

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	9781640544345	TE ISBN	9781632558763
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 Not Recommended

Total Score

Reviewer #13 __93.33%__	Reviewer #15 __92.83%__	Reviewer #25 __93.33%__	Average Score __93.16%__
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Standards Review - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #13 __99.6%__	Reviewer #15 __100%__	Reviewer #25 __99.6%__	Average Score __99.73%__
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> This material aligns well with the grade level standards and seems very effective. This is evidenced by the Module Overviews at the beginning of each teacher guide module that shows the standards covered for each module topic and group of lessons.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> This material aligns well to the mathematical practices. This is evidenced by the citing of a variety of practices in each of the content specific areas. Overall, there is a balance of the mathematical practices throughout the standards.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

This material shows balanced aspects of rigor. This material does best with concept development and fluency and sets the students up for strong application for kindergarten and higher. For conceptual understanding, there is a conceptual development piece built into each lesson. For procedural skill and fluency, there is a regular routine built into the teacher lesson and a separate fluency practice book. For the application, there is an application problem provided for many of the lessons.

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

Reviewer #13	Reviewer #15	Reviewer #25	Average Score
__96.43%__	__100%__	__92.86%__	__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 are consistent with grade level content, supporting the intent of the delivery and understanding of mathematics. There is detailed sample instruction supporting teacher delivery of active fluency practice and concept development discussion, followed by practice and end of lesson student debrief.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Materials support student learning of mathematics. There are suggestions with scaffolding, support for ELL students, learning games, fluency activities, and discourse. There are parent tips information sheets for each Module.

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 #13	Reviewer #15	Reviewer #25	Average Score
__76.22%__	__75%__	__78.05%__	__76.42%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progressions in the standards. There are 6 modules. Kindergarten is comprised of 152 daily lessons and 10 interview style assessments. Also, there are suggestions for consolidation or omissions, if needed. This program uses about 50 minutes per day for math.

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

Statements of appraisal and supporting evidence:

Materials foster coherence through connections at a single grade, where appropriate and required by the standards. In the beginning Module Overview, materials show the focus standards and the previous, related pre-K foundational standards.
Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> Materials are well designed and take into account effective lesson structure and pacing. The teacher guide module overview, terminology, suggested tools and representations, suggested methods of instructional delivery, scaffolding, fluency practice, concept development and debriefing time provide support and structure for effective lessons and time.
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 is much planning in the teacher guide for discourse and interactions that provide formative information, and there are some fluency tests that allow students to monitor their work and growth.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Materials give all students extensive opportunities and support to explore key concepts. The Read, Draw, Write format provides a consistent tool for practicing. The teacher's edition follows a regular routine with many interactive activities and games. This routine usually consists of about 50 minutes with the following estimations of time: fluency for 12 minutes, application problem for 5 minutes, concept development for 25 minutes, and debrief for 8 minutes. The teacher edition also provides notes for suggestions for ELL and extensions on some activities. Online materials are not included.
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 are not part of the standard package and would need to be purchased separately. The digital materials that could be purchased outside of the bundle would be Affirm and the Digital Suite.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> There are no digital connections for direct customization of pages. There are a variety of activities in the teacher's manual, a student learning workbook, and a student fluency practice book.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> The cultural perspectives for the curriculum are at a surface level. Materials show different names. The student edition has pictures and drawings that reflect real world common items.

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 #13 background and experience: Level III with an endorsement in TESOL, 12 years of teaching experience, MA in Curriculum and Instruction, English as a Second Language.
<i>Professional summary of material:</i> This is a highly effective curriculum that addresses all standards. The materials incorporate many different components that display an authentic core basal at the Kindergarten level. It supports all levels

of learning with effective student engagement and higher order thinking skills throughout. Overall, the curriculum has a natural flow of learning and successfully aligns to the intended standards.

Reviewer #15 background and experience: Level III teacher, 19 years experience 1st - 5th grade, gifted education, endorsed in TESOL, Library/Media and Gifted Ed.

Professional summary of material:

This is a very strong curriculum that covers the kindergarten math standards very well. The aspects of rigor balance nicely and the flow of learning is natural. My only concern is the lack of an online component in the core material. Given the direction many schools are headed, this could be a deterrent. It is intensive and requires teachers to stay on pace, though it does offer places to condense.

Reviewer #25 background and experience: Level 3 teacher, 28 years of teaching (15 at elementary), NBCT early adolescent generalist since 1995, K-12 endorsement in Math

Professional summary of material:

This curriculum covers the CCSS very well and has a reasonable amount of materials to cover for a year with a well-planned order. Major content has a greater focus, as it should. Math practices are supported in the teacher edition at the beginning of lessons. The technology is not part of the bundle, so there are no technology pieces unless the district purchases the extra features Affirm and the Digital Suite. This is a doable curriculum and provides support for many interactive pieces with the fluency, concept development, application, and student debrief. It would be important for the teacher to review the teacher's guide pieces ahead of time for planning and understanding purposes.

Review Team Appraisal of Title

(K-8 Mathematics)

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IM Title	Eureka Math	Publisher	Great Minds
SE ISBN	9781640544352	TE ISBN	9781632553546
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 Not Recommended

Total Score

Reviewer #13 __94.83%__	Reviewer #15 __93%__	Reviewer #25 __94.5%__	Average Score __94.11%__
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Standards Review - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #13 __99.99%__	Reviewer #15 __97.08%__	Reviewer #25 __99.57%__	Average Score __98.88%__
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> This material aligns well with the grade level standards and seems very effective. This is evidenced by the Module Overviews at the beginning of each teacher guide module that show the standards covered for each module topic and group of lessons.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> This material aligns well to the mathematical practices. This is evidenced by the citing of a variety of practices in each of the content specific areas. Overall, there is a balance of the mathematical practices across all the standards.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

This material shows balanced aspects of rigor. This material does best with conceptual development and fluency and sets the students up for strong application for first grade and higher. For conceptual understanding, there is a conceptual development piece build into each lesson. For procedural skill and fluency, there is a regular routine built into the teacher lesson and a separate fluency practice book. For the application, there is an application problem provided for many of the lessons.

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

Reviewer #13	Reviewer #15	Reviewer #25	Average Score
__96.43%__	__100%__	__92.86%__	__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 are consistent with grade level content, supporting the intent of the delivery and understanding of mathematics. There is detailed sample instruction supporting teacher delivery of active fluency practice, concept development discussion followed by practice, and end of lesson student debrief.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Materials support student learning of mathematics. There are suggestions with scaffolding, ELL suggestions, learning games, fluency activities, challenges, and discourse. There are parent tips information sheets for each Module.

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 #13	Reviewer #15	Reviewer #25	Average Score
__81.71%__	__81.71%__	__82.32%__	__81.91%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progressions in the standards. There are 6 modules. First Grade is comprised of 153 daily lessons and 10 interview style assessments. There is a lot of material to cover in one year. However, there are suggestions for consolidation or omissions if needed. This is helpful if students are showing mastery already or if there are unexpected interruptions to the day (special events, fire drills, etc.). This program uses about 60 minutes per day for math.

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

Statements of appraisal and supporting evidence:

Materials foster coherence through connections at a single grade, where appropriate and required by the standards. In the beginning Module Overview, materials show the focus standards and the previous

related K foundational standards. The coherence links to 2nd grade are shown in the beginning topic introductions.
Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> Materials are well designed and take into account effective lesson structure and pacing. The teacher guide module overview, terminology, suggested tools and representations, suggested methods of instructional delivery, scaffolding, fluency practice, concept development and debriefing time provide support and structure for effective lessons and time.
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 is much planning in the teacher guide for discourse and interactions that provide formative information, and there are some fluency tests that allow students to monitor their work and growth.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Materials give all students extensive opportunities and support to explore key concepts. The Read, Draw, Write format provides a consistent tool for practicing. The teacher's edition follows a regular routine with many interactive activities and games. This routine usually consists of about 60 minutes with the following estimations of time: fluency for 13 minutes, application problem for 7 minutes, concept development for 25 minutes, and debrief for 15 minutes. The teacher edition also provides notes for suggestions for ELL and extensions on some activities. Online materials are not included.
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 are not part of the standard package and would need to be purchased separately. The digital materials that could be purchased outside of the bundle would be Affirm and the Digital Suite.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> There are no digital connections for direct customization of pages. There are a variety of activities in the teacher's manual, a student learning workbook, and a student fluency practice book.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> The cultural perspectives for the curriculum are at a surface level. Materials show different names. The SE has pictures and drawings that reflect real world common items.

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 #13 background and experience: Level III with an endorsement in TESOL, 12 years of teaching experience, MA in Curriculum and Instruction, English as a Second Language.
<i>Professional summary of material:</i> This is a highly effective curriculum that addresses all first grade standards. The materials incorporate many different components that display an authentic core basal at the first grade level. It supports all levels of learning with effective student engagement and higher order thinking skills throughout. The only

concern is the lack of the online component. Overall, the curriculum has a natural flow of learning and successfully aligns to the intended standards.

Reviewer #15 background and experience: Level III teacher, 19 years experience 1st - 5th grade, gifted education, endorsed in TESOL, Library/Media and Gifted Ed.

Professional summary of material:

This is a very strong curriculum that covers the first grade math standards very well. The aspects of rigor balance nicely and the flow of learning is natural. My only concern is the lack of an online component in the core material. With the direction many schools are headed, this could be a deterrent. It is intensive and requires teachers to stay on pace, though it does offer places to condense.

Reviewer #25 background and experience: Level 3 teacher, 28 years of teaching (15 at elementary), NBCT early adolescent generalist since 1995, K-12 endorsement in Math

Professional summary of material:

This curriculum covers the CCSS very well and has a reasonable amount of material to cover for a year with a well-planned order. Major content has a greater focus, as it should. Math practices are supported in the teacher edition at the beginning of lessons. The technology is not part of the bundle, so there are no technology pieces unless the district purchases the extra features, Affirm and the Digital Suite. This is a doable curriculum and provides support for many interactive pieces with the fluency, concept development, application, and student debrief. It would be important for the teacher to review the teacher's guide pieces ahead of time for planning and understanding purposes. Many concepts and activities are covered in the teacher's guide that do not show up in the student workbook.

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IM Title	Eureka Math	Publisher	Great Minds
SE ISBN	9781640544369	TE ISBN	9781632553621
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 #3 Reviewer #22 Reviewer #27 Average Score
 84.67% 89.83% 89% 87.83%

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

Reviewer #3 Reviewer #22 Reviewer #27 Average Score
 89.94% 98.21% 96.07% 94.74%

Materials align with grade level standards.
Statements of appraisal and supporting evidence: The core materials align to and support the 2nd grade level standards. The core materials give students opportunities to apply their knowledge of how addition and subtraction strategies work, using place value and the properties of operations to solve application problems. Students work in centers to measure objects; they must select the appropriate tools and unit. The Exit Ticket asks students to select "the unit that would best measure each object." Students are asked to write an equation, determine even/odd, and draw a picture. Students are asked to compare two three-digit numbers in various ways.
Materials align to standards of mathematical practice.
Statements of appraisal and supporting evidence:

The core materials align to and support the standards for mathematical practice. The core materials give opportunities for students to explore the use of time. For example, students are asked to look for and make use of structure by telling the current time of day. Students are asked: "Look at the classroom clock. What time is it now? Where does the clock tell us if it is morning or night? The clock doesn't tell that. The sun is shining, so it is morning. We know it is morning because we just got to school. We haven't had lunch yet, so it must be morning. Will the clock look exactly like this again today? It will show [insert time] again tonight. The clock will look just like it does now at [insert time]."

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Students work in centers to measure objects. Students must select the appropriate tools and unit. The Exit Ticket asks students to select "the unit that would best measure each object". Some of the strategies presented ask students to solve addition and subtraction within 1000 using number bonds, arrow math, simplifying and mental math strategies.

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

Reviewer #3	Reviewer #22	Reviewer #27	Average Score
__96.43%__	__100%__	__96.43%__	__97.62%__

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

Statements of appraisal and supporting evidence:

The math content in the materials in the core program are consistent with the 2nd grade level content. The core materials support the intent of the delivery and understanding of mathematics. The core materials support using and encouraging precise and accurate mathematics, academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models) in grade appropriate math at the beginning of each module. Each lesson provides built-in time for a "Student Debrief". This opportunity for discussion provides strategies to elicit mathematical discourse among students.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Teacher materials contain supports that explain the role of the mathematical focus of each lesson within the specific grade-level and how it relates to the coherence of the mathematical learning progressions for kindergarten through grade twelve. The core program contains a complete set of "Parent Tip Sheets" that inform parents or caregivers about the mathematics program and suggestions for how they 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.

Reviewer #3	Reviewer #22	Reviewer #27	Average Score
__69.51%__	__67.07%__	__70.12%__	__68.9%__

Materials are consistent with the progressions in the standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>The Overview of Module Topics and Lesson Objectives are provided for each module and give a breakdown on which main content grade level standard and supporting content are being taught for the Modules. The distribution of instructional minutes gives a daily break down of instructional time for content standards.</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>This section provides a rubric that lists how the standards are linked and presented on the end of module assessment. The core materials include learning objectives that are visibly shaped by the content standards.</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>Each Module lists the time frame needed in days and minutes to complete each Module, each lesson, and each component of each lesson. There is a consistent framework that includes fluency, application work, conceptual understanding work and an exit ticket to assess learning. The Module Overviews offer suggestions for pacing modifications that do not compromise the integrity of the focus standards.</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>Each lesson provides an exit ticket aligned to the grade level standards. The results of the exit ticket can be used to differentiate instruction. The mid-module and end-of-module assessments clearly denote which standards are being assessed. The assessment rubric provides sufficient guidance for the teacher to interpret student performance, but does not provide follow-up steps/suggestions.</p>
Materials give all students extensive opportunities and support to explore key concepts.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>The publisher provides ways to adjust the pacing of module lessons and how to adjust for anticipated difficulties. However, there is no specific guidance for teachers beyond providing extra work for early finishers, and the extra work problems are not found for most lessons. The scaffolds integrated into A Story of Units give alternatives for how students access information as well as express and demonstrate their learning. Strategically placed margin notes are provided within each lesson elaborating on the use of specific scaffolds at applicable times. They address many needs presented by English language learners, students with disabilities, students performing above grade level, and students performing below grade level. Many of the suggestions are organized by Universal Design for Learning (UDL) principles and are applicable to more than one population.</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> <p>The core bundle does not include digital materials for student learning. “Eureka Math’s digital assessment and extra practice platform is not included in the core bundle.” (Publisher)</p>
Materials can be easily customized for individual learners.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>The core bundle does not include digital materials for student learning. “Eureka Math’s digital assessment and extra practice platform is not included in the core bundle.” (Publisher) Materials do not</p>

include opportunities to personalize student understandings and knowledge of procedural skills using text or technology. There is NO direct link to any technology to this core program.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

There are a few word problems that try to be culturally relevant and affirm students' backgrounds. There is not much evidence of stretching beyond what students already know. The core does not seem to have evidence of setting high expectations for any students, diverse or not. The material that is being used is very neutral in cultural perspectives. When reading most of the problems or looking at most of the pictures, you would not realize this a text for New Mexico. Materials do not attempt to reflect the cultures and languages of a multicultural society. Some examples of lived experiences are present in the story problems. For example, a variety of names are used within the story problems not specifically representing a culture or a language.

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 #3 background and experience: Level 3 teacher, 23 years teaching experience, Master's Degree in Elementary Education, Language and Literacy, Endorsements in TESOL and Reading

Professional summary of material: Overall, I feel that the core materials do an adequate job of presenting lessons for the CCSS for 2nd grade. My main concern is that this core has a lot of paper pencil tasks that might be distributed to students without really teaching the lessons as prescribed in the program. I also feel that the lack of digital components impact the program negatively.

Reviewer #22 background and experience: Level 3 teacher, 17 years teaching experience, Master's Degree in Teaching Mathematics

Professional summary of material: Overall, I feel that the Publisher does address the standards. I felt that each module and lesson were organized in a consistent manner and if parts were left out the reason is stated. The biggest downfall in my eyes is the lack of meaningful strategies for SPED and EL learners and the lack of student misconception information.

Reviewer #27 background and experience: Level 3 teacher, 20 years teaching experience, National Board Certified and Recertified Middle Childhood Generalist, Masters of Arts in Teaching

Professional summary of material: Great Minds, Eureka Math thoroughly meets the CCSS 2nd grade level standards. It is strong in developing conceptual understanding and incorporating the Math Practices. The modules progress to application of concepts. Fluency is strong throughout the program. However, the core bundle does not include strategies for students working above grade level. This is a need that should be met. There is a digital component available, but it is not included in the core bundle. The program appears to attempt to remain neutral in terms of diversity.

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IM Title	Eureka Math	Publisher	Great Minds
SE ISBN	9781640544376	TE ISBN	9781632553706
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 #3	Reviewer #22	Reviewer #27	Average Score
<u> 88.67% </u>	<u> 84.33% </u>	<u> 85.67% </u>	<u> 86.22% </u>

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

Reviewer #3	Reviewer #22	Reviewer #27	Average Score
<u> 94.39% </u>	<u> 90.53% </u>	<u> 91.37% </u>	<u> 92.10% </u>

Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>The core materials are aligned to and support the third grade standards. In the third grade core materials, the students learn to fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. Students continually learn to identify patterns in multiplication and division facts using the multiplication table.</p>
Materials align to standards for mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>The core materials are aligned to and support third grade standards for mathematical practice. Students make sense of problems and persevere in solving them by working to solve two-step word problems involving all four operations. Students construct viable arguments and critique the reasoning of others</p>

during the student debrief section of the lessons. The Student Debrief is intended to invite reflection and active processing of the total lesson experience. The students build toward abstraction starting with tiling a rectangle, and then gradually move to finish incomplete grids and drawing grids of their own. Students then eventually work purely in the abstract, imagining the grid as needed.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

The core materials show some aspects of rigor. The materials address conceptual understanding when students are asked to build rectangles with certain areas and are asked questions about noticings of the perimeter. The students reason about rectangles with certain perimeters. Attention to procedural skill and fluency is evident when students complete charts to show how many rectangles they can make for each given number of unit squares. Attention to application is evident when students are presented with a specified length of tape and are asked to create several rectangles that could be made with the tape, while labelling width and length. Students apply the concept of area when they calculate area of rooms in a house.

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

Reviewer #3	Reviewer #22	Reviewer #27	Average Score
__96.43%__	__100%__	__100%__	__98.81%__

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

Statements of appraisal and supporting evidence:

The core materials are consistent with grade level content, supporting the intent of the delivery and the understanding of mathematics. The publisher provides a vignette that provides a way to make learning accessible to those who may not be able to make a connection from parts to whole thinking and an additional box on how to help students who need an additional challenge.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

The core materials support student learning of mathematics. Teacher materials contain supports that explain the role of the mathematical focus of each lesson within the specific grade-level and how it relates to the coherence of the mathematical learning progressions for kindergarten through grade twelve. The core program contains a complete set of "Parent Tip Sheets" that inform parents or caregivers about the mathematics program, as well as suggestions for how they 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.

Reviewer #3	Reviewer #22	Reviewer #27	Average Score
__73.17%__	__66.46%__	__68.9%__	__69.51%__

Materials are consistent with the progressions in the standards.
<i>Statements of appraisal and supporting evidence:</i> The core materials are consistent with the progressions in the standards. The Overview of Module Topics and Lesson Objectives are provided for each module and give a breakdown regarding which main content grade level standard and supporting content is being taught for the Modules. The Distribution of instructional minutes also gives a daily break down of instructional time for content standards.
Materials foster coherence through connections at a single grade, where appropriate and required by the standards.
<i>Statements of appraisal and supporting evidence:</i> This section provides a rubric that lists how the standards are linked and presented on the end of module assessment. The core materials include learning objectives that are visibly shaped by the content standards.
Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> Each Module lists the time frame it takes in days and minutes to complete each Module, each lesson, and each component of each lesson. There is a consistent framework that includes fluency, application work, conceptual understanding work and an exit ticket to assess learning. The Module Overviews offer suggestions for pacing modifications that do not compromise the integrity of the focus 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> Each lesson provides an exit ticket aligned to the grade level standards. The results of the exit ticket can be used to differentiate instruction. The mid-module and end-of-module assessments clearly denote which standards are being assessed. The assessment rubric provides sufficient guidance for teacher to interpret student performance, but does not provide follow-up steps/suggestions.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> The publisher provides ways to adjust pacing of module lessons and how to adjust for anticipated difficulties. However, there is no specific guidance for teachers beyond providing extra work for early finishers, and the extra work problems are not found for most lessons. Per the publisher, the scaffolds integrated into A Story of Units give alternatives for how students access information as well as express and demonstrate their learning. Strategically placed margin notes are provided within each lesson, elaborating on the use of specific scaffolds at applicable times. They address many needs presented by English language learners, students with disabilities, students performing above grade level, and students performing below grade level. Many of the suggestions are organized by Universal Design for Learning (UDL) principles and are applicable to more than one population.
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 core bundle does not include digital materials for student learning. “Eureka Math’s digital assessment and extra practice platform is not included in the core bundle.” (Publisher)
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The core bundle does not include digital materials for student learning. “Eureka Math’s digital assessment and extra practice platform is not included in the core bundle.” (Publisher). Materials do not

include opportunities to personalize student understandings and knowledge of procedural skills using text or technology. There is NO direct link to any technology to this core program.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

There are a few word problems that try to be culturally relevant and affirm students' backgrounds. There is not much evidence of stretching beyond what students already know. There is no evidence of setting high expectations for any students, diverse or not. The material being used is very neutral in cultural perspectives. By reading most of the problems or looking at most of the pictures, you would not realize this a text for New Mexico. Materials do not attempt to reflect the cultures and languages of a multicultural society. Some examples of lived experiences are present in the story problems. For example, a variety of names are used within the story problems, though not specifically representing a culture or a language.

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 #3 background and experience: Level 3 teacher, 23 years teaching experience, Master's Degree in Elementary Education, Language and Literacy, Endorsements in TESOL and Reading

Professional summary of material:

Overall, I think the core materials do an adequate job of presenting lessons for the CCSS for 3rd grade. Within the 3rd grade fluency component, there is a heavy emphasis on multiplication and division facts and their mastery. My main concern is that this core program has a lot of black and white paper pencil tasks (worksheets) that might be distributed to students without really teaching the lessons, which are quite lengthy, as prescribed in the program. Also, the lack of digital components and non-use of technology affect the overall program in a negative way.

Reviewer #22 background and experience: Level 3 teacher, 17 years teaching experience, Master's Degree in Teaching Mathematics

Professional summary of material:

Overall, I think the Publisher does address the standards. The modules and lessons were organized in a consistent manner. If parts were left out, the reason is stated. The biggest downfall is the lack of meaningful strategies for special education and EL learners, as well as the lack of student misconception information.

Reviewer #27 background and experience: Level 3 teacher, 21 years as an educator, Masters of Arts in Elementary Education, National Board Certified & Recertified Middle Childhood Generalist

Professional summary of material:

Great Minds, Eureka Math grade 3, meets the CCSS grade 3 standards. The materials are strong in terms of incorporating the Math Practices throughout the materials. Conceptual development and fluency are also strong. The Sprints and Happy Counting are consistent throughout all 7 modules. Although there are times when suggestions are made for those working above grade level and those speaking English as another language, it is not consistent. The core bundle does not include the digital component. However, it is available for purchase. The program appears to remain neutral in addressing diversity.

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	9781640544383	TE ISBN	9781632553775
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 #22 __87.50%__	Reviewer #23 __88.17%__	Average Score __87.83%__
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Standards Review - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #22 __95.64%__	Reviewer #23 __93.61%__	Average Score __94.62%__
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> The material is aligned to the state adopted Content Standards, Benchmarks, and Performance Standards. One example of alignment to the 4th grade level standards is Module 5 Lesson 41 Problems 2-3 require students to describe the patterns they notice when adding with even or odd denominators. The students also need to make a conjecture about what would change if a variable was altered.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> The materials are aligned to the standards for mathematical practice. An example of Math Practice 4 is when the students needed to attend to precision as they placed right angle templates on top of the circle to determine how many right angles can fit around the center point of the circle. (Overlaps are not allowed.)

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

The materials show aspects of rigor. The aspect of conceptual understanding is evident as students complete the multistep problem that requires them to apply their knowledge of multiplication of a multi-digit number by a single digit number. The skill and fluency aspect is evident in the lesson that has the student round a set of problems to various places. The last aspect of rigor-applications- is evident with the lesson that the student applies previous knowledge and current learning to a real world problem that involves area and perimeter.

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

Reviewer #22

__96.43%__

Reviewer #23

__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:

The materials are consistent with grade level content, supporting the intent of the delivery and understanding of mathematics. There is evidence of math tasks that show an advanced mastery of the standards. There is student ownership/choice.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Students were given many opportunities to work with math manipulatives to explore and deepen understanding of math concepts. The students were able to create their own models. Students were provided with an opportunity to read then draw and write about problems with all lessons.

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 #22

__65.85%__

Reviewer #23

__73.17%__

Average Score

__69.51%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

The materials are aligned with supporting coherent progression through the standards. The instructional materials spend a majority of time on the major standards and the supporting content ties in naturally.

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

Statements of appraisal and supporting evidence:

The materials foster coherence through connections for 4th grade. The modules are organized so that they follow an appropriate sequence that build on each other. Each lesson provides focus and coherence

for the particular lesson taught for each day. The teacher is given a question and prompts to guide the daily instruction.
Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> The lessons are presented in an intentional sequence of fluency, application, concept application, and student debrief. The students are given a variety of methods to answer: equations, tape diagrams, number lines and fill in the blank. The materials contain a consistent layout for each lesson. The models are supportive of student learning without being visually distracting.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> Each assessment provides a breakdown of the standard and the level of mastery required by the student. The progression towards mastery provides a rubric of each task assessed along with the standard correlation to each. The exit ticket provided at the end of each lesson provides an opportunity for teachers to review student work and assess student understanding of the concept. Students monitor their progress by comparing their responses with other students. They can also show their work and provide feedback on misconceptions.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> The word problems that are used give a variety of demographics and characteristics. The supporting learners' strategies are infrequently used in lessons. This section of the material provides strategies that challenge students who are ready to move forward. One strategy is to challenge students working above grade level to think of at least two situations similar to the problems they see. The placement of supporting strategies for learners is in sidebar annotations on selected lessons.
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 material does not provide evidence of the use of technology to enhance student learning. This material is not available with the Core Curriculum.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The material does not provide evidence of the use of technology to enhance student learning. This material is not available with the Core Curriculum.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> There is limited evidence of a variety of ways to reflect the cultural diversity represented in the state. Because of the lack of evidence it does seem to create a bias free, stereotype free and barrier free instructional time.

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 #22 background and experience: Level 3 teacher, 17 years teaching experience, Master's Degree in Teaching Mathematics
<i>Professional summary of material:</i>

This material addresses NM State Standards; overall it does have the tasks needed to support true understanding of concepts and their application. The lessons provide time for students to have deep discourse about math concepts presented. It is a very structured curriculum, but does have room for deviating from the timeline. The weakest area I feel about the curriculum is the lack of consistently providing support for our SPED and ELL learners.

Reviewer #23 background and experience: Level 3 teacher, 12 years' experience in education. Five years as an Instructional Coach. Master's Degree in Education with a Specialization in Bilingual Education, National Board Certification with a Concentration in English as New Language; Early/Middle Child.

Professional summary of material:

The material provides a correlation to the Common Core State Standards for New Mexico by providing an opportunity for authentic student engagement. The curriculum identifies each standard by domain and cluster, making the lessons and student practice materials easy to follow. The integration of the Mathematical Practices throughout the curriculum is evident in each module. The lack of differentiated instructional materials do not support an all-inclusive learning environment.

Review Team Appraisal of Title

(K-8 Mathematics)

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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	9781640544390	TE ISBN	9781632553119
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 X Not Recommended _____

Total Score

Reviewer #16 __84.50%__	Reviewer #17 __85%__	Average Score __84.75%__
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Standards Review - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #16 __92.21%__	Reviewer #17 __91.96%__	Average Score __92.09%__
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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 5th grade standards. There were multiple opportunities for students to explore and revisit the standards to deepen students’ understanding. Standards were identified at the beginning of each lesson in the modules for teachers. However, the problem sets in the SE did not identify standards clearly. Learning objectives were not identified in the SE either.</p>
Materials align to standards of mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>There were multiple opportunities at the end of every lesson for students and teachers to converse and provide feedback to one another in the <i>Debrief</i> section. Multiple mathematical practice standards were evident in all lessons and identified for the teacher.</p>

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. Fluency practice is embedded throughout the program and focuses on previous taught 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

Reviewer #17

Average Score

__82.14%__

__82.14%__

__82.14%__

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 consistent with the content and examples of possible teacher/student dialogue is given in the conceptual understanding piece of each lesson. However, there is not much support for student misconceptions.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Materials support student learning of mathematics on a teacher and student driven basis.

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

Average Score

__65.85%__

__68.29%__

__67.07%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progression of standards. At the beginning of each module, fifth grade standards, as well as needed fourth grade standards, are identified in the TE.

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

Statements of appraisal and supporting evidence:

Both student materials and teacher materials fostered coherence through connections at a single grade. Attention was brought to these connections via the dialogue prompted by the teacher when delivering the lesson instruction.

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

Statements of appraisal and supporting evidence:

Daily lessons are well designed. Pacing guides are provided and give suggestions for modifying lessons if time is an issue.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> The curriculum does not include explicit strategies to gather information on students' prior knowledge, but foundational standards are detailed in the module overview.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Concepts are revisited throughout the entire program on a daily basis in the <i>Fluency Practice</i> pieces of each daily lesson. Students also receive a quick review of prior concepts at the beginning of each lesson as well.
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 Eureka Digital Suite and Affirm are not included in the core bundle and were not available to review.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> To customize specific worksheets and activities, you would need more than the core bundle. However, the publisher suggests customizing materials by pacing and differentiation.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> There are several multicultural names included in the word problems. However, there is no other evidence of multicultural perspectives in this program. Any mention of other cultures or countries lacked opportunities for students to make connections. It was very surface level information.

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 III 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>