

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	Eureka Math	Publisher	Great Minds
SE ISBN	9781640549708	TE ISBN	9781632556127
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 #37 _____87.33%_____	Reviewer #38 _____86.5%_____	Reviewer #39 _____87.6%_____	Average Score _____87.14%_____
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Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Reviewer #37 _____97.66%_____	Reviewer #38 _____94.95%_____	Reviewer #39 _____96.65%_____	Average Score _____96.42%_____
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Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i> The materials align with grade level standards and show a good flow and progression through them. The Pacing and Preparation Guide show all standards are present and sequenced in a manner that builds on one another. There are a variety of activities that engage students throughout the lessons. All of the standards are clearly noted in each lesson. The materials are at grade level and the book repeats the standard, giving more opportunity for mastery.</p>
Materials align to standards of mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i> The materials align with all Standards for Mathematical Practice. However, some practices seem to be more evident and prevalent than others. Overall, the mathematical practices were clearly noted in the teacher edition. They were easy to locate and reference.</p>

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Aspects of rigor are only somewhat balanced. The first 4 modules show more of a balance throughout the standards and materials. The last two modules have limited opportunities for conceptual understanding and application of the standards (TE Module 5 pages 15-16 and TE Module 6 pages 119-120).

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

___92.86%___

Reviewer #38

___100%___

Reviewer #39

___92.86%___

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:

Materials support the understanding of Mathematics. There are many suggestions and tips for teachers that are helpful, especially for new teachers. Materials are consistent with grade level content, and include adult level examples to help teachers better understand the lessons and content within each module.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Materials provide many opportunities for students to engage in high quality math instruction. The teacher edition contains high level questions to provide students with the opportunity to engage in mathematical conversation. Students are asked to show evidence in a variety of ways.

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

___59.76%___

Reviewer #38

___64.63%___

Reviewer #39

___64.02%___

Average Score

___62.80%___

Materials are consistent with the progression in the standards.

Statements of appraisal and supporting evidence:

The materials align with grade level standards and show a good flow and progression through them. For example, the Focus Standards show the grade level standards to be addressed followed by the Foundational Standards related to the grade level content (TE Module 1 p. 4 & 5). Opening pages of each module (TE Module 4 pp. 3-8) explain the progression of the grade level standards and provide information on how prior standards connect with grade level standards.

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

Statements of appraisal and supporting evidence:

<p>There was evidence that the materials did foster coherence through connections at a single grade. There were many opportunities for the students to develop understanding through suggested scaffolding when necessary. Making connections was continuously mentioned throughout the teacher materials.</p>
<p>Materials are well designed and take into account effective lesson structure and pacing.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The material is broken up into 6 modules, each module has 2-3 sections. The lessons are well designed with a consistent flow and sequence. The pacing provides 25 open days in the curriculum. The book also provides an “Anticipated Difficulty” guide to help the teacher provide structure for the students. The book also provides the teacher with suggested consolidation and omission suggestions if needed.</p> <p>The student workbook does not contain a glossary or index. In addition, the student workbook does not lend itself towards absent students being able to make-up the lesson individually and comprehending the content.</p>
<p>Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The materials partially meet this component. Exit tickets are available at the end of each lesson, but do not give guidelines or ‘look fors’ for the teacher to collect data regarding student progress. There is a limited variety of different assessment strategies. Assessments have a rubric guide with clearly defined standards for each question, for example TE Module 1 pages 128-129. No tool is available to monitor or track student- progress on mastery of standards throughout the curriculum.</p>
<p>Materials give all students extensive opportunities and support to explore key concepts.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The materials minimally meet this component. The last two pieces on the scoring rubric that refer to cultural perspectives are essentially nonexistent. Limited strategies and resources are available for assisting with English Language Learners and scaffolding to meet the needs of the whole range of learners. An example can be found in TE Module 5 pages 14 and 84.</p>
<p>Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.</p>
<p><i>Statements of appraisal and supporting evidence:</i> There are no digital materials included, so the materials do not support effective use of technology to enhance student learning. According to the publisher, “Affirm, Eureka Math's digital assessment and extra practice platform, is not included in the core bundle.” Only the core bundle was available for review.</p>
<p>Materials can be easily customized for individual learners.</p>
<p><i>Statements of appraisal and supporting evidence:</i> Customization was limited throughout the whole text. Scattered periodically through the text were scaffolding boxes that gave suggestions for use of manipulatives and discussion. Lessons were not changeable to differentiate between different levels of students. Suggestions were given for omitting or consolidating parts of lessons due to pacing concerns in the Pacing and Preparation Guide.</p>
<p>Materials take into account cultural perspectives.</p>
<p><i>Statements of appraisal and supporting evidence:</i> There was little to no evidence of multicultural diversities and perspectives in the materials. This section was mainly scored as “Does Not Meet.” Any evidence found mostly pertained to names that could be considered multicultural (please refer to TE Module 1 page 56). In addition, numerous citations were found to lack evidence of ethnic descriptions or interpretations or perspectives based on ethnic diversities. There is no reference to another language, cultural group, cultural tradition or lifestyle.</p>

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

Reviewer #37 background and experience: Level III teacher with 21 years experience in grades 1-8 in Northern New Mexico. A member of the Math Teacher Leader Network through Los Alamos National Laboratory and currently a participant in the Math and Science Academy and have been for several years.

Professional summary of material:

The Eureka Math/Great Minds curriculum overall met the standards for the grade level, and was aligned with the CCSS for Math. The lessons were constructed in a sequential way and were easy to understand. The format was very straightforward and did not vary. There were many references to previous foundational standards, and the activities allowed for students to deepen their understanding of the concepts. The areas in which this curriculum lacked significantly were in cultural sensitivity and embedded technology. There was no evidence of either of these aspects that I could identify.

Reviewer #38 background and experience: Level II teacher, 24 years experience teaching grades 7-8 math teaching 18 years in Texas, and currently in my 6th year in New Mexico. I teach in a small district in Southeast New Mexico.

Professional summary of material:

Overall, Great Minds 6, Eureka Math is a content level, Common Core State Standards aligned curriculum. The material and lessons build upon each other and support student learning. The materials provide suggestions for the teacher to help scaffold lessons in order to support a variety of learners. However, the materials provide almost no digital resources, and it does not include anything to support a variety of cultures. Nor is there evidence to support English Language Learners.

Reviewer #39 background and experience: Level III teacher, with 17 years experience teaching grades 7-8 in Southern New Mexico

Professional summary of material:

The materials are at grade level. There is evidence of rigor throughout the modules. The teacher materials provide many examples of higher level questioning. The lessons include the Mathematical Practices which are evident within the lessons. The lessons spiral from previous grades and gives the students opportunities to deepen their knowledge of the concepts. There was minimal evidence of cultural diversity as well as a lack of digital resources available.

Review Team Appraisal of Title

(K-8 Mathematics)

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IM Title	Eureka Math	Publisher	Great Minds
SE ISBN	9781640549784	TE ISBN	9781632556196
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 ___X___ Not Recommended _____

Total Score

Reviewer #37 ___ 87.50% ___	Reviewer #38 ___ 86.33% ___	Reviewer #39 ___ 85.83% ___	Average Score ___ 86.55% ___
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Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Reviewer #37 ___ 97.03% ___	Reviewer #38 ___ 93.16% ___	Reviewer #39 ___ 94.53% ___	Average Score ___ 94.90% ___
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Materials align with grade level standards with a cohesive flow of content through the curriculum. There was evidence throughout the curriculum that confirmed the connection to previous foundational standards, as well as to future standards.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> Standards for Mathematical Practice are present throughout the curriculum. Some were more prevalent than others, but they were easily located within the Teachers’ Edition. The SMPs were generally referenced without much detail or connection to the activities or lessons themselves. The quality of the Mathematical Practices is variable depending on the individual Mathematical Practices. Mathematical practices 4 and 7 are not very prevalent throughout the curriculum (i.e. mathematical practice 4 Module

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

5 Lesson 5 page 57 gives one problem). Although all Mathematical Practices are identifiable, they are not good representations of the complete Standard for Mathematical Practices (ie. Module 5 Lesson 23 page 260 Example 1 for Mathematical Practice 3).

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Aspects of rigor are balanced. Modules 1, 2, 3 and 5 show more balance throughout the standards and materials. Modules 4 and 6 have limited opportunities for conceptual understanding and application of the standards. Application problems lacked good, rich real-world problems (ie. Module 4 Lesson 10 Problem Set).

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

___ 92.86% ___

Reviewer #39

___ 96.43% ___

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:

There are available resources that support delivery of the material. Students are asked to use models to support their answers. The instruction and individual practice fails to ask students to justify their thinking and explain or support their approaches through mathematical discourse. For example, suggestions were provided to support teachers with instructional strategies, but limited strategy details were given (ie. Module 2 page 51 Scaffolding Box). In addition, sets of questions for discussion are provided, but do not strongly elicit deep discussion. Questions will only elicit an answer and not further student learning (ie. Module 3, Lesson 3, pp. 51-52, Example 2). There are adult level explanations available that help support teacher understanding of the materials (ie. TE Module 1pg. 10, Topic Overview). There are also opportunities for teachers to scaffold the lesson with Scaffolding Boxes throughout the material.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

There are scaffolding boxes throughout the modules with suggestions for supporting struggling students, students with disabilities, and ELLs, but many opportunities for scaffolding lessons for a range of learners and having deep, rich mathematical discourse are not prevalent throughout the curriculum. Available differentiation is limited. The recommendation for curriculum adjustments are very limited to omitting or combining lessons (ie. Module 1, Preparing to Teach a Lesson, pages 8-9). However, this curriculum provides the teacher with an Anticipated Difficulty Chart, which provides insight and suggestions for anticipated problems (ie. TE Module 1, pg. 9, Anticipated Difficulty chart).

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

___ 61.59% ___

Reviewer #38

___ 68.29% ___

Reviewer #39

___ 62.20% ___

Average Score

___ 64.02% ___

Materials are consistent with the progressions in the standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>For the most part, the materials do progress through the standards consistently. Connections are made to prior grade-level content when appropriate, as addressed in the overview and standards at the beginning of each module (ie. TE Module 1 pg. 3 and 4 Focus Standards and Foundational Standards). The material assesses the grade-level content (ie. TE Module 2 End-of-Module Assessment pages 284-288). Materials have a consistent flow throughout the standards and are repeated throughout the modules. Standards are not taught in isolation and connections are made with previous taught standards (TE Module 1, pg. 2 Overview Paragraphs 1&4).</p>
Materials foster coherence through connections at a single grade, where appropriate and required by the standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>Materials meet this criterion. Student outcomes match the standards covered where two or more standards connect. The connections are relevant and appropriately sequenced (ie. TE Module 3 p. 99 Last two paragraphs and p. 100 Student Outcomes). Standards are taught together, making connections between 2 or more standards (ie. TE Module 1, pg. 65-66, Problem Set). Some standards repeat in two or more modules.</p>
Materials are well designed and take into account effective lesson structure and pacing.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>The teacher materials support progression through the curriculum in a coherent sequence with connections to prior grade level standards, but do not give detailed explanations or recommend possible research based instructional strategies to use (ie. TE Module 1, page 1-2, TE Module 5 page 8 Suggested Tools and Representations). Structural support for embedded strategies are not present. There is no grouping advice, but time allocation is provided for individual tasks. The lessons are structured basically the same: classwork, exit ticket and problem sets. Some Kagan strategies were cited. Gallery walks and some games were available to deviate from the basic structure. The pacing was good, and the curriculum was designed to be taught in a year. Each Module had a list of Suggested Tools and Resources (ie. TE Module 1, pg. 6, Suggested Tools and Representations).</p>
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>Materials partially meet this criterion. Daily lessons contain exit tickets for daily formative assessments (ie. TE Module 1, Lesson 6, Exit Ticket, page 54). Each module includes Mid-Module Assessments and End-of-Modules Assessments with rubrics that include Steps Toward Mastery. There are no tools provided for teachers to collect ongoing data regarding student progress on the standards.</p>
Materials give all students extensive opportunities and support to explore key concepts.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>Students are limited to what is available in the curriculum, so materials partially meet this component. Scaffolding boxes with suggested support for ELL learners and students with disabilities are available in a limited capacity throughout the curriculum (ie. TE Module 2, Lesson 4, page 51 Scaffolding Box). Students are given classwork and Exit Tickets to explore key concepts.</p>
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
<p><i>Statements of appraisal and supporting evidence:</i></p>

The materials do not support effective use of technology to enhance student learning. There were no digital materials included. Affirm, Eureka Math's digital assessment and extra practice platform, is not included in the core bundle.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Differentiation is limited throughout the curriculum. The recommendation for curriculum adjustments are very limited to omitting or combining lessons (ie. Module 1, Preparing to Teach a Lesson, pages 8-9). There are scaffolding boxes throughout the modules with suggestions for supporting struggling students, students with disabilities, and ELLs. However, many opportunities for scaffolding lessons for a range of learners and fostering deep, rich mathematical discourse are not prevalent throughout the curriculum.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The material takes into account cultural perspectives by using selective names. This is the extent of the evidence found for multi-cultural diversities and perspectives. There are no references to different languages or cultures, and evidence is limited to regional references or unique names (ie. Module 1, Lesson 7, p. 63 Example 3). Boys and girls are equally represented.

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: Level III teacher 21 years experience teaching grades 1-8. Most years teaching grades 6-8 with an emphasis on Math. I have taught in Northern New Mexico all of my years. I am a member of the Math Teacher Leader Network and have participated in PD with the Math and Science Academy through Los Alamos National Labs focusing on CCSS and Methods of Teaching.

Professional summary of material:

The curriculum is well aligned to the Common Core State Standards. The lessons and modules correlate within the grade level and between grade levels. There are a variety of methods for scaffolding and modifying lessons for a variety of learning levels and styles, and the pacing of the lessons is reasonable. The curriculum is lacking in technological and digital resources, and in cultural inclusion. There was minimal or no references in these areas. Also, there were limited opportunities for collaborative group work and discourse and student self-assessment.

Reviewer #38 background and experience: Level II teacher, 24 years experience teaching grades 7-8 math teaching 18 years in Texas. Currently, this is my 6th year in New Mexico. I teach in a small district in Southeast New Mexico.

Professional summary of material:

Overall, this is a content level, Common Core State Standards aligned curriculum. The material and lessons build upon each other and support student learning. The material provide suggestions for the teacher to help scaffold lessons in order to support a variety of learners. However, the material provides almost no digital resources, and it does not include anything to support a variety of cultures. In addition, there is no evidence of support for English Language Learners.

Reviewer #39 background and experience: Level III teacher with 17 years experience teaching grades 7-8 in Southern New Mexico

Professional summary of material:

The materials are at grade level. There is evidence of rigor throughout the modules. The teacher materials provide many examples of higher level questioning. The lessons include the Mathematical Practices, which are evident within the lessons. The lessons spiral from previous grades and gives the students opportunities to deepen their knowledge of the concepts. There was minimal evidence of cultural diversity, as well as a lack of available digital resources.

Review Team Appraisal of Title

(K-8 Mathematics)

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IM Title	Eureka Math	Publisher	Great Minds
SE ISBN	9781640549876	TE ISBN	9781632556264
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 #67 ____ 80.67% ____	Reviewer #68 ____ 86.33% ____	Reviewer #69 ____ 83.17% ____	Average Score ____ 83.39% ____
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Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Reviewer #67 ____ 86.68% ____	Reviewer #68 ____ 91.39% ____	Reviewer #69 ____ 88.62% ____	Average Score ____ 88.90% ____
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Materials align with grade level standards.

Statements of appraisal and supporting evidence:
 Materials **almost entirely align** with grade level standards. We found only a few instances of weak coverage.

The material did not provide full alignment with standard 8.EE.B.6, use similar triangles to explain how why the slope is the same between any two distinct points, and to use this information to derive the equation $y=mx+b$. Evidence of this can be found in the SE Module 4, Lesson 16, pg. 194, Problem 6. There was evidence in the text of explaining the slope between two points, but no evidence of using the information to derive $y=mx+b$.

The rest of the standards were very well covered. For example, the standard 8.EE.A.3, which covers the use of scientific notation, was met. Evidence of this can be found SE, Module 1, Lesson 8, pg. 77, Exercise 1, where the students will find how many times greater is the U.S. national debt. They then rewrite each number to the nearest power of 10 that exceeds it, and then compare.

Materials align to standards for mathematical practice.

Statements of appraisal and supporting evidence:

The materials are **well aligned** to the standards for mathematical practice. All of the mathematical practices that were to be utilized in the modules were noted at the beginning of the TE, and were explicitly noted and very evident throughout the lessons as they were being used. We found them to be authentically addressed. An example of this can be found in the TE Module 5, Lesson 7, pg. 91 in the Exploratory Challenge. This is a small group fluency activity where students can select their method of choice to solve. Since the tasks are open in that students can solve any way they deem fit, and they are encouraged to work together to find solutions, this activity is an example of one that promotes making sense of problems and persevere in solving them.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

The materials **completely show** all aspects of rigor and we found evidence of solid balance across conceptual understanding, procedural skills and fluency, and applications. The materials incorporated fluency activities, discussion to develop deeper conceptual understanding, and interwoven opportunities for application within each standard.

An example of this can be found in the SE, Module 7, Page 56, #8. In this exercise the students use a variety of procedural skills to answer questions of different rotations, writing an equation and describing the relationship of the preimage and the image. They then use those procedural skills to answer questions that will show if the student has a good conceptual understanding. If they use the procedural skills correctly they should have a deeper 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 #67	Reviewer #68	Reviewer #69	Average Score
___96.43%___	___96.43%___	___92.86%___	___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:

The materials are **fully consistent** with grade level content, and support the intent of delivery and understanding of mathematics. For example, the materials provide full, high-quality, adult-level explanations and examples so that teachers can improve their own knowledge and understand what and how to teach.

Evidence of this can be found at TE Module 2, pg. 77 in the Topic Overview Narrative. Here you will find a clear, adult-language level explanation as to what the upcoming concepts on sequencing basic rigid transformations and how each of the lessons relate to each other. The TE and SE are also clear and are provided electronically or in printable pdf form.

Materials support student learning of mathematics.

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

Statements of appraisal and supporting evidence:

The materials **fully support** the student learning of mathematics.

In the TE, Module 2, pg. 24 you can find evidence of this in the class discussion. A conjecture is presented to the students and they are asked, "Do you believe it?". They are asked to provide support with arguments using tables, graphs, and words.

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 #67

___ 62.80% ___

Reviewer #68

___ 71.95% ___

Reviewer #69

___ 67.68% ___

Average Score

___ 67.48% ___

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

The materials are **consistent** with the progression of the standards.

Overall, we found the materials consistently assessed grade level content, included the appropriate amount of classroom time on standards, engaged students in the content, fostered coherence between grade levels, flowed easily from grade to grade, offered opportunities for extended work with content, and related prior knowledge from prior grades.

Evidence of this can be found in the TE, Module 2, pg. 3-4 , where you can see that the Focus and Foundational Standards, Understand congruence and similarity using physical models, transparencies, or geometry software, are grade level specific and the lessons will address those specific standards.

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

Statements of appraisal and supporting evidence:

The materials **fully foster** coherence through connections at a single grade, where appropriate and required by the standards.

For example, we found solid evidence of the materials connecting two or more standards. Evidence of this can be found in the TE Module 1, pg. 43, Exploratory Challenge. In this challenge, the materials clearly demonstrate how to encourage students to explore the concept of raising numbers to a zeroth power by using what they learned previously about the properties of exponents.

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

Statements of appraisal and supporting evidence:

The materials are **almost entirely** well designed and take into account effective lesson structure and pacing.

We could not find evidence of a glossary, footnotes, or other big-picture tools a student could use to jump around in the text or to find information. However, we found the sequencing to be effective. The materials showed a variety of ways to demonstrate understanding, and the design fully supports student engagement.

An example of this can be found in the SE, Module 1, pg. 83, exercise # 2. In this exercise, the students justify their claims pertaining to the coverage of the United States by national forest by converting an extremely large number found in the calculator to a number in scientific notation. The students are asked to justify their understanding in the context of the situation while the teacher focuses on the reasoning of the students.

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

Statements of appraisal and supporting evidence:

The materials **mostly offer** teachers resources and tools to collect ongoing data about student progress on the standards.

The materials offer very high quality, standards-aligned assessments. For example, in the TE, Module 1, Mid-Module Assessment pg. 72, you can find one of this module's summative assessments. This particular assessment is designed to be used halfway through the module, and assesses the standards addressing properties of exponents. Note also that the rubric used in coordination with the assessment is aligned to standards and has them explicitly noted (TE, pg. 77, Rubric).

We found no evidence of the materials encouraging students to monitor their own progress. The publisher cited the TE, Module 1, pg. 114, Problem Set Lesson. Upon examination, we found a classwork exercise where students show the math of a proton, but no evidence of how they could use this classwork to monitor their own progress.

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

Statements of appraisal and supporting evidence:

The materials **mostly give** all students extensive opportunities and support to explore key concepts.

We found evidence of strategies for differentiation for English Language Learners, advanced students, and for students who have fallen behind. Evidence of this can be found in the scaffolding boxes found throughout the materials. For example, in the TE, Module 1, pg. 107 where the text suggests that students practice writing various familiar numbers in scientific notation in order to gain comfort with the concept.

In the TE Module 4, Lesson 9, pg. 103, problem #5, there is a typical problem for this book. It uses a student name that could represent different genders and different backgrounds (in this case, Maria). However, we found this to be weak evidence of portraying various demographics and personal characteristics. Beyond vague name use, it lacked any portrayal of culture or different genders, backgrounds or student characteristics.

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:

We could find **no evidence** of the materials supporting effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms. Evidence of this is found in the publisher's citation, "Affirm, Eureka Math's digital assessment and extra practice platform, is not included in the core bundle."

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

We could find **no evidence** that the materials can be easily customized for individual learners. Evidence of this is found in the publisher’s citation, “Affirm, Eureka Math's digital assessment and extra practice platform, is not included in the core bundle.”

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials **partially** take into account cultural perspectives.

The materials reflect a lived experience of a multicultural society. For example in the TE, Module 8 Lesson 10 pg. 115, Example 3, the students are presented with a universal problem around garbage production. The students are asked to make sense of this in the context of what they are learning about with scientific notation.

However, we could not find quality that the materials addressed multiple ethnic description, interpretations, or perspectives of events and experiences. The publisher cites the TE, Module 4, pg. 129, presumably because of the use of the name Juan. We found this example to be a superficial notion of this criteria.

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 #67 background and experience: PhD in mathematics and 24 years of teaching experience.

Professional summary of material:

I found this textbook to be very beneficial to teachers and students. The standards and mathematical practices are very evident and uses explained well throughout the text. The rigor was at a place you would expect for this grade level and the lessons are planned out well. There are a variety of problems, explorations, and examples for students at all levels to comprehend. It is lacking in areas of cultural experiences and we did not have access to any online resources or tools. Even with that said I would recommend this book.

Reviewer #68 background and experience: National Board certified teacher with 16 years’ experience as a high school math teacher

Professional summary of material:

Overall, I would recommend these materials to the teachers of NM. They are clearly aligned to the standards, well organized, and offer a very rigorous approach to the learning of those standards. Note however, that because the online support was not included in the bundle, the materials do not provide flexibility or ways to monitor students’ progress and because of this received a “with reservations” score. Additionally, we found the cultural aspect of the materials to be superficial or nonexistent. Overall, however, the math content and the balance between procedural fluency, conceptual understanding, and application is strong enough for me to feel comfortable with a recommendation.

Reviewer #69 background and experience:

Professional summary of material:

I would definitely recommend these materials to teacher of New Mexico. The materials are organized, aligned to NM Common Core Standards, and provide examples and exercises that are student-centered. However, the materials don’t provide online resources where teachers and students can access anytime to support learning and planning. Mathematical practices and scaffolding are evident all throughout the

materials. The conceptual understanding, procedural fluency and attention to application aspects are well balanced.