

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	NM Ready Mathematics	Publisher	Curriculum Associates
SE ISBN	9781495799228	TE ISBN	9781495799433
SW ISBN	N/A	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 X Not Recommended _____

Total Score

Reviewer #76 __81.50%__	Reviewer #77 __79.83%__	Average Score __80.67%__
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Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Reviewer #76 __83.80%__	Reviewer #77 __83.66%__	Average Score __83.73%__
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Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i> Materials mostly align with grade level standards. The statistics and probability unit is not as strongly aligned with the standards, as the rest did meet or partially meet the criteria for standards alignment. Throughout the material, students have sufficient practice in developing the concepts and skills associated with a given lesson. Each lesson has an objective (though not consistently in student-friendly language nor made easily available to students), but they are closely related to the content standard under study.</p>
Materials align to standards for mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i> Materials provide annotations within the teacher resource book to emphasize a Math Practice is being addressed and/or how to address the math practice. This would require the teacher to plan ahead and</p>

make a conscious effort to include these within instruction. However, there are some ample explanations and examples of the math practices themselves within the first part of the teacher resource book (specifically, pgs. A16, 17) which alerts teachers to the available resources online within this program which supports implementation of the math practices.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

The curriculum utilizes the three aspects of rigor. However, it is important to note, not every unit has all three aspects. For example, Unit 1: Ratios and Proportional Relationships, is not balanced; it does not have all three aspects of rigor. Some units, particularly Unit 3: Expressions and Equations, are heavily focused on only procedural skills and fluency and lack in conceptual understanding or application. The teacher may need to make the time to incorporate multiple formats of the material (printed, digital, and interactive) in order to attain a balance of the aspects of rigor for each unit.

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

Reviewer #76

___ 78.57% ___

Reviewer #77

___ 96.43% ___

Average Score

___ 87.50% ___

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

Statements of appraisal and supporting evidence:

Materials include explanations and examples of the course level mathematics for the teacher that are not designed to be used with students and include some explanations and examples that build the teacher's understanding of the mathematics providing minimal support for a new teacher. Instructional materials provide information that explains the progression of the content within the grade level and connections to prior and future grade-levels. It is clear to the teacher how the specific mathematics standards connect to other standards within the series. The teacher materials provide some insight into student ways of thinking with respect to important mathematical concepts and anticipate a variety of student responses by giving specific examples of how the students might think.

Materials support student learning of mathematics.

Students are expected to use precise and accurate mathematics, academic language, terminology, and concrete or abstract representations but it is not explicitly stated in the materials. Student materials include questions or problems where students are asked to justify a claim with mathematics, make conjectures and build a logical progression of statements to explore the truth of their conjectures, analyze situations by breaking them into cases, and recognizing counterexamples. Materials give opportunities for students to discuss the math using specific strategies that are blatantly identified in the materials. Materials provide a family letter with each lesson for informing students, parents, or caregivers about the mathematics program and provides suggestions for how parents or caregivers can help support student progress and achievement

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 #76
__76.21%__

Reviewer #77
__67.68%__

Average Score
__71.95%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials provide a sufficient explanation to the teacher of prerequisite skills while identifying the learning progression from both previous and approaching grade levels. Connections to prior learning are explicit and materials draw emphasis to the progression of the particular concept under study. Specifically, the materials identify grade-level progression from 4th grade to 7th/8th grade. Additionally, each unit also has a learning progression chart for the content standards covered in that unit specifically (see Unit 1, p. 1a &1b).

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

Statements of appraisal and supporting evidence:

The mathematics in the materials make connections to a cluster heading. Material includes problems which serve to connect two or more standards where the connections are both natural and important. The connections are obvious and sometimes, stated between two or more standards that truly support each other.

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

Statements of appraisal and supporting evidence:

Each lesson features annotations for the teacher on the recommended delivery of material, providing directions in a step-by-step format. There is a natural progression within student assignments leading to full understanding and mastery of the new content. Materials maintain a consistent layout for each lesson and the pictures and models are supportive of student learning and engagement without being visually distracting.

Included in the Teacher Resource Book is a cross-reference of which standards and depth of knowledge (DOK) levels are addressed. It provides a detailed year-long pacing guide which divides each unit into instructional and assessment days, and even provides a suggested length of time for daily instruction (45-60 min). The instructional materials can be completed in a school year and the timing suggested by the publisher is viable.

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

Statements of appraisal and supporting evidence:

Material offers a variety of assessments. It includes informal assessment throughout a lesson, and in each unit there are mid and end-of-unit performance tasks, matching, fill in the blank, constructed response, extended response, etc. Materials include which standards are being assessed per item in the assessment, along with the DOK levels. There are aligned rubrics with specific direction for differentiated strategies to use with students who score at a certain criteria. Students check their knowledge before and after a unit in the "self-check" pages as a checklist format, but this format requires minimal reflection and true progress monitoring overall.

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

Statements of appraisal and supporting evidence:

The materials provide some opportunity for differentiation. The teacher would have to first find the suggested resources, which requires extra planning time. Overall though, there is minimal explanation on how to use data from student performance on the differentiated lesson.

The material provides great discussion starters and real-world tasks that seem approachable, but may only be accessible by a small variety of learners. Strategies are provided daily such as rereading for different purposes, previewing vocabulary and turn and talk are used to support lessons for ELL students. Scaffolds such as extra linguistic supports (visual tools, illustrations, videos) or supplementary text is not provided. There are some annotations included in the material that notifies teachers when a lesson extension is available for deeper understanding and high-performing students, but not many.

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 include some online resources, available for most computers and tablets. Materials provide minimally- interactive tutorials throughout each lesson, but there is not a clear gathering of student performance based on the tutorials (i.e., no data collection). Digital materials are web-based and compatible with multiple internet browsers and work with most iPads but it is not specified if compatible with other mobile devices. Though online assessments are available for class assessment, it is not clear if teachers are able to create their own assessments. We did not find virtual manipulatives, engaging interactive tools, and/or digital games available to students.

This material was designed to accompany i-Ready online supports, activities, and assessments. This is something the school/teacher may need to consider before purchasing.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials do not offer a range of lessons which are easily accessible, to draw from on any given topic. Teachers can, however, through a series of steps, manipulate or construct learning experiences to personalize and differentiate learning for students on an individual basis. For example, teachers can assign remediation lessons online through i-Ready. Both programs' content cannot be easily customized for local use. Though this material provides opportunity for in class discussion/collaboration, there is no evidence for technology incorporated within it. Digital materials do not provide opportunities for online collaboration between peers or student-teacher.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Our given criteria is evident by the material placing high academic expectations for students who are linguistically diverse. However, the following should also be taken into account:

This material, while providing images of students who are culturally diverse, does not incorporate the diversity within the context. Some videos use real-world problems that are culturally familiar and include illustrations to promote gender and racial equity and promote each students' knowledge construction by building on what they already know while stretching them beyond the familiar. However, it does not integrate multicultural literature, stories, and context to capture student interest and help them to understand the content of the course.

Teacher materials do not provide resources, tools and examples that represent different cultures and traditions. Materials do not offer examples of multicultural representations relevant to the standards and the students. There are minimal illustrations of students that may reflect the multicultural diversity of the community, state, and nation. Furthermore, materials do not offer examples of different cultures, languages, and lived experiences of students in New Mexico. We could not locate photos, illustrations, language, data, charts, activities, etc., that reflect the cultures, languages, and experiences of New

Mexico. Materials cultivate students' critical thinking skills concerning the mathematics. However, it does not provide guidance to examine and understand social justice and equity in the larger society or allow opportunities for students to take ownership of their learning and critically evaluate the opinions they have been taught to have. Materials do not provide strategies for teachers to support students to find their own voices and their own capacity for action involving social justice, but it may be helpful for teachers to aide students in developing mathematical arguments with support.

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 #76 background and experience:

I am a dual licensed, Level III teacher (PreK-12 Special Education and K-8 Elementary Education) and am Highly Qualified in math content. I have been a licensed teacher for ten years. My teaching experience has occurred in a variety of places, from the south valley in Albuquerque to the north westside of Albuquerque, and finally in my hometown, Rio Rancho. I have taught in a variety of classroom settings, including the intensive support, small group, emotionally fragile, and inclusion settings. Math is a passion of mine, and I have taught mathematics for most of my career thus far. I have participated in a half-dozen voluntary math professional development sessions this past year alone, as well as sat on my district's grading committee. In the upcoming school year, I will also be serving on a curriculum committee for the district.

Professional summary of material:

Overall, these materials provided the content and some resources to help with the delivery of the content. There are helpful resources and research-evidence based strategies to use when working with ELL's. Though there are prerequisite lessons and some room for extensions of concepts. The materials provided/included with the program require extensive planning on the teacher's part, and still, the teacher may have to supplement to meet specific standards, math practices, and aspects of rigor. It did a very poor job of making cultural connections or representations, visually or integrated into the content. The way this program is structured may also be overwhelming for beginning teachers, but may give more experienced teachers room to differentiate by drawing upon other resources. I would recommend this material with reservations.

Reviewer #77 background and experience:

I am a Level 3 teacher and hold a dual license in Early Childhood and K-8 Elementary Education with National Board Certification in Literacy. I am certified in ESL and working on my gifted certification. I have taught in a variety of settings including full inclusion, multi-grade level, special education gifted, and single grade level content specific classrooms. I am currently teaching middle school science but have taught gifted ELA and elementary grades K through 4. I am a certified support provider for National Board Candidates wishing to achieve National Board Certification.

Professional summary of material:

This curriculum covers the standards for the grade level but provides minimal practice opportunities for students to work on fluency and procedural skills. It provides support for conceptual knowledge but fails to make a strong connection between math concepts, procedures, and application. It provides several opportunities for discussion and mathematical discourse and some support for ELL students. The digital aspect of the curriculum provides engaging videos to introduce concepts and online practice and assessment for students. Overall, I would recommend this curriculum with reservations because it

provides a base for teaching the math content for this grade but would require the teacher to supplement in order to meet the needs of all students.

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IM Title	NM Ready Mathematics	Publisher	Curriculum Associates
SE ISBN	9781495799235	TE ISBN	9781495799440
SW ISBN	N/A	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 #34	Reviewer #35	Reviewer #36	Average Score
<u>95.33%</u>	<u>93.50%</u>	<u>92.83%</u>	<u>93.89%</u>

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

Reviewer #34	Reviewer #35	Reviewer #36	Average Score
<u>99.30%</u>	<u>96.10%</u>	<u>94.97%</u>	<u>96.79%</u>

Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> The Table of Contents in the Teachers’ Resource Book has the list of topics with the list of standards being addressed in each Lesson. Lesson Objectives are provided at the beginning of every lesson to specify what students should know and be able to do. The Table of Contents in the Teachers’ Resource Book includes itemized standards, embedded Math Practices, and indicates the Content emphasis (Major vs. Supporting)
Materials align to standards for mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p>

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

- Standards for mathematical practice (SMP) are embedded in each lesson. The SMP Tips highlight a particular Standard for Mathematical Practice.
- The student book begins with a Mathematical Practices Handbook in which there is a full page devoted to each of the eight mathematical practices. The information is in student-friendly language.
- Mathematical discourse questions are provided in the materials to engage students and advance them through the concept.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

- There are a variety of activities provided in the materials that give opportunities for students to develop conceptual understanding by using visual representations in solving the mathematical problem. Also, there are a variety of single- and multi-step contextual problems that develop fluency and provide opportunities to apply the mathematical knowledge in real-world context.
- Students are provided with a balance of rigorous opportunities to learn with conceptual understanding by making connections among concepts; procedural skills fluency students with multiple strategies for solving, viewing, and representing problems; and application of mathematical concepts and skills through real-world, single and multi-step contextual problems.

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

Reviewer #34

82.14%

Reviewer #35

92.86%

Reviewer #36

75.00%

Average Score

83.33%

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

Statements of appraisal and supporting evidence:

- The lesson Pacing Guide shows the whole class instruction for the lessons. The sequence of the Instruction in the materials are as follows: Introduction, Modeled and Guided Instruction, Guided Practice and Independent Practice
- The text utilizes Think/Pair/Share throughout the text, but rarely strays from this strategy.
- In the Teacher's Resource Book, every lesson lists "Mathematical Discourse" questions to ask students, and includes answers as well as key ideas to listen for in student responses to facilitate further rich discussion.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

- The Learning Progression in the materials provides information that explains the progression of the content within the grade level, and connection to prior and future grade levels.
- Students develop a greater understanding of mathematical models and strategies using individual think time, partner talk, individual writing, and whole class discourse.

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 #34
_87.80%_____

Reviewer #35
_87.20%_____

Reviewer #36
_90.85%_____

Average Score
_88.62%_____

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

- Learning Progressions at the beginning of each lesson show what concept the students learned from the previous grade, the concept focus on the grade level, and how the concept leads to the topic in the future grade.
- Targeted standards for the specific lessons are provided in the learning objectives.
- A flow chart is provided, representing the lessons students are building upon from 6th grade, the current 7th grade lessons, and the lessons students are preparing for in 8th grade. The text does not appear to specifically reflect coherence from grades lower than 6th grade, or higher than 8th grade.
- Publisher provides resources for before, during, and after lessons including family letters, lesson introduction that poses a "big idea" question, guided instruction, guided practice, independent practice, hands-on activities, challenge activities, unit games, unit performance tasks, unit vocabulary, and fluency skills practice worksheets.

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

Statements of appraisal and supporting evidence:

- Lesson Objectives (Content and Language) are provided at the beginning of every lesson at Lesson Overview to specify the standards that are being addressed in the specific lesson.
- Standards that are being addressed in the performance task are provided in the toolbox online resources. Standards show how the concepts connect to each other.
- Lesson Overview lists content objectives, language objectives, prerequisite skills, lesson vocabulary, learning progression, and 5-day pacing guide.
- End of Unit Performance Task assesses multiple standards, with a level 3 DOK (depth of knowledge). Publisher also provides a 4-point rubric and 4-point solution.

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

Statements of appraisal and supporting evidence:

- Step by step part in the Teacher Resource Book shows a natural progression within student assignments leading to full understanding and mastery of content of the lesson.
- Hands-On Activity, Visual Model and Real-World Connections are additional activities in the materials that would engage students and allow them to participate in activities that support varied abilities.
- Ready lessons develop mathematical reasoning through rigorous real-world problem solving as instruction. The majority of lessons are designed with the following format: introduction, modeled and guided instruction, guided practice, and independent practice.
- Student consumable textbook is neatly organized, has colored diagrams, dialogue bubbles with important facts, vocabulary and thought-provoking questions, and has adequate space for students to solve, model, and explain their work.
- Publisher provides a Unit Preview prior to each Unit, containing opportunities for students to build vocabulary (through defining, providing examples, or a sketch), make real-world

connections, and develop concepts with a graphic organizer (identifying students' prior knowledge and allowing for students to revise throughout unit).

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

Statements of appraisal and supporting evidence:

- There are a variety of assessments provided in the materials. Mid-Unit Assessment, Interim Assessment and Performance Task are provided at the end of every unit to assess the learning targets.
- Teacher's Resource Book provides grouping strategies (p. A24) and point-of-use step-by-step instructional ideas, mathematical discourse questions, SMP (Standard for Mathematical Practices) Tips, ELL suggestions, Concept Extensions, Hands-On Activities, and Visual Models.
- At the onset of a new unit, students demonstrate prior knowledge while working on "Preview the Unit" and "Introduction-Use What You Know".
- iReady Diagnostic identifies areas where each student is struggling and automatically generates personalized instructional paths and is done 3 times a year, 45-60 min.
- iReady Standards Mastery tool provides targeted insight into students' mastery of individual grade-level standards.

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

Statements of appraisal and supporting evidence:

- The small group differentiation is provided in the materials (online resource) for scaffolding instruction.
- The Teacher-Led Activities (online resource) shows prerequisite lessons for in-depth instruction from earlier grades to review concepts or fill in gaps in students' knowledge.
- Prior to each lesson there are extensive resources on how to help English Language Learners at different levels with speaking and writing about mathematics.
- Challenge Activities are available in Teacher's Resource Book, but not in the student edition. In order for students to be exposed to those opportunities, the teacher would need to provide it.
- Ready Mathematics supports teachers in scaffolding language so that students can access rigorous, grade-level mathematics alongside their native English-speaking peers. These supports include: Language Objectives, ELL Tips, Differentiated Instruction, Context and Vocabulary alert prior to Lesson Quiz.
- Teacher's Resource Book provides additional differentiated instruction for intervention, on-level activities, and challenge activities at the end of each Lesson.
- ELL Development provides scaffolded language development at all levels of proficiency for each day of instruction.

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 Interactive Tutorial Videos (Resource online) that shows the concept of each lesson are available for students in the toolbox.
- iReady software delivers personalized instruction, diagnostic exams, and performance reports for students and teachers.
- iReady Diagnostic identifies areas where each student is struggling and automatically generates personalized instructional paths and is done 3 times a year, 45-60 min. iReady Standards Mastery tool provides targeted insight into students' mastery of individual grade-level standards. iReady

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Instruction, recommended at least 45 min per week, provides animated, interactive lessons that allow students to work independently on their personalized online instruction plan.

- The citation lists all of the system requirements for the computer based part of the series. District technology departments will have to have access to the Teacher's Resource Book to check compatibility in the district.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

- Interactive tutorials in online resource engages students and can be used to introduce overview concept to students individually or in small groups.
- Independent Practice activities have a quick check and remediation guide for struggling learners.
- iReady Diagnostic identifies areas where each student is struggling and automatically generates personalized instructional paths and is done 3 times a year, 45-60 min.
- iReady Standards Mastery tool provides targeted insight into students' mastery of individual grade-level standards.
- iReady Instruction, recommended at least 45 min per week, provides animated, interactive lessons that allow students to work independently on their personalized online instruction plan.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

- Materials provide opportunities for students to do pair/share in class. Characters are embedded in the pair/share question to guide and give ideas to students.
- Ready Mathematics integrates language and mathematics instruction to support all students in learning, guided by the frameworks for English language proficiency by the Council of the Great City Schools, the Council of Chief State School Officers, and the WIDA standards.
- Several student animations provide dialogue bubbles throughout instruction book and practice book. They are of varying demographics.
- Publisher uses several research-based instructional models: Connecting to prior knowledge, productive struggle, mathematical discourse, multiple representations, visual representation, scaffolded instruction, ELL support, hands-on activities, collaborative learning, formative assessment, differentiated instruction, conceptual understanding, Standards for Mathematical Practice, computational fluency, problem solving. Bloom's taxonomy, and Webb's Depth of Knowledge Index are also provided.

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 #34 background and experience: Level III educator from Eastern, NM with a B.S. in Elementary Education; M.S. in Education with an emphasis in Middle School Mathematics, 20 years teaching experience in Middle School math

Professional summary of material:

Ready, published by Curriculum Associates, for Grade 7 is an effective resource for teachers and students. Students have a student edition as well an online account with iReady. The student book begins with a Mathematical Practices Handbook that provides the students with one page about each practice that is explained in student friendly language. The teacher's implementation guide has extensive resources to help teachers support English Language Learners by providing tips for how to best help these students

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develop speaking and writing skills. Throughout each lesson teachers are given questions to promote mathematical discourse among students. Students participate in pair/share activities to allow them to talk about the math using precise language. Independent practice is provided at the end of each lesson and then students are given specific strategies to work with struggling students as well as advanced students. The book provides for assessment throughout. Each lesson is followed by a quiz, each unit has an Interim Assessment, and a Performance Task. Teachers are provided with letters to send home to families with each lesson so that the communication between home and school is ongoing and builds a bridge between school and home. The online component of the book, iReady, provides students with an individualized learning plan and diagnostic assessments. The only reservations I have with this book is the activities are very predictable and there is not a wide variety of activities to engage students.

Reviewer #35 background and experience: Level II educator from Northern, NM with a B.S. in Secondary Education major in Mathematics., 10 years teaching experience in Middle School –Math

Professional summary of material:

Curriculum Associates Resource, 7th Grade is a good resource. The materials address the Common Core State Standards within the grade level. It provides opportunities for students to use precise and accurate mathematics, academic language and concrete or abstract representation by completing the graphic organizer at the beginning of every unit -"The Concept Development". The Standards for Mathematical practices are embedded in every lesson to help teachers engage students in mathematical discourse, apply the concept learned using visual representation, and build fluency and apply mathematical knowledge in the real-world context. The Structure of Ready lesson are as follows: Introduction, Modeled and Guided Instruction, Guided Practice and Independent Practice. Materials have the following activities that extend student learning: Unit Practice, Unit Performance Task, Unit Vocabulary and Fluency Practice. The Pair/Share provides opportunities for students to discuss their solution with a partner or in a group. However, the materials have a limited number of activities that give students opportunities to justify, analyze viable methods, and construct viable arguments that would help the learners develop their reasoning skills. Nonetheless, the resource is still a good resource for 7th Grade teachers and students.

Reviewer #36 background and experience: Level III educator from Southern NM with a B.S. in Elementary Education; M.A. in Math Education, and 18 years of teaching experience in middle school mathematics

Professional summary of material:

Ready Mathematics grade 7, published by Curriculum Associates, is a well thought-out program consisting of consumable student instruction books and student practice and problem solving books, assessment books, online teacher toolbox, Teacher Resource Book, i-Ready (online assessment and instruction), and Ready Central (online teacher portal with training, planning, and implementation videos, tools, and tips). Each of the 5 units begins with a unit preview component containing a vocabulary building activity, a real-world connection, and a concept development activity in the form of a graphic organizer. Each unit is made up of 4-8 lessons. Lessons within each unit are designed in a consistent format that develops mathematical reasoning in appropriate stages for students and simplifies lesson planning for teachers. These lessons, lasting about one week each, begin with an interactive tutorial video, an introduction, posing a "big idea" question and activating prior knowledge, guided instruction, guided practice, independent practice, and assessment. In Guided Instruction, Ready Math utilizes whole group discussions, pair/share to discover and make sense of problems, then model/draw it, connect it, and finally try it in a different context. On the next day, teachers provide guided practice, providing feedback to students as they share their thinking and find solutions to real-world problems. Independent practice then follows in the next one to two days, providing students with questions in a variety of formats, providing teachers with exit question, hands-on or challenge activity. I was impressed by the

fact that content standards, math practices, lesson objectives, and language objectives are all embedded into each lesson, making lesson planning and preparations simplified for teachers. The online toolbox was also exceptionally well organized and easy to use. The lessons, activities, tutorial videos, assessments, rubrics, and differentiation activities are all easily accessible. I was also excited to see an online component that has *both* diagnostic assessment/standard mastery assessment, and individualized, engaging instruction.

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IM Title	NM Ready Mathematics	Publisher	Curriculum Associates
SE ISBN	9781495799242	TE ISBN	9781495799457
SW ISBN	N/A	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 ___X___ Not Recommended _____

Total Score

Reviewer #37 ___87.17%___	Reviewer #38 ___87.67%___	Reviewer #39 ___87.67%___	Average Score ___87.50%___
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Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Reviewer #37 ___91.67%___	Reviewer #38 ___91.67%___	Reviewer #39 ___91.95%___	Average Score ___91.76%___
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Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> Most materials aligned to grade level standards. Most standards were clearly evident throughout each lesson. <p style="margin-left: 40px;">SWB: Unit 3, Lesson 11, p111-112. Connect It, Try It, and Guided Practice. Students are asked to interpret the rate of change in a graph. They are asked to compare rates from an equation to a graph. They compare graphs, but do not graph the proportional relationships.</p>
Materials align to standards for mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> All Math practices were clearly evident throughout the materials. Most Math Practices were clearly identified in more than one unit.

- Each Lesson Plan identifies at least one of the Math Practices that are embedded in the lesson.

TRB: Unit 3, Lesson 12. p119. Students are modeling relationships graphically and symbolically. They are making connections between the linear relationships and proportional relationships (graphs, tables and equations).

TRB: Unit 4, Lesson 19, p175: SMP Tip. Students may choose to use a coordinate plane to help them illustrate a series of transformations. Allow students to choose the tools they use to solve a problem and encourage them to explain why they chose those tools.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

- All aspects of rigor (conceptual understanding, procedural skills, and application) were found throughout the materials.
- Most clusters were balanced with all three aspects.

SWB: Unit 2 Lesson 9 pgs. 86-87 Guided Practice. Students are asked to analyze graphs and match them to appropriate descriptions. They are also asked to sketch graphs using data given.

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

Reviewer #37

____96.43%____

Reviewer #38

____96.43%__

Reviewer #39

____96.43%____

Average Score

____96.43%____

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

Statements of appraisal and supporting evidence:

- Materials support grade level content using accurate mathematics, academic language and terminology, and representations consistent with grade level 8.
- Materials contain explanations to help with student misconceptions.
- Teacher materials provide insight into student's way of thinking and anticipates a variety of student responses.

TRB: Unit 3 pgs. 110-111 Comparing Proportional Relationships. Students are given a table with math terms, they complete by giving their definition and they must give a fact or example. They are given a model with a common theme "Angles", they complete by giving a definition and illustrating the type of angle.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

- Different strategies that students can use that encourage discourse are provided throughout the lessons.
- Materials provide supports to create structures for grade appropriate arguments and explanations, diagrams, mathematical models, etc. to strengthen student learning.

TRB: Unit 3, Lesson 16, p130: mathematical Discourse 1-3

Teacher will write on the board: $2x+4=14$. Teacher asks students: "What is the value of x in the equation? Justify your answer. Does any number other than 5 make this equation true? Explain." Teacher replaces the right side of the equation with $2(x+6)-8$. Teacher asks: "Is there one or more than one solution to the new equation? Why?"

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 #37	Reviewer #38	Reviewer #39	Average Score
___74.39%___	___76.22%___	___75.61%___	___75.41%___

Materials are consistent with the progression in the standards.

Statements of appraisal and supporting evidence:

- The materials followed the Scope and Sequence of the CCSSM, but gave few opportunities to show mastery.
- The materials build upon each other and for the most part there was a smooth transition and progression.

Online Resource: Classroom Resources, Unit 1, Lesson 1, Numerical Expressions with Exponents Teacher p. 150a-159c Prerequisite. The Prerequisite component of each lesson outlines the standard from previous grades that correlates with the current grade level standard. There are links that take the teacher to that standard. For example, the cited one will take you to the 6th grade book that shows the lesson from the related standard.

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 noted within the materials.
- Connections to previous and future learning were noted in the materials.

PPS Teacher: Unit 2, p45: Performance Task: The Performance Task allows the students to work on a task that connects two or more content level standards to one another. Content level standards: The page outlines the standards and also includes the Standards for Mathematical Practice.

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

Statements of appraisal and supporting evidence:

- All lessons followed the same structure throughout the materials.
- Lessons were broken down in a reasonable time frame with room for modification to fit specific learners.

SRB: Lesson 9, p78-89. The content of the lesson is given in a sequential order. The students start with Use What You Know (Prior Knowledge), Find out More Model (Extend your learning), Model Learning (Lesson Application), and Connect It (Make Connections). The lesson spirals in new learning, using the material and making connections throughout the lesson.

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

Statements of appraisal and supporting evidence:

- There were little opportunities for teachers to monitor student progress both digitally or in written form.
- Teachers have access to paper assessments that are able to analyze the results to adjust their lessons and to plan accordingly.

TRB: Unit 2 Mid unit and End of Unit Resources. Use this information to adjust lesson plans and focus remediation. Use the scoring rubrics as a guide to assessing student work.

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

Statements of appraisal and supporting evidence:

- There are Small Group Differentiation Plans (online) and suggested ELP standards in each lesson. Each lesson is correlated to the previous year's lessons. Teachers have digital access to the previous year's lessons.
- There were rubrics available after the assessments that grouped students by need.

TRB: Unit 4 Lesson 26 pg. 226b Small group differentiation. Activities include opportunities for reteach and independent and teacher led activities for different levels of learners.

PPS Student: Unit 1, p57-62: Performance Task & Vocabulary Practice. Students are to solve mathematical problems that extend beyond what they are to do in the unit. In the vocabulary section, students are given the definition and they are to add examples for the words given.

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:

- There were very few digital resources for students. Most digital resources were intended for the teacher.
- Digital resources included only a few videos that were very lengthy.

TTB: Unit 1, Lesson 4, Interactive Tutorials, Scientific Notation, Instruction 2: Part 2. Students are to solve problems in whole group or individually after teacher shows the video.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

- Materials were somewhat customizable to fit all learners.
- All lessons followed a similar format and did allow for some deviation and modification.

TTB: Unit 2, Lesson 7: Compare Functions. Teacher has access to various digital PDFs and videos that can be customized for teachers to use with students: Interactive tutorials, Ready Instruction Book, Practice & Problem Solving Book, Lesson Quizzes, Unit Assessments, and Tools for Instruction.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

- There are limited resources that address cultural diversity.
- There are a few references to worldwide cultures in the materials.

TRB: Unit 1, Lesson 3, p29d: Context and Vocabulary. Before the quiz teacher is to "Briefly describe what a tablecloth is (a cloth put on a table before other objects are put on the table)." To ensure students understand the context of problem S, explain that a tablecloth can be measured diagonally, or corner to corner.

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 #37 background and experience:

- New Mexico teacher 21 years
- Level III certified K-12
- Endorsements in Math, Science, TESOL and Bilingual Education

Professional summary of material:

These materials incorporate all of the CCSS for the grade level. The Mathematical Practices are also evident in the materials. It is a rigorous and balanced curriculum. The areas where it is lacking are in the areas of digital resources and cultural perspectives. It was also difficult to find the corresponding standards within the lessons.

Reviewer #38 background and experience:

- Level II Teacher
- Texas and New Mexico certified with 23 years' experience
- Endorsements in Math, TESOL and a Masters in Special Education

Professional summary of material:

These materials were reviewed with fidelity based on the Common Core State Standards, the Mathematical Practices and the Aspects of Rigor. As the materials were reviewed, special attention was given to ensure Cultural Relevance and Equity are present, ensuring all students across New Mexico will be provided the opportunity to learn from quality instructional materials. Based upon my review of this resource, the materials lacked digital resources and cultural perspectives were not evident.

Reviewer #39 background and experience:

- Level III Teacher
- New Mexico certified with 17 years' experience
- Endorsements: K-12, focus in Mathematics, TESOL, Masters in Mathematics.

Professional summary of material:

These materials were reviewed based on the CCSS for grade level. The Mathematical Practices are evident in the materials. It is a rigorous and balanced curriculum. Differentiation for all learners is embedded into the materials. The materials lacked digital resources and cultural perspectives.