

Review Team Appraisal of Title

(K-8 Mathematics)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

IM Title	HMH Math Expressions	Publisher	Houghton Mifflin Harcourt
SE ISBN	9781328764232	TE ISBN	9781328741400
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 ___95%___	Reviewer #14 ___82%___	Reviewer #15 ___93%___	
Reviewer #4 ___97%___	Reviewer #73 ___99%___	Reviewer #75 ___97%___	Average ___94%___

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

Reviewer #13 ___95%___	Reviewer #14 ___81%___	Reviewer #15 ___96%___	
Reviewer #4 ___99%___	Reviewer #73 ___100%___	Reviewer #75 ___99%___	Average ___95%___

Materials align with grade level standards.

Statements of appraisal and supporting evidence:
 The materials align with grade level standards. The IM includes a comprehensive alignment using the TE and SW, as well as supporting technological options. Of the 25 standards (with 2 citations each), there

weren't any *Does Not Meet* scores and very few *Partially Meets* scores. The vast majority were scored *Meets*.

Materials align to standards of mathematical practice.

Statements of appraisal and supporting evidence:

There is evidence of all the mathematical practices within the lessons. Many lessons contained surface level implementation of the standards for mathematical practice. All recommendations can be found in the TE for teacher support, but these notations do not consistently address rigor for implementing the standards of mathematical practice in depth.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Rigor is evident in some areas of curriculum, but not consistent throughout all specified standards. The three aspects of rigor are not always treated together and are not always treated separately. There isn't a balance of the 3 aspects of rigor within the grade. It lacks more time spent on conceptual understanding leading to procedural fluency.

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
___100%___

Reviewer #14
___92%___

Reviewer #15
___100%___

Reviewer #4
___100%___

Reviewer #73
___100%___

Reviewer #75
___96%___

Average
___98%___

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, and support the intent of the delivery and understanding of mathematics. The IM provides the necessary support for teachers (progression, understanding of math, creating structures and providing strategies) to adequately cover the math content. The Math Content Review section received mostly *Meets* scores with a few *Partially Meets*. There weren't any *Does Not Meet* scores assigned.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

The materials support student learning of mathematics. Learning is age appropriate, and the materials provide opportunities for students to develop their own strategies. In the TE, there are examples of routines and procedures that help develop student discourse and number sense. However, the curriculum lacks in supporting teachers to develop an understanding of the progressions to the next grade.

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 __ 87% __	Reviewer #14 __ 81% __	Reviewer #15 __ 87% __	
Reviewer #4 __ 100% __	Reviewer #73 __ 96% __	Reviewer #75 __ 91% __	Average __ 90% __

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

The materials are consistent with the progressions in the standards. Overall, this material will introduce students to the kindergarten standards and prepare them for the first grade standards. This is evidenced with scores that were mostly *Meets*, a few *Partially Meets* and no *Does Not Meet*.

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 in the standards. Learning objectives and standards were integrated throughout all of the IM. This is evidenced by the fact we had all “Meets” with no “Partially Meets” and no “Does Not Meet.”

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

Statements of appraisal and supporting evidence:

The materials are designed to support effective lesson structure and pacing from unit to unit. The TE provides teachers with support materials for student instruction, such as teacher notes for expected misconceptions and formative assessment checks throughout. More explicit time frames would elicit adequate progression throughout the lessons.

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

Statements of appraisal and supporting evidence:

The materials offer teachers **some** resources. Many scores were “Partially Meets”, because they were not as meaningful or as rich as would be beneficial to teachers.

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

Statements of appraisal and supporting evidence:

The materials offer teachers support for key concepts. It is necessary to utilize the online component in order to provide extensive opportunities and support to explore key concepts. The Math Activity Center is a critical component.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

The materials support effective use of technology to enhance student learning. The digital materials are accessible and available in multiple platforms. The online Student Activity eBook includes interactive features that make mathematics more accessible for all students.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The lessons do not lend themselves to be taught out of sequence, so it may be difficult to customize the materials to fulfill local needs. Teachers could customize for individual learners when applicable. However, it is not listed or stated explicitly. Some digital games may be used to customize instruction depending on the ability of the students.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials have activities that may allow for cultural diversity, but does not explicitly offer examples that are beyond pictures. There are many math talk opportunities for teachers to take into account cultural perspectives and student opportunity to share out, but not explicitly stated.

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: Taught K-5th grade in all subject areas (11 years), Level III teacher endorsed in TESOL, MA in Curriculum and Instruction, English as a Second Language

Professional summary of material:

Math Expressions has many different components that display an authentic core basal at the Kindergarten level when all components are effectively utilized.

Reviewer #14 background and experience: Regular Ed. teacher 2-5, 7th grade 20 years; 5 years K-5 Math interventionist; 4 years Reading & Math Specialist; Master's in Curriculum and Instruction

Professional summary of material:

Math Expressions curriculum meets a majority of the criteria to be a high level curriculum. Although most of the components reflect best practices in math instruction, it is lacking in depth when implementing Standards for Mathematical Practice and aspects of rigor.

Reviewer #15 background and experience: Taught 1st - 5th general education (6 years), K - 5th Gifted Education (12 years), Level III teacher endorsed in TESOL, Library/Media and Gifted Education

Professional summary of material:

Math Expressions, with all of its components, would be a reliable core basal for a class, school or district to use. It would be necessary to use all portions in order to reap the full benefits. This program would do well in the hands of a new teacher, as well as a veteran teacher.

Reviewer #4 background and experience: 13 years experience teaching K and 1st grade. TESOL endorsed and Nationally Board Certified.

Professional summary of material:

Math Expressions meets a majority of the criteria. Each lesson follows a similar format and the curriculum spirals for review of previously taught curriculum. There are several parts to each lesson that will need to be followed to ensure rigor. The materials are not as engaging as they could be.

Reviewer #73 background and experience: 19 years as a K-8 educator. Level II teacher endorsed in TESOL and Reading.

Professional summary of material:

Math Expressions appears to be a comprehensive product that will meet the needs of all learners when all of the components are taught. There is little cultural diversity represented in the materials, which will keep many students from making personal connections with the text.

Reviewer #75 background and experience: Level 3 A & B educator with 15 years K-6 experience. Nationally recognized for Math and Science Teaching.

Professional summary of material:

Math Expressions meets the criteria for mathematical content. However, it is lacking in representing cultural diversity. A few of the citations provided by the publisher did not adequately meet the criteria. However, this reviewer was able to find citations in the materials which did meet or partially meet the criteria.

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IM Title	HMH Math Expressions	Publisher	Houghton Mifflin Harcourt
SE ISBN	9781328764249	TE ISBN	9781328741417
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%__	Reviewer #14 __85.17%__	Reviewer #15 __92.17%__	Average Score __90.44%__
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Standards Review - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #13 __97.49%__	Reviewer #14 __87.92%__	Reviewer #15 __96.66%__	Average Score __94.03%__
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> All three reviewers agree that materials align to 1st grade standards. They are clearly referenced at the beginning of each lesson. This also lists multiple standards that can be addressed within a single lesson.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> All three reviewers agree that the standards for mathematical practice are evident in Math Expressions curriculum. Within the lessons, the mathematical practices are integrated to encourage student discourse and multiple strategies.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

All three reviewers agree that Math Expressions provides a balance of the three aspects of rigor. Some rigor can be improved with focus on more concrete activities to check for 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 #13	Reviewer #14	Reviewer #15	Average Score
__100%__	__89.29%__	__96.43%__	__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:

All three reviewers agree that the IM meets the requirements overall for these expectations. The only concern is that the only resource to share with parents is a family letter that is sent home on occasion to explain what the students are working on at the moment.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Overall the reviewers agree that the IM does meet this expectation. Again, it would be better if there were more ideas for families to help their students.

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 #14	Reviewer #15	Average Score
__84.15%__	__77.44%__	__80.49%__	__80.69%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

All three reviewers found that the IM met or partially met this expectation. The main concern was explicitly sharing information or vague examples. Sometimes the evidence wasn't at a level deep enough to ensure mastery.

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

Statements of appraisal and supporting evidence:

All three reviewers found that the standards and objectives didn't always align or at a meaningful level. The IM does well in connecting two or more standards.

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

Statements of appraisal and supporting evidence:

All three reviewers found that the IM met all requirements for this portion of the review. The design follows a logical sequence. There are plenty of support resources. Students show their work in a variety of ways. The overall visual design is appealing.

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>Overall, the IM offers teachers many resources and tools to collect ongoing data on student progress on the standards. The only area that could be improved is explicit and ongoing support for ELL students.</p>
<p>Materials give all students extensive opportunities and support to explore key concepts.</p>
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>All three reviewers were in agreement that the materials offer teachers support in this area. We also found multiple opportunities and support to explore key concepts. The materials provide students with learning materials that enable them to acquire and learn intended content in each unit. It is necessary to utilize the online components in order to provide extensive opportunities and support. The Math Activity Center is a critical component.</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></p> <p>All three reviewers were in agreement that the materials support effective use of technology to enhance student learning. The digital materials are accessible and available in multiple platforms. The online Students Activity eBook includes interactive features that make mathematics more accessible for all students.</p>
<p>Materials can be easily customized for individual learners.</p>
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>All three reviewers were in agreement that the lessons do not lend themselves to be taught out of sequence, so it may be difficult to customize the materials to fulfill local needs. Teachers could customize for individual learners when applicable. However, it is not listed or stated explicitly. Some digital games may be used to customize instruction depending on the ability of the students.</p>
<p>Materials take into account cultural perspectives.</p>
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>All three reviewers were in agreement that the materials have activities that may allow for cultural diversity, but does not explicitly offer examples that are beyond pictures. There are many math talk opportunities for teachers to take into account cultural perspectives and student opportunity to share out cultural perspectives, but it not explicitly stated.</p>

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

<p>Reviewer #13 background and experience: Taught K-5th grade in all subject areas (11 years), Level III teacher endorsed in TESOL, MA in Curriculum and Instruction, English as a Second Language</p>
<p><i>Professional summary of material:</i></p> <p>Math Expressions has many different components that display an authentic core basal at the first grade level when all components are effectively utilized.</p>
<p>Reviewer #14 background and experience: Regular Ed. teacher 2-5, 7th grade 20 years; 5 years K-5 Math interventionist; 4 years Reading & Math Specialist; Master's in Curriculum and Instruction</p>
<p><i>Professional summary of material:</i></p> <p>Math Expressions curriculum meets a majority of the criteria to be an effective curriculum for best practices in mathematics instruction for first grade. It would be stronger if more focus on conceptual understanding of rigor were more evident.</p>

Reviewer #15 background and experience: Taught 1st - 5th general education (6 years), K - 5th Gifted Education (12 years), Level III teacher endorsed in TESOL, Library/Media and Gifted Education

Professional summary of material:

Math Expressions, with all of its components, would be a reliable core basal for a class, school, or district to use. It would be necessary to use all portions in order to reap the full benefits. This program would do well in the hands of a new teacher as well as a veteran teacher.

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IM Title	HMH Math Expressions	Publisher	Houghton Mifflin Harcourt
SE ISBN	9781328764256	TE ISBN	9781328741424
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 #13 ___91.33%___	Reviewer #14 ___85.83%___	Reviewer #15 ___89.83%___	Average Score ___89.00%___
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Standards Review - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #13 ___93.58%___	Reviewer #14 ___86.81%___	Reviewer #15 ___90.37%___	Average Score ___90.25%___
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> All agree that Math Expressions is well aligned with standards. Focus is on major standards; several lessons throughout units address these standards. More emphasis on how standards are integrated would make it a stronger curriculum.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> All reviewers agree the Math Expression curriculum implements and aligns the 8 mathematical practices into the lessons. More detailed explanation of how the math practices and standards connect would improve teacher content knowledge as well as student successes.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

All reviewers agree that Math Expressions curriculum shows aspects of rigor. It includes all three components: conceptual understanding, fluency and application.

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 #14	Reviewer #15	Average
__92.86%__	__85.71%__	__92.86%__	__90.48%__

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

Statements of appraisal and supporting evidence:

All three reviewers were in agreement that the IM (progression, understanding of math, creating structures and providing strategies) will provide the necessary support for teachers to adequately cover the math content. However, one concern noted is that the advice is given to NOT use proper terminology until later. The reviewers all felt that it is best to teach the proper term right away with scaffolding and support.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

All three reviewers agree that materials for student learning are age appropriate and provide opportunities for students to develop their own strategies. In the TE, there are examples of routines and procedures that help develop student discourse and number sense.

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 #14	Reviewer #15	Average Score
__85.37%__	__83.54%__	__87.80%__	__85.57%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

The IM will do a sufficient job to continue the progression in the standards from 1st grade to 3rd grade. All three reviewers agree the curriculum covers most expected criteria well with a few 'partially meets standards'.

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

Statements of appraisal and supporting evidence:

All three reviewers were in agreement that the materials foster coherence in the standards. Learning objectives and standards were integrated throughout all of the IM.

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

Statements of appraisal and supporting evidence:

All three reviewers agree that materials are designed to support effective lesson structure and pacing from unit to unit. The TE provides teachers with support materials for student instruction, such as

teacher notes for expected misconceptions and formative assessment checks throughout. More explicit time frames would elicit adequate progression throughout the lessons.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> All three reviewers were in agreement that the materials offer teachers SOME resources. Some of the resources were not as meaningful or as rich as would be beneficial to teachers.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> All three reviewers were in agreement that the materials offer teachers support in this area. We also found multiple opportunities and support to explore key concepts. The materials provide students with learning materials that enable students to acquire and learn intended content in each unit. It is necessary to utilize the online components in order to provide extensive opportunities and support. The Math Activity Center is a critical component.
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> All three reviewers were in agreement that the materials support effective use of technology to enhance student learning. The digital materials are accessible and available in multiple platforms. The online activity eBook includes interactive features that make mathematics more accessible for all students.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> All three reviewers were in agreement that the lessons do not lend themselves to be taught out of sequence, so it may be difficult to customize the materials to fulfill local needs. The teacher could customize for individual learners when applicable. However, strategies are not listed or stated explicitly.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> All three reviewers were in agreement that the materials have activities that may allow for cultural diversity, but do not explicitly offer examples that are beyond pictures. There are many math talk opportunities for teachers to take into account culture perspectives and student opportunity to share out. However, this is not intentionally incorporated.

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: Taught K-5th grade in all subject areas (11 years), Level III teacher endorsed in TESOL, MA in Curriculum and Instruction, English as a Second Language
<i>Professional summary of material:</i> Math Expressions has many different components that display an authentic core basal at the Second grade level, when ALL components are effectively utilized.
Reviewer #14 background and experience: Regular Ed. teacher grades 2-5, 7th 20 years; 5 years K-5 Math interventionist; 4 years Reading & Math Specialist; Master's in Curriculum and Instruction
<i>Professional summary of material:</i>

Math Expressions curriculum meets a majority of the criteria to be used as core instructional materials. Components of the curriculum are standards based and encourage teachers and students to share strategies to improve content knowledge.

Reviewer #15 background and experience: Taught 1st - 5th general education (6 years), K - 5th Gifted Education (12 years), Level III teacher endorsed in TESOL, Library/Media and Gifted Education

Professional summary of material:

Math Expressions, with all of its components, would be a reasonable core basal for a class, school or district to use. It would be necessary to use all portions in order to reap the full benefits. This program would do okay in the hands of a new teacher as well as a veteran teacher.

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IM Title	HMH Math Expressions	Publisher	Houghton Mifflin Harcourt
SE ISBN	9781328764263	TE ISBN	9781328741431
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 Not Recommended

Total Score

Reviewer #19 __73%__	Reviewer #20 __95%__	Reviewer #21 __92%__	
Reviewer #16 __97%__	Reviewer #17 __97%__	Reviewer #18 __100%__	Average Score __92%__

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

Reviewer #19 __68%__	Reviewer #20 __96%__	Reviewer #21 __91%__	
Reviewer #16 __95%__	Reviewer #17 __95%__	Reviewer #18 __99%__	Average Score __91%__

Materials align with grade level standards.

Statements of appraisal and supporting evidence:

This particular curriculum did align with the majority of the 3rd grade Common Core Standards. However, the addition and subtraction standards, specifically with the standard algorithm, was introduced early for this grade level. When introducing a new skill, students are given opportunity to

understand the skill and apply it in various situations, although at times the depth of knowledge is limited and simply asks students to create an equation or fill in numerical values. Relating to area, students had limited opportunity using tiling to understand the concept of area and then move into the abstract use of multiplication. The fraction standards were evident and students were given a variety of methods to develop their understanding of fractions through the use of fraction strips, fraction bars, number lines and concrete models. While focusing on the geometry standards, students are presented with examples relating to quadrilaterals and triangles, identifying patterns and partitioning shapes using fractions. All of the expected 3rd grade standards are evident within the curriculum and allow students to demonstrate their understanding of each standard through the SW and the homework pages in the SE.

Materials align to standards of mathematical practice.

Statements of appraisal and supporting evidence:

Evidence of all eight Mathematical Practices are apparent in the curriculum and are integrated within verbal discussions as well as student written responses. Also, these Mathematical Practices are labeled in both the TE and SW materials. The Mathematical Practices were well defined and examples of each were provided in the TE specific to a given activity in the lesson with multiple opportunities for students to engage with these practices.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

There is evidence of procedural skills and fluency throughout the entire curriculum. Several examples included are in the TE where the teacher models and the students replicate the skills taught by the teacher. Also, the Fluency Games, Quick Practices and Practice Charts allow students to demonstrate Procedural Fluency for a given skill.

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

Reviewer #19 __77%__	Reviewer #20 __86%__	Reviewer #21 __92%__	
Reviewer #16 __100%__	Reviewer #17 __100%__	Reviewer #18 __100%__	Average Score __93%__

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

Statements of appraisal and supporting evidence:

Students are given various opportunities to express their understanding of the specific math skills and standard. However, at times the opportunities are limited for students to explain and justify their thinking and do not ask students to demonstrate knowledge within a detailed explanation. Students are exposed to several problem types including graphs/charts, word problems, numerical algorithms and providing written equations within the SW. Many of the problems the students are asked to solve in both the SW and Unit Assessments mainly ask students to recall information and fill in the blanks with numerical values rather than expressing their true understanding in an explanation with supporting mathematical vocabulary. Depths of Knowledge levels are provided next to each unit assessment's

questions and mainly focus on DOK1 and DOK2 type of questions. Math Talks are provided and are integrated across the units and lessons, while also providing sample student responses. Families and caregivers can stay connected with what their child is learning in math through the use of the Family letters provided in English and Spanish.

At the start of a new unit, the teacher models the skill and students are given the opportunity to practice the skill for mastery. The teacher is given guidance to check and correct any misconceptions that the students may have. Imbedded in the curriculum, there are Teaching Notes for the teacher to reference when delivering a lesson which acts as a guide to ensure proper use of vocabulary and scaffolding techniques. In the front of each unit, there is a math background section that is grounded in research. This information is available to teachers as a professional development opportunity to increase their understanding of the content standards, while providing additional references that support the research.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

This curriculum has numerous opportunities for students and the teacher to interact with the standards and the skills being taught. For example, there are various times where the teacher is able to call on student volunteers to either share out their answer and/or model in front of the class. This allows the teacher to formatively assess student understanding as some students share out. Even though students can interact specifically with the teacher, there is limited opportunity for students to work in pairs or small groups and share ideas with each other prior to sharing in front of the whole class. Also, the curriculum does not outline if students can work in groups, how groups would be created or how that group work would be facilitated in the classroom.

RTI opportunities are present for students who need additional intervention or enrichment of the math skills, and students can access this type of intervention through the digital Math Activity Centers. Even though this tool is provided, there is limited support for the teacher on how to deliver the RTI or place students into appropriate groups or with partners for intervention.

At the beginning of every unit, students are provided a Family Letter, available in both English and Spanish, for parents or caregivers. The letter explains the content and ways to support the children in their mathematical understanding at home. In addition, students can access components of the curriculum digitally through a variety of opportunities. Some of these ways include games and resources utilized in the math lesson during class such as a MathBoard and fluency checks.

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 #19
___83%___

Reviewer #20
___96%___

Reviewer #21
___96%___

Reviewer #16
___100%___

Reviewer #17
___100%___

Reviewer #18
___100%___

Average Score
___96%___

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Progression pages are evident and provided. The progressions from the previous grade and the next grade are the strongest and referenced in numerous places in the TE. The progressions are coherent and allow students the opportunity to build on the skills from the previously taught grade and apply them to the current grade.

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

Statements of appraisal and supporting evidence:

The TE lists the standards for each lesson on the planning chart. Each of these lists includes the major and supporting standards. Students were given opportunities with the standards in a variety of ways within their SW, digital materials and assessments.

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

Statements of appraisal and supporting evidence:

An effective lesson structure would need to include an introduction, an explore or discovery, and a summary. This structure is not clearly laid out in each lesson. The pacing of individual lessons and the lessons in each unit seemed appropriate for this grade level. There is adequate time to cover the material in the curriculum. For struggling students, they may need more time practicing the particular math skill in order to demonstrate proficiency of the standard. Students may benefit from more concrete hands on practice before advancing to the curriculum expectations of pictorial and abstract demands.

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

Statements of appraisal and supporting evidence:

Students have access to take the Unit Assessments digitally online or on paper. The materials give limited guidance and directions on how to interpret the data and provide appropriate feedback to students to improve their proficiency of the standards.

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

Statements of appraisal and supporting evidence:

This curriculum provides guidance for the teacher to expose students to the materials and various math skills to all students. For example, support and guidance sections are provided throughout the lessons for English Learners and tactile learners, as well as how to differentiate lessons to meet the needs of all students. These components are visible in the curriculum and offer additional support for the teacher. However, there are limited opportunities for students to explore the key concepts in a variety of ways. The key concepts are often introduced and the students quickly move to abstract representations before they are engaged in activities that would allow them to explore the ideas through concrete and pictorial representations.

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:

Digital materials are provided and accessible by both the teacher and the students. The materials can be accessed at home or at school. The students are able to engage with the digital materials throughout the lesson as well as after the lesson has been taught. Some of the components include Math Activity Centers that allow students to be challenged and receive intervention for the given math standard. Another component are the games in which students can integrate math skills and practice procedural fluency.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The notes sections in the TE offer supports for students who may need additional support, including English Language Learners. Some of the lessons offer guidance on what to do when students complete work or if they need additional practice.

The digital components offer various activities to challenge proficient students, as well as provide appropriate RTI to students who may be struggling with a given math standard or skill. These tasks can be customized for the individual learner and present in the Personal Math Trainer Section online.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The Home and School Activities allow students the opportunity to make connections with Social Studies and Mathematics while exposing students to information about other countries, how other cultures used and currently use math, and connections to food for specific cultures. In the SE, there are a variety of student names that reflect ethnic diversity. There are only a few photographs in the SE and the diversity of the children is not always clear.

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 #19 background and experience:

Professional summary of material:

The curriculum covers all of the standards. There are ways to assess student understanding built into the program. The eight mathematical practices are visible in the TE and SW. The program provides supports for differentiated instruction. There is a digital component that can be accessed at home or at school.

Reviewer #20 background and experience:

Professional summary of material:

The curriculum offers many features to best support all learners. For example, there are components to support English Learners, along with components to support struggling learners with differentiation and interventions and components that challenge students. Students are also given various opportunities to demonstrate their understanding of the skills and standards in both written and explanation form as well as verbal discussions. Students can engage through the mathematical practices independently and with peers.

Reviewer #21 background and experience:

Professional summary of material:

This curriculum has five components including: helping community, building concepts, mathtalk, quick practice, and student leaders. These concepts target all levels of learners where students develop deep conceptual understanding. Students are engaged by practicing, applying, and utilizing MathTalk where students explain their mathematical thinking and ask questions to deepen their understanding. The digital component offers key lessons providing level support as needed.

Reviewer #16 background and experience: A level 3 teacher with 24 years experience. I have taught 5th and 6th grade in NY and 5th grade in MA and NH. I am currently teaching 5th grade in NM.

Professional summary of material:

Reviewer #17 background and experience: I am a level 3 teacher with 15 years experience. I have taught all grade levels from kindergarten to fourth grade in New Mexico. The 2019-2020 school year will be my 5th year as a fourth grade teacher.

Professional summary of material:

Reviewer #18 background and experience: A level 3 teacher with 15 years of experience. I have taught 2nd grade in CA and 1st, 2nd and 3rd grades in New Mexico. I am currently teaching 4th grade Special Education in NM.

Professional summary of material:

Review Team Appraisal of Title

(K-8 Mathematics)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the needs of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

IM Title	HMH Math Expressions	Publisher	Houghton Mifflin Harcourt
SE ISBN	9781328764270	TE ISBN	9781328741448
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 X Recommended with Reservations _____ Not Recommended _____

Total Score

Reviewer #19 ___78%___	Reviewer #20 ___97%___	Reviewer #21 ___92%___	
Reviewer #16 ___94%___	Reviewer #17 ___98%___	Reviewer #18 ___98%___	Average Score ___93%___

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

Reviewer #19 ___75%___	Reviewer #20 ___99%___	Reviewer #21 ___95%___	
Reviewer #16 ___91%___	Reviewer #17 ___97%___	Reviewer #18 ___97%___	Average Score ___92%___

Materials align with grade level standards.

Statements of appraisal and supporting evidence:
 This curriculum has supporting materials that align with the Common Core State Standards specific to 4th grade. Each activity targets a particular skill related to the Common Core Standard for that lesson.

In the Contents section for each unit, there is a listing of the critical standards for the unit and the supporting standards that can be integrated into the big ideas for that unit. The SE, along with the Homework and Remembering activities, provides extra support for all students to access the 4th grade Common Core Standards and demonstrate their level of understanding as they solve problems and explain their thinking.

Materials align to standards of mathematical practice.

Statements of appraisal and supporting evidence:

Quick practice activities begin each lesson. They are initiated by the teacher and later lead Student leaders to provide opportunities to call to mind their prior understanding of a topic that has already been discussed in class. They can also begin to build prerequisite skills for a topic that is to come.

With the lessons, the Mathematical Practices are listed in both the TE and SE and utilized within the lesson to provide students depth of understanding as they engage in all of the eight Mathematical Practices. The materials strategically use all eight Mathematical Practices, so they are visible throughout the program in a variety of ways for students.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

This curriculum has embedded building concepts allowing students to use objects, drawings, conceptual language, and real-world situations helping students build mathematical ideas that make sense to them.

Within this curriculum, the Conceptual Understanding component of rigor is strong and provides students with multiple opportunities to access different materials and resources to support conceptual learning. Examples of this are evident with the use of Fraction Bars and the ways the MathBoard is utilized. In addition, students are given ample opportunities to improve their Procedural and fluency abilities as they progress through the standards. Math games act as a visual support resource to assist students' learning as well as the Fluency Checks in SE.

The performance tasks for rigor in application lacks evidence and ample opportunity for students to make connections to other math standards or skills they have learned. The performance tasks provided are rich. However, there are not enough of these opportunities for students.

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

Reviewer #19
__ 89% __

Reviewer #20
__ 82% __

Reviewer #21
__ 86% __

Reviewer #16
__ 100% __

Reviewer #17
__ 100% __

Reviewer #18
__ 100% __

Average Score
__ 93% __

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

Statements of appraisal and supporting evidence:

Within this curriculum, a series of learning progressions reflect research on students' natural learning stages when mastering concepts such as computation and problem solving strategies.

Also, within the TE, the Teaching Note sections offer professional support and guidance for students who may need additional support accessing the curriculum. Examples include student 'watch fors' to avoid common mistakes or misconceptions, as well as support with English Language Learners and differentiated instruction.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

The Personal Math Trainer provides a personal learning path for students in which the learning path is individualized such as reteach, interactive practice, and challenge activities. They are engaging for all students, since many are presented in a game format.

Some of the supporting materials, such as the MathBoards and Unit Assessments, can be accessed digitally or in print to support the individual needs of the students and classroom. At the beginning of the unit, a Family Letter is provided and offers support with family involvement as they understand what their child is learning. These letters are accessible and given in both English and Spanish.

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 #19
__90%__

Reviewer #20
__95%__

Reviewer #21
__86%__

Reviewer #16
__99%__

Reviewer #17
__99%__

Reviewer #18
__99%__

Average score
__95%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

The Pacing Guide provides a brief description of the unit focus along with the pacing of the lesson. There is ample time to get through all of the lessons in the curriculum. The Table of Contents components indicate the Common Core Standards along with the main mathematical skill being taught in the lessons.

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

Statements of appraisal and supporting evidence:

The Contents provides a list of the core standards, as well as the supporting standards that can be integrated in each of the lessons of the unit. The performance tasks integrate the standard. For example, the 'Assessing the Unit' pages in the TE explain how students apply what they have learned in the unit by completing the performance task. At the start of each unit, a chart outlining the Learning Progressions for the Common Core State Standards is provided. This demonstrates the coherence amongst various grade levels when leaning specific math concepts.

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

Statements of appraisal and supporting evidence:

At the beginning of the TE, the standards are listed and lessons for these standards are identified, giving teachers the opportunity to rearrange the lesson order or topics, depending on the needs of the students or requirements provided by the school district.

The Learning target is provided in the TE. However, it is not present on any student materials, such as their SE. Also, there is limited opportunity for students to debrief and reflect on their learning at the end of the current lesson or the start of a new lesson the following day.

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

Statements of appraisal and supporting evidence:

There are a variety of assessment tools for teachers for both formative and summative purposes. Teachers can assess student progress and test scores online or through paper assessments provided in the program. Even though these teacher resources are provided, there is limited explanation of how the teacher should use this information to guide instruction.

The Unit Review Test has a data driven decision making table that lists reteaching lessons and digital resources. There is also a list of common errors and prescriptions in this section. The answer key for the test does not provide a rubric for open-ended questions.

A Performance Task Rubric is provided modeling criteria for teachers with what an exemplary response looks like, as well as a limited student response. There is limited support for teachers on what the next steps should be to better support students who struggled with the particular standard or set of skills for a given unit.

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

Statements of appraisal and supporting evidence:

Materials give all students ample opportunities to explore key concepts in a variety of ways, such as student workbook activities, end of unit assessments, and Homework and Remembering activities.

Even though students are given various opportunities to express their understanding, they are limited when it comes to in depth reasoning and justification for their learning. The opportunities typically are DOK 1 and 2 levels. Math talk clarifies students' thinking, revealing other approaches to their classmates and giving the teacher an opportunity to assess their understanding.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

The online Student Activity book includes interactive features that make mathematics more accessible for all students, such as the MathBoard. Also, the online Teacher Edition offers links to key lesson-level support to assist with student learning.

The online Math Activity Center for Differentiated Instruction provides many interactive options for use during and after each lesson, such as interactive practice, reteach, and challenge activities. There is a vocabulary app for extra support with key terms.

Their materials can be accessible through a variety of internet browsers and technology platforms that are available in the classroom.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Through the digital component, students can access a Personalized Math Trainer that gives automatic support for intervention and enrichment activities providing a personalized learning path. The Math Activity Center can be accessed through print or digitally. There are on-level, challenge, and intervention resources for students. This page can be found in each unit and gives a writing prompt for each level, as well as activities for the students to engage in.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Home and School Connections help students to reflect on their perspective and may guide them to take roles to empower their cultures. For example, students relate math to cooking related to their own culture, creating a personal connection interest. Students are also exposed to currency of other countries and cultures and how it relates to the customary units of money.

A variety of ethnic names were used in the SE word problems and on other materials, such as graphs. Students also work with flags of other countries to identify geometric features and then are given the opportunity to create their own using specific math 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 #19 background and experience:

Professional summary of material:

The materials in the teacher's edition, student edition and digital materials are aligned with the Common Core State Standards. There is a pacing guide that allows for adequate time to cover all of the standards. The program incorporates the eight mathematical practices into the learning. There are tools for differentiated learning and formative and summative assessment resources. The program lacks extensive opportunities for conceptual understanding and application of math concepts across the standards.

Reviewer #20 background and experience:

Professional summary of material:

This curriculum offers multiple resources for teachers to best instruct all learners within the classroom. There is alignment to the Common Core State Standards, which is evident in the contents at the beginning of the TE as well as each unit and corresponding student tasks and activities. Differentiated instruction strategies are embedded throughout the lessons and digital materials making the curriculum accessible to all students are organized within the TE.

Reviewer #21 background and experience:

Professional summary of material:

This curriculum provides clear guidance and support for teachers, as well as learning of specific CCSS for student learning. The material is organized for successful teaching and student learning. There are multiple resources for students to engage in for conceptual learning, fluency, and practice.

Reviewer #16 background and experience: A level 3 teacher with 24 years experience. I have taught 5th and 6th grade in NY and 5th grade in MA and NH. I am currently teaching 5th grade in NM.

Professional summary of material:

Reviewer #17 background and experience: I am a level 3 teacher with 15 years experience. I have taught all grade levels from kindergarten to fourth grade in New Mexico. The 2019-2020 school year will be my 5th year as a fourth grade teacher.

Professional summary of material:

Reviewer #18 background and experience: A level 3 teacher with 12 years experience. I have taught 2nd grade in California and grades 1, 2, and 3 in NM. I am currently teaching 4th grade Special Education in NM.

Professional summary of material:

2019 Instructional Material Summer Review Institute

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	HMH Math Expressions	Publisher	Houghton Mifflin Harcourt
SE ISBN	9781328764287	TE ISBN	9781328741455
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 #19	Reviewer #20	Reviewer #21	Average Score
__82.33%__	__92.83%__	__92.0%__	__89.06%__

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

Reviewer #19	Reviewer #20	Reviewer #21	Average Score
__82.18%__	__90.97%__	__90.97%__	88.04%_

Materials align with grade level standards.

Statements of appraisal and supporting evidence:

With this curriculum there is evidence that it aligns with the Common Core State Standards specific to 5th grade. The standards are provided at the beginning of the TE as well as the start of each lesson. Student activities are aligned with the standards and allow them to integrate the use of more than one standard or skill at times.

For students, their SE and Homework and Remembering activities provide additional support for all students to access the 5th grade curriculum specific to the standards. Students can demonstrate their understanding as they solve the problems and explain their thinking.

Materials align to standards for mathematical practice.

Statements of appraisal and supporting evidence:

The materials provide a list all of the eight Mathematical Practices for both the teacher and students to reference. Students are given numerous opportunities to engage in all eight practices whether in isolation or in combination with other practices. The materials strategically use all eight Mathematical Practices in a variety of ways and are visible throughout the entire curriculum, including Math Talks and the SE.

The mathematical practices are embedded in each lesson planning page with specific directions on how to highlight the practices with the students. Also, with these mathematical practices identified in each lesson, they provide guidance and examples for understanding to drive instruction.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

This curriculum has embedded concepts which allow students to use objects, drawings, conceptual language, and real-world situations, helping students build mathematical ideas that make sense to them. Students are also expected to use the mathematical language taught in class in their answer, whether in verbal or written form.

Within in this curriculum, the conceptual understanding component of rigor is strong and provides students multiple opportunities to access different materials and resources to support conceptual learning. More visual models are provided to support students' knowledge of the conceptual understanding. In addition, students are given ample opportunities to improve their procedural skill and fluency abilities as they progress through the standards. Math games act as a visual support resource to assist students' learning as well as the Fluency Checks in SE. Many of the activities pages in the SE require students to explain their thinking to show conceptual understanding.

The performance tasks for rigor in application provide ample opportunity for students to make connections to other math standards or skills they have learned. The performance tasks provided are rich. However, there is not enough of these opportunities for students.

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

Reviewer #19	Reviewer #20	Reviewer #21	Average Score
__85.71%__	__100%__	__92.86%__	__92.86%__

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

Statements of appraisal and supporting evidence:

At the beginning of every unit there is a Math Background section that provides teachers with research based information on the standards in the unit. Within this curriculum, a series of learning progressions reflect research on students' natural learning stages when mastering concepts as computation and problem solving strategies. Also, in the TE the Teaching Note sections offer professional support and

guidance for students that may need additional support accessing the curriculum. Examples include student 'watch fors' to avoid common mistakes or misconceptions, support with English Language Learners, and differentiated instruction. For each unit, there are sample pages with specific evidence on how the Mathematical Practice is embedded and evident within the lessons for a given unit.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

The Personal Math Trainer provides a personal learning path for students in which the learning path is individualized, such as reteach, interactive practice, and challenge activities. They are engaging for all students since many are presented in a game format.

Some of the supporting materials, like the pictorial representations such as models and Unit Assessments, can be accessed digitally or on print to support the individual needs of the students and classroom. At the beginning of the unit, a Family Letter is provided and offers support with family involvement as they understand what their child is learning. These letters are accessible and given in both English and Spanish. Families can refer to these letters as they are homework helpers with the child at home.

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 #19

__ 82.32% __

Reviewer #20

__ 96.34% __

Reviewer #21

__ 94.51% __

Average Score

__ 91.06% __

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

The Pacing Guide provides a brief description of the unit focus along with the pacing of the lesson. There is ample time to get through all of the lessons in the curriculum. The Table of Contents components indicates the Common Core Standards along with the main mathematical skill being taught in the lessons.

Within this curriculum, there are several areas that show the progression of fluency from kindergarten through 6th grade. This includes memorization of basic facts and operations with multi-digit numbers. Also, there is evidence of the Major Work and Major Clusters for the grade bands k-2, 3-5 and 6-8. In addition, this curriculum provides clear and concise progression for the CCSS for the grade level below and above the targeted grade.

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

Statements of appraisal and supporting evidence:

The Contents provide a list of the core standards as well as the supporting standards that can be integrated in each of the lessons of the unit. The performance tasks integrate the standard. For example, the Assessing the Unit pages in the TE explain how students apply what they have learned in the unit by completing the performance task. At the start of each unit, a chart outlining the Learning Progressions for the Common Core State Standards is provided. This demonstrates the coherence amongst various grade levels when learning specific math concepts specifically the grade above and the grade below.

In the Teaching Notes section, some of the lessons have some math background blurb about previously taught math lessons and upcoming math lessons. This helps the teacher plan accordingly to best fit the needs of the class and individual students.

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

Statements of appraisal and supporting evidence:

Clocks on the planning page of each lesson show the pacing for the activities. The time is reasonable for a math block in the typical fifth grade classroom. Pacing guide and allotted time to complete the lesson is included in the teacher's edition. For this curriculum, there are 150 days of instruction. Based on the given lessons, the suggested pacing guide have allotted time to teach the lessons. There is time to implement other strategies as needed for students to master concepts in addition to the proposed planning time.

At the beginning of the TE, the standards are listed and lessons for these standards are identified, giving teachers the opportunity to rearrange the lesson order or topics, depending on the needs of the students or requirements provided by the school district. The Learning target is provided in the TE. However, it is not present on any student materials such as their SE. Also, there is limited opportunity for students to debrief and reflect on their learning at the end of lesson or start of a new lesson the following day.

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

Statements of appraisal and supporting evidence

The Unit Review Test has a data driven decision-making table that lists reteaching lessons and digital resources. There is also a list of common errors and misconceptions in this section. The answer key for the test does not provide a rubric for open ended questions, only a sample student response.

There are a variety of assessment tools for teachers for both formative and summative purposes. These include quick checks, fluency checks, and checks for understanding. Teachers can assess student progress and test scores online or through paper assessments provided in the program. Even though these teacher resources are provided, there is limited explanation of how the teacher should use this information to guide instruction.

A Performance Task Rubric is provided, modeling criteria for teachers with what an exemplary response looks like, as well as a limited student response as students' scores may range from 3-0 points. There is limited support for teachers on what the next steps should be to better support students who struggled with the particular standard or set of skills for a given unit. However, it does provide teachers with a list of standards and lessons to reteach for RTI purposes.

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

Statements of appraisal and supporting evidence:

Math talk clarifies students' thinking, revealing other approaches to their classmates, and giving the teacher an opportunity to assess their understanding. Directions and guidance are given on the planning pages in the Teacher's edition.

Materials give all students ample opportunities to explore key concepts in a variety of ways, such as student workbook activities, end of unit assessments, and Homework and Remembering activities. At times, these types of questions and skills focus on numerical values rather than justification and explanations of student thinking to truly demonstrate their understanding of the standards. Even though students are given various opportunities to express their understanding, they are limited within depth of reasoning and justification for their learning. The opportunities typically are DOK 1 and 2 levels. The

exploration of key concepts is done in a procedural manner and students have limited opportunities to explore concepts at a deeper level.

Online materials provide leveled support for all learners to engage in all key concepts such as students that are on grade level, students needing to be challenged, and students that may benefit from intervention.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

The digital materials within the curriculum can be accessed through a variety of internet browsers and technology platforms that are available in the classroom, such as Google Chrome and Internet Explorer. The online Student Activity book includes interactive features that make mathematics more accessible for all students, such as the MathBoard. Also, the online Teacher Edition offers links to key lesson-level support to assist with student learning. The online Math Activity Center for Differentiated Instruction provides many interactive options for use during and after each lesson, such as interactive practice, reteach, and challenge activities. There is a vocabulary app for extra support with key terms.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Through the digital component, students can access a Personalized Math Trainer that gives automatic support for intervention and enrichment activities, providing a personalized learning path. The Math Activity Center can be accessed through print or digitally. There are on-level, challenge, and intervention resources for students. This page can be found in each unit and gives a writing prompt for each level, as well as activities for the students to engage in.

Every lesson has an Anytime Problem that can be used to for an enrichment problem or with the whole class. There are also math games and a math reader that can be used for early finishers or during intervention time.

Home or School Activities are provided and allow students to utilize math skills learned in class as they customize their learning within a given activity. Students are given the opportunity to make connections and apply their math understanding further in an extension activity. The family letter also provides guidance and support for families to bridge learning into the home for families to have a better understanding of what students are learning at school.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Home and School Connections help students to reflect on their perspective and may guide them to take on roles to empower their cultures. For example, students relate math fractions in a Home or School Activity related to Ancient Egyptian Fractions allowing students to make further connections with mathematics and social studies. Also, several of the performance tasks included experiences that students may be familiar with such as hiking, agriculture with nuts, and taking a trip. These performance tasks allow students to engage with mathematics and the standards they are learning while relating this information to real world connections. A variety of ethnic names were used in the SE word problems and on other materials such as graphs and tables.

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 #19 background and experience:

Professional summary of material:

The curriculum connects to the Common Core State Standards. It includes instruction with the core standards and the eight mathematical practices. The program offers some digital and print resources that may be helpful in the instruction of the unit. There are opportunities for students to engage in the materials and learn strategies at a procedural level.

Reviewer #20 background and experience:

Professional summary of material:

This curriculum offers many supports for the students and teachers. The supports allow students to access the curriculum and math standards. The expected Common Core State Standards for 5th grade are evident, along with all eight of the Mathematical Principles which are noted on the TE and SE materials. Both digital and print materials allow this curriculum to be accessible for all schools.

Reviewer #21 background and experience:

Professional summary of material:

The materials in this curriculum provide clear guidance supports for teachers and learning of specific CCSS for students. The organization of this material allows for successful teaching and student learning. There are multiple resources for students to engage in practice for conceptual learning, fluency, and practice. I feel this curriculum is designed for successful teaching. However, I do feel it is lacking a few components, such as ELL support.