**

Reviewer #16 ___89%___	Reviewer #17 ___90%___	Reviewer #18 ___76.33%___	Average Score ___85.11%___
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**Standards Review** - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #16 ___92.46%___	Reviewer #17 ___94.15%___	Reviewer #18 ___80.76%___	Average Score ___89.12%___
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Overall we found the material did align with the standards. The standards progressed appropriately. Although the material did align to the standards, it was difficult to locate specific standards that the material addressed.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> Mathematical practices were evident, however some on a much deeper level than others. Specifically Mathematics Practice 2 was evident, but on more of a surface level. There wasn't appropriate time for students to make connections and process information.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

At the beginning of the lessons that focus on Numbers and Operations, there was evidence of rigor throughout. However, as the standards began addressing fractions and geometry, the rigor was lacking.

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
___96.43%___	___96.43%___	___67.86%___	___86.91%___

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

*Statements of appraisal and supporting evidence:*

Although students have multiple opportunities to discuss mathematical strategies and share reasoning with one another, there is very little opportunity for students to form appropriate arguments with one another to strengthen student learning.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Materials supported students' learning, but at a surface level. There was little opportunity for students to investigate and explore the math standards. Teachers were driving the conversations, versus students having ample opportunity for discourse regarding their learning.

**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 #16	Reviewer #17	Reviewer #18	Average Score
___79.27%___	___78.66%___	___66.46%___	___74.80%___

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

The materials contained visuals that were pleasing and examples that were appropriate and consistent with the progression of the standards.

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

*Statements of appraisal and supporting evidence:*

Mathematical connections were made on a regular basis and appropriate for the grade level. In "Laurie's Notes," at the beginning of each chapter, student learning expectations from previous grades was outlined for the teacher.

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

*Statements of appraisal and supporting evidence:*

Besides the "Dig In" or "Circle Time" components, there was very little time to discuss and explore the new standards being addressed. However the design, variety, and visuals are appropriate for this grade level and standards.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> Rubrics are provided to teachers for alternative assessments, but are lacking specific standards being addressed. There is an online component that states teachers can generate assignments from a question bank and receive immediate feedback, but we were unable to review this specific online material.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Strategies are provided to students to monitor immediate progress such as “Thumbs Up,” “Traffic Lights,” and “Fist to Five.” However, materials for students to continually monitor their own progress with the standards was lacking. Also, standards are not clearly denoted except for on the first page of each lesson in the TE. Standards are not identified anywhere in the SE.
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
<i>Statements of appraisal and supporting evidence:</i> Digital materials appear to be available. However, we did not have access to review these materials.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> It was stated that the teacher can customize activities for individual learners online, but again we were unable to review this component. There were strategies throughout the teacher’s edition for ELL learners, but not something that customized the activities.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> Word problems had a tendency to refer to different cultures on occasion. However, the cultural connection was not clear. Pictures depicted people of a variety of different races, but no real multicultural experiences for learners. It was very difficult to find significant New Mexico cultural connections as well.

**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 #16 background and experience: I am a Level III 5th grade teacher with 24 years of teaching experience. I have taught 5th and 6th grades in NY, MA, NH, and NM.
<i>Professional summary of material:</i>
Reviewer #17 background and experience: I am currently teaching 4th grade. I have taught all grade levels from kindergarten to 4th grade. I am a Level 3 teacher going on my 15th year of teaching.
<i>Professional summary of material:</i>
Reviewer #18 background and experience: I have taught 1st, 2nd and 3rd grades and was a Head Teacher as well as a grade level leader. I will be teaching 4th grade next year. I am a Level 3A teacher with 13 years of experience. I have taught in CA and NM.
<i>Professional summary of material:</i>

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IM Title	Big Ideas Math: Modeling Real Life Common Core	Publisher	Big Ideas Learning
SE ISBN	9781642084979	TE ISBN	9781642085150
SW ISBN	N/A	Grade Level/Content	Grade 4

**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   X   Not Recommended \_\_\_\_\_

**Total Score**

Reviewer #16 __ 89.3% __	Reviewer #17 __ 86.17% __	Reviewer #18 __ 88.83% __	Average Score __ 88.1% __
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**Standards Review** - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #16 __ 94.69% __	Reviewer #17 __ 90.84% __	Reviewer #18 __ 94.56% __	Average Score __ 93.36% __
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Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>Teacher and student materials aligned well to the fourth grade standards. There were multiple opportunities to explore, practice, and deepen students’ understanding of the standards through teacher instruction. However, our concern as a team was that the specific standard number that correlate to the learning targets are only in the Teacher’s Edition at the very beginning of each lesson. There is no evidence of specific standards anywhere in the Student Edition.</p>
Materials align to standards of mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p>



Although the mathematical practice standards are embedded in the program, they are presented in a manner in which most of the instruction and practice is teacher-led. There is not as much opportunity for student-led discussions and practice.

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

Rigor was balanced through all four quarters.

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

Reviewer #16

\_\_92.86%\_\_

Reviewer #17

\_\_85.71%\_\_

Reviewer #18

\_\_89.29%\_\_

Average Score

\_\_89.29%\_\_

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

*Statements of appraisal and supporting evidence:*

As a team we found that the material provided the teacher with possible student answers that identified misunderstandings. However, insight into these possible misunderstandings was not clear. Strategies for delivery and understanding of the materials may be challenging for a new teacher. However, materials are consistent with grade level content.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Materials support student learning of mathematics on a teacher driven basis. Students are not often driving their learning, though.

**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 #16

\_\_75.61%\_\_

Reviewer #17

\_\_74.39%\_\_

Reviewer #18

\_\_74.39%\_\_

Average Score

\_\_74.80%\_\_

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

Materials are consistent with the progression in the standards. There is also alignment of the standards through all grade levels presented at the beginning of each chapter.

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

*Statements of appraisal and supporting evidence:*

Not only do materials foster coherence through connections at a single grade for students, but in the teacher materials, it makes connections for the teacher as well regarding students prior understanding.

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

*Statements of appraisal and supporting evidence:*

Overall there seems to be effective lesson structure. However, at times the pacing seems rather quick. Some lessons would require more time than the pacing guide suggests. The pacing guide does not take into account the multiple resources provided to the teacher and students.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> There are online materials for teachers to track student progress. However, we were unable to view these materials. There are resources in the Teacher's Edition to collect data though, including alternative assessments with rubrics and quick informal assessment opportunities.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> The Teacher's Edition and Student Edition support opportunities to explore the key concepts. However, for extensive opportunities, both the teacher and student would need to refer to the other resources that we were not able to view. Support for ALL students including ELL learners was very surface level.
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
<i>Statements of appraisal and supporting evidence:</i> Although they appear to be accessible to teachers and students, we were unable to view these materials.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> Again, online this appeared to be the case. However, we were unable to view the online materials.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> Cultural perspectives are very surface level in these materials. It is often just a picture of students of different ethnicities. Culture is not addressed on a deep level throughout any of the material.

**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 #16 background and experience: I am a Level III 5th grade teacher with 24 years of teaching experience. I have taught 5th and 6th grades in NY, MA, NH, and NM.
<i>Professional summary of material:</i>
Reviewer #17 background and experience: I am a Level 3, 4th grade teacher with 15 years of teaching experience. I have taught all grade levels from kindergarten to 4th grade. All of my teaching experience has been in New Mexico.
<i>Professional summary of material:</i>
Reviewer #18 background and experience: I am a level 3A 3rd grade teacher with 13 years of experience. I will be teaching 4th grade this coming school year. I have taught 1st, 2nd, and 3rd grades in New Mexico and 2nd grade in CA
<i>Professional summary of material:</i>

## 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	9781642085426	TE ISBN	9781642085600
SW ISBN	N/A	Grade Level/Content	Grade 5

**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 #16	Reviewer #17	Reviewer #18	Average Score
__90.83%__	__90.17%__	__91.33%__	__90.78%__

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__94.46%__	__94.46%__	__97.96%__	__95.63%__

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Teacher and student materials aligned well to the fifth grade standards. There were multiple opportunities to explore, practice, and deepen students’ understanding of the standards through teacher instruction. However, our concern as a team was that the specific standard number that correlate to the learning targets are only in the Teacher’s Edition at the very beginning of each lesson. There is no evidence of specific standards anywhere in the Student Edition.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i>

Although the mathematical practice standards are embedded in the program, they are presented in a manner in which most of the instruction and practice is teacher-led. There is not as much opportunity for student-led discussions and practice.

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

Rigor was balanced through all four quarters. The way in which the materials progress is supportive of students' conceptual understanding of the standards. Students have multiple opportunities to develop understanding of the concepts. They are prompted to think about their understanding and how it relates to other concepts.

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

Reviewer #16  
\_\_100%\_\_

Reviewer #17  
\_\_96.43%\_\_

Reviewer #18  
\_\_89.29%\_\_

Average Score  
\_\_95.24%\_\_

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

*Statements of appraisal and supporting evidence:*

As a team we found that the material provided the teacher with possible student answers that identified misunderstandings. However, insight into these possible misunderstandings was not clear. Strategies for delivery and understanding of the materials may be challenging for a new teacher. Materials are consistent with grade level content.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Materials support student learning of mathematics on a teacher driven basis. Students are not often driving their learning.

**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 #16  
\_\_80.49%\_\_

Reviewer #17  
\_\_78.66%\_\_

Reviewer #18  
\_\_75%\_\_

Average Score  
\_\_78.05%\_\_

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

Materials are consistent with the progression in the standards. There is also alignment of the standards through all grade levels presented at the beginning of each chapter.

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

*Statements of appraisal and supporting evidence:*

Not only do materials foster coherence through connections at a single grade for students, but the teacher materials make connections for the teacher regarding students' prior understanding.

Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> Overall there seems to be effective lesson structure. However, at times the pacing seems rather quick. Some lessons would require more time than the pacing guide suggests. The pacing guide does not take into account the multiple resources provided to the teacher and students.
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<i>Statements of appraisal and supporting evidence:</i> The Teacher's Edition and Student Edition support opportunities to explore the key concepts. However, for extensive opportunities, both the teacher and student would need to refer to the other resources that we were not able to view online or in text. Support for ALL students including ELL learners was very surface level.
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*Professional summary of material:*