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	LearnZillion Illustrative Mathematics	Publisher	LearnZillion
SE ISBN	9781949732306	TE ISBN	9781949732849
SW ISBN	9781645730170	Grade Level/Content	Grade 6

Core Material Designation *(Core Material is - the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.*)

Recommended ___X___ Recommended with Reservations _____ Not Recommended _____

Total Score

Reviewer #40	Reviewer #41	Reviewer #42	Average Score
____95.67%__	____94.17%___	____96.83%___	____95.56%___

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

Reviewer #40	Reviewer #41	Reviewer #42	Average Score
___97.24%___	____92.24%___	____97.45%__	__95.64%_____

Materials align with grade level standards.
Statements of appraisal and supporting evidence: The *Grade 6 Overview and Standards Breakdown* under the Summary of Instructional Focus and Time heading displays a breakdown of units and the standards for the academic year. This evidence shows alignment of the grade level standards and materials throughout all units.
Materials align to standards for mathematical practice.
Statements of appraisal and supporting evidence: The Standards for Mathematical Practice are present throughout the curriculum. However, some Mathematical Practices, i.e., 3, 4, 7 and 8, are more prevalent in the curriculum; *Unit 6* contains predominantly Mathematical Practices 3, 7 and 8. In *Unit 1,* the majority of Mathematical Practices are supported, with the exception of 2 and 4.

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

Materials show aspects of rigor.
Statements of appraisal and supporting evidence: The materials show a balance of conceptual understanding, procedural skill and fluency, and application of mathematics throughout all of the units and all standards. *TE Grade 6 Unit 3, Lessons 11 and 13 and TE Grade 6 Unit 6, Lessons 14 and 15 Student Practice Problems* are four of a multitude of examples.

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

Reviewer #40	Reviewer #41	Reviewer #42	Average Score
___96.43%___	____100.00%__	___100.00%__	__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: Materials meet this criteria. The curriculum contains many opportunities for students to have high quality mathematical discourse throughout the entirety of the lessons. Instructional strategies assist the teacher and the curriculum contains numerous references of possible misconceptions students might have, coupled with questions that can help in alleviating the misconceptions. Examples include a Number Talk as a warm up activity (*Unit 2 Lesson 6.1*), as well as in the TE, *Lesson Plan Notes and Activity Synthesis, Unit 2, Lesson 6.1*.
Materials support student learning of mathematics.
Statements of appraisal and supporting evidence: Lessons typically include opportunities for the teacher to facilitate high-quality mathematical discourse with the students. *Teacher Notes,* contain guidance for all levels of students. TE, 6.3, *Synthesis: Building Expressions, Card 19,* lesson and teaching notes provides the students the opportunity to explain their thinking using mathematical models and the teachers are provided guiding questions and suggestions for implementation.

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 #40	Reviewer #41	Reviewer #42	Average Score
___91.46%___	___98.17%___	____94.51%__	____94.71%__

Materials are consistent with the progressions in the standards.
Statements of appraisal and supporting evidence: Materials meet this criteria. Each unit contains a *Unit Narrative* that explains the progression of the standards from mid-elementary grades through middle school grades, as seen in *Unit 2, Narrative*.
Materials foster coherence through connections at a single grade, where appropriate and required by the standards.
Statements of appraisal and supporting evidence:

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Materials meet this criteria. Curriculum contains 133 required lessons and 24 optional lessons, found in the *Summary of Instructional Focus and Time.* Standards are threaded together, allowing for more coverage of standards in less time (see *Standards by Lesson)*.
Materials are well designed and take into account effective lesson structure and pacing.
Statements of appraisal and supporting evidence: All lessons are structured in the same format, from warm-ups, through lesson activities, and ending with a cool-down or activity synthesis. *The Digital Curriculum Guide* gives a *Typical Lesson* page which shows the composition of each unit in appropriately structured and paced lessons. The curriculum includes an online and print version glossary and digital access to lessons for absent students who have missed lessons.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
Statements of appraisal and supporting evidence: Lessons include monitoring templates which allows the teacher to record/monitor the progress of individual students through activities. Templates are tables that contain anticipated answers/strategies and blank spaces to record unanticipated strategies (*Unit 1, Lesson 4, Activity 2).*
Materials give all students extensive opportunities and support to explore key concepts.
Statements of appraisal and supporting evidence: All students are provided with opportunities for extra practice or extension problems and have access to revisit lessons if needed. At the end of each lesson, there is a *cool down* to use as a formative assessment to determine any additional supports that students may need. The *Curriculum Guide: Monitoring Progress* page gives additional suggestions to assess student progress.
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
Statements of appraisal and supporting evidence: Materials meet this criteria. Numerous lessons throughout the curriculum contain digital applets to enhance student conceptual understanding, such as found in *Unit 2, Lesson 4, "Turning Green" activity*. Digital materials are accessible and available in multiple platforms, e.g., *Technical and Troubleshooting* section in the "Help" tab.
Materials can be easily customized for individual learners.
Statements of appraisal and supporting evidence: Teachers are able to customize problem sets for individual learners using the *Quick Assign* button. Curriculum contains printable versions of the problems in the digital applets that are embedded in the curriculum, and found under the "Additional Materials" tab. Students are able to work with the hard copy of a problem or make use of the digital applet for additional support as needed.
Materials take into account cultural perspectives.
Statements of appraisal and supporting evidence: Generally, the material takes into account cultural perspectives. The curriculum uses numerous culturally diverse names in real-world problems and provides lessons in which open-ended questions allow students to bring in aspects of their own cultures and experiences, e.g., *Unit 8 Lesson 1: "Got Data?"* One lesson references the tallest building in the world, The Burj Khalifa, in *Unit 3, Lesson 1*, (which is found in a country other than the USA), Hyperion, and the Statue of Liberty. The characters represented in pictures show different ethnicities and even physical disabilities. The inclusion of specific cultures related to the Southwestern United States is lacking.

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 #40 background and experience: *Level II teacher, 20 years' experience teaching middle school math in a rural, culturally diverse district in New Mexico; Trained instructional coach for 4 years; 2 years as director of school's math program*
Professional summary of material: Overall, the lessons and assessments show very strong alignment with the standards and progress in an effective sequence, explaining connections to prior knowledge and content. The Mathematical Practices and the Aspects of Rigor are interwoven throughout all units and all content standards. There are numerous supports for teachers in regard to content, ELL and SPED students, instructional strategies that are engaging and support all of the Standards for Mathematical Practice, and that includes Mathematical Language Routines and references to the specific standards used. Very little outside support or supplemental materials will be needed for teachers or students with this curriculum.
Reviewer #41 background and experience: Level II teacher from a very small district in central New Mexico. Thirteen years' experience teaching grades 7-12. Extensive PD with Common Core State Standards and Mathematical Practices.
Professional summary of material: This curriculum is thoughtfully written with the content building upon itself in a logical way. It has supports for ELL, struggling learners, and SPED students throughout the lessons. The MLR (mathematical language routines) make it easy for teachers to incorporate language into the mathematics curriculum. There are multiple forms of assessment available to teachers for all parts of the unit, from the beginning to the end of each lesson, coupled with mid-unit and end-of-unit assessments. There are strategies built into each lesson so that teachers can give students many options for solving problems. This curriculum will probably not need any supplementation. Both digital and print options are available and are equally accessible for teachers and students.
Reviewer #42 background and experience: Level III teacher, 9 years of teaching grades 7-8 at a small district in New Mexico, with 5 years of training in Common Core State Standards in Mathematics and the Standards of Mathematical Practices.
Professional summary of material: The digital format of this curriculum integrates technology that enhances conceptual understanding, application, and student interest wonderfully. The structure of each lesson is well-planned out with a basic set-up and enough variation to hold student and teacher interest. Embedded throughout each lesson are instructional supports for a range of learners; e.g., ELL, visually impaired, slow processing, and fine motor skills impaired. Common misconceptions are also noted with question guidance to eliminate potential misconceptions and to provide for high-quality mathematical discourse. Standards are integrated together, allowing for more content to be covered in a shorter amount of time. There is a balance between mathematical problems and real-world context. Material is available in both digital and print formats. Print formats do not take away from the level of quality of the material.

Review Team Appraisal of Title

(K-8 Mathematics)

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IM Title	LearnZillion Illustrative Mathematics	Publisher	LearnZillion
SE ISBN	9781949732313	TE ISBN	9781949732856
SW ISBN	9781645730187	Grade Level/Content	Grade 7

Core Material Designation *(Core Material is - the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.*)

Recommended ___X___ Recommended with Reservations _____ Not Recommended _____

Total Score

Reviewer #40	Reviewer #41	Reviewer #42	Average Score
____92.83%___	____96.50%___	____93.67%___	____94.33%___

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

Reviewer #40	Reviewer #41	Reviewer #42	Average Score
____91.05%___	____96.10%___	____92.85%___	___93.33%____

Materials align with grade level standards.
Statements of appraisal and supporting evidence: The curriculum is aligned well with the grade level standards. The *Summary of Instructional Focus and Time* breaks the curriculum into units and identifies the cluster of standards for each unit. Every unit begins with a *Pre-Unit Diagnostic Assessment* that covers foundational standards from prior years.
Materials align to standards for mathematical practice.
Statements of appraisal and supporting evidence: Standards for Mathematical Practice are evident throughout all units. They are naturally integrated as part of the daily instructional routines throughout all the lessons, not just additions to the lessons. Lesson plans identify both grade-level standards and mathematical practices addressed (*Unit 4, Lesson 12: 7.RP.A.3, MP1, MP6, MP7*).

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Materials show aspects of rigor.
Statements of appraisal and supporting evidence: There is a nice balance of conceptual understanding, procedural fluency, and application of knowledge and skills throughout all the units. (*Grade 7, Unit 5, Lesson 15: "Solving Equations with Rational Numbers")*

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

Reviewer #40	Reviewer #41	Reviewer #42	Average Score
___100%____	____100%___	____100%___	___100%___

Materials are consistent with grade level content, supporting the intent of the delivery and understanding of mathematics.
Statements of appraisal and supporting evidence: Materials cover the grade-level standards in a natural progression. Each lesson includes *Instructional Practices* containing structured strategies to support maximum conceptual understanding of curriculum and development of mathematical practices while anticipating misconceptions and having supports for a range of learners *(Unit 7 Lesson 1 "Teacher Notes" and "About This Lesson").*
Materials support student learning of mathematics.
Statements of appraisal and supporting evidence: Materials provide strategies for a range of learners, i.e. ELLs, ADHD, fine-motor impaired, visually impaired, and processing delayed students (*Unit 2, Lesson 7 "Teacher Notes"*). The curriculum provides numerous opportunities for rich mathematical discourse in structured settings, exploration of math concepts, use of various mathematical models and tools, and a balance of practice in developing skill fluency, conceptual understanding, and application skills.

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 #40	Reviewer #41	Reviewer #42	Average Score
___96.34%____	____96.95%___	____94.51%___	___95.93%____

Materials are consistent with the progression in the standards.
Statements of appraisal and supporting evidence: The materials provide *Pre-Unit Assessment* and *End-of-Unit Assessment*s. The curriculum is spent on grade level content with a review of prior learning embedded in every lesson. Each lesson includes an overview, listing the standards and Standards for Mathematical Practice (*About the Lesson*) that will be covered and the *Teaching Notes* explain connections to prior learning and future learning connected to the lesson.
Materials foster coherence through connections at a single grade, where appropriate and required by the standards.
Statements of appraisal and supporting evidence:

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Each lesson contains both teacher facing and student facing learning goals in the *About the Lesson* tab of every lesson. The lessons are designed to foster student learning of the content. The *Curriculum Design Principles* shows research-based strategies or instructional practices that develop conceptual understanding and procedural fluency as a key component in the overall design.
Materials are well designed and take into account effective lesson structure and pacing.
Statements of appraisal and supporting evidence: The design of the materials is intentional and well sequenced. The visuals are appealing and support student engagement both in digital and printed formats (*Additional Materials* Tab in each lesson). The materials support students conveying their thinking in multiple ways, such as with tape diagrams, equations, or extended explanations, both in verbal and written form.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
Statements of appraisal and supporting evidence: Monitoring sheets are available throughout the units for the teacher to collect information regarding student strategies used for different tasks (*Unit 2, Lesson 7*). Every lesson incorporates a *cool down* for formative assessment purposes.
Materials give all students extensive opportunities and support to explore key concepts.
Statements of appraisal and supporting evidence: ELL supports are built in to most lessons with *Mathematical Language Routines* (MLR) for teachers to use to assist students. There are anticipated misconceptions included in lessons so that teachers can be prepared to redirect students as necessary. There are strategies for students with disabilities built into the lessons based on the different disabilities students may have. These are all located in the *Teacher Notes* section of each lesson.
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 applets are embedded in the curriculum to enhance student learning (*Unit 2, Lesson 11*). They are interactive, supportive for visual learners, and provide a connection with the digital world that we live in.
Materials can be easily customized for individual learners.
Statements of appraisal and supporting evidence: Teachers can assign customized problem sets digitally or in print format. Optional activities are available depending on the needs of students (*Unit 4, Lesson 4: "Scaling the Mona Lisa"*). Digital applets can be assigned to individual learners as necessary. Extension problems are also available (*Unit 2, Lesson 1: Activity 3*).
Materials take into account cultural perspectives.
Statements of appraisal and supporting evidence: The material meets this criterion. Language and social support strategies can be found in the *Teacher Notes* section of each lesson. Practice problems include topics that relate to middle school students. Graphics represent a wide range of students from different ethnic backgrounds and disabilities (*Unit 8, Lesson 14*).

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.*

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Reviewer #40 background and experience: Level II teacher, 18 + years' experience teaching middle school students in a small school district in New Mexico. TESOL endorsed, trained student-centered math coach through PME, trained MSSW in Math facilitator. Current Math Instructional Coach and Director of district's middle school math program.
Professional summary of material: The curriculum materials are well aligned with standards and well sequenced with appropriate connections to both grade level standards and prior grade level content. Multiple types of both formative and summative assessments are included in each unit with supports for monitoring student progress. The Standards for Mathematical Practice are interwoven throughout the entire curriculum as part of the natural process of learning. In addition, there are numerous teaching strategies suggested and explained throughout each lesson. These, along with a strong balance of Aspects of Rigor, will help teachers easily provide effective and rich learning experiences to all types of learners.
Reviewer #41 background and experience: Level II teacher, 13 years of teaching grades 7-12 at a small school in Central New Mexico. Extensive training in the Common Core State Standards in Mathematics and the Standard for Mathematical Practice.
Professional summary of material: The curriculum is well paced and well aligned to the Common Core Standards. The Standards for Mathematical Practice are apparent in every lesson and encourage effective student learning. Students work through rich problems and applications in order to master grade-level content. Students will work together on a daily basis, allowing them to practice mathematical discourse and justify their process. The technology used in the program will be very useful and appealing to students. The digital applets will also give students more opportunities to master the concepts. There are multiple supports for learners of all ranges and students will be able to succeed with this curriculum. Teachers will be able to customize the curriculum with the built-in tools and not have to manipulate it themselves.
Reviewer #42 background and experience: Level III teacher, 9 years of teaching grades 7-8 at a small district in New Mexico, 5 years of training in Common Core State Standards in Mathematics and the Standards of Mathematical Practices.
Professional summary of material: This curriculum covers all grade-level content in a progressive flow of units and lessons. Embedded throughout are digital applets that assist visual learners and technology lovers to conceptually comprehend the material. Every lesson includes teacher notes that help explain how to instruct students on procedural directions; give assistance to a wide range of learners, i.e. visually impaired, conceptual processing delayed, ADHD, ELLs, fine motor skills impaired to name a few; questioning guidance for high-quality, deep mathematical discourse; and extension problems/activities for those higher-level students. Daily warm ups and cool downs are incorporated. The same material is available in digital and print.

Review Team Appraisal of Title

(K-8 Mathematics)

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IM Title	LearnZillion Illustrative Mathematics	Publisher	LearnZillion
SE ISBN	9781949732320	TE ISBN	9781949732863
SW ISBN	9781645730194	Grade Level/Content	Grade 8

Core Material Designation *(Core Material is - the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.*)

Recommended ___x___ Recommended with Reservations _____ Not Recommended _____

Total Score

Reviewer #76	Reviewer #77	Average Score
____93.83%___	____94.00%___	__93.92%_____

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

Reviewer #76	Reviewer #77	Average Score
____94.44%___	___92.78%____	_____93.61%__

Materials align with grade level standards.
Statements of appraisal and supporting evidence: The materials align with grade level standards, both major and supporting. Throughout the units within these materials, students will be able to: ● identify rational and irrational numbers; (8.NS) [Unit 8] ● form equivalent expressions from irrational numbers by estimation and approximate the nearest whole number for square roots of non-perfect squares; (8.NS) [Unit 8] ● estimate where on a number line both rational and irrational square roots; (8.NS) [Unit 8] ● represent rational numbers as decimals, and will be writing given multiplication problems with exponents and different bases as a similar base using the exponent laws; (8. EE) [Units 3&4]

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- identify and use square roots and cube roots and evaluate square roots of perfect squares; (8.NS) [Unit 8]
- use numbers expressed in the form of a single digit times an integer power of 10 to both estimate quantities and express how many times larger one is than another; (8. EE) [Unit 7]
- understand conceptually that scientific notation is a faster and more efficient method to express and use when dealing with very large or very small numbers; (8. EE)[Unit 7]
- apply the exponent rules to aid in their computation using scientific notation through multiplying, dividing, and estimating solutions using appropriate size measurements; (8. EE)[Unit 7]
- identify the unit rate as the slope, m, of a line; (8. EE)[Units 3&4]
- associate the proportional relationship of slope with linear relationships; (8. EE)[Units 3&4]
- compare proportional relationships using graphs, tables, and equations; (8. EE)[Units 3&4]
- use similar triangles to explain why the slope is the same between any two points on a linear graph; (8. EE)[Units 3&4]
- derive the equation y=mx to define a line which goes through the origin, and y=mx+b as a line crossing through the y-intercept at any point besides the origin; (8. EE)[Units 3&4]
- practice solving linear equations with rational number coefficients, and use the distributive property to collect like terms; (8. EE)[Units 3&4]
- find rigid transformations that show two figures are congruent and make arguments for why two figures are not congruent; (8.G) [Units 1&2]
- explore the similarity of polygons by examining side lengths and angle measures; (8.G)[Units 1&2]
- understand that transformations (translations, rotations, reflections, dilations) do not change angle measures so similar polygons have congruent corresponding angles and only dilations change side lengths and they change them all by the same scale factor; (8.G)[Units 1&2]
- practice and apply the Pythagorean theorem; (8.G) [Unit 8]
- understand a function is a rule which assigns one output to each input; (8.F)[Unit 5]
- compare properties of functions represented in different ways; (8.F)[Unit 5]
- interpret the rate of change and initial values of linear functions; (8.F) [Unit 5]
- create a scatter plot, identify outliers, fit a line, and determine and interpret the slope of the line; (8.SP) [Unit 6]
- compare actual and predicted values; (8.SP) [Unit 6]
- use precise wording to describe the positive or negative association between two variables given scatter plots of data and talk about trends in data based on the representations in scatter plots; (8.SP) [Unit 6]
- analyze data real-world data with a table and create a scatter plot; (8.SP) [Unit 6]
- identify outliers and fit a line to the scatter plot and the slope of the line is estimated and its meaning interpreted in context; (8.SP) [Unit 6]
- create two segmented bar graphs showing relative frequency based on a two-way table by considering percentages of the rows and columns separately and analyzing to determine if there is an association present in the data. (8.SP) [Unit 6]

When the material presents supporting standards, it does so by connecting two or more standards, of which at least one is a major standard. This material provides sufficient and in depth coverage of the standards in various ways, including several different communication methods (i.e., think-pair-share), formats (multiple choice, fill in the blank, matching, using technology to manipulate graphs, etc.) and accommodated approaches (addresses language barriers for ELLs, provides scaffolding approaches for students with disabilities, provides lesson extensions for students who require challenge within math).

Materials align to standards for mathematical practice.

Statements of appraisal and supporting evidence:

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Materials align to standards for mathematical practices throughout each lesson. Examples of how the math practices are incorporated throughout the material are:

- Students look for structure when estimating square roots (e.g., 8.3 is closer to 8). Students apply knowledge of integers to help find reasonable estimations for square roots of non- perfect squares. (MP 7, Unit 8, Lesson 5)
- Students reason abstractly and quantitatively by using real-world problems to reason through finding a solution involving scientific notation. The word problems are both concrete and abstract, which provides students with an opportunity to understand why scientific notation is more efficient and accurate when computing very large or small values. (MP 2, Unit 7, Lesson 12)
- Students must attend to precision when subtracting with integers to find the slope of a line. If they miscalculate and do not apply the rules for subtracting integers, they will not find the slope of the given line. (MP 6, Unit 3, Lesson 10)

Furthermore, this material provides recommended strategies which strongly support the math practices, including Algebra Talk, Number Talk, Gallery Walks and Group Presentations, Notice and Wonder, Think-Pair-Share, and many more.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:
These materials provide for the aspects of rigor to be addressed in each unit. The written material and structure of each lesson does allow for students to understand a concept fully by exploring it in depth; students learn new and continue to build on the procedural skills needed to solve equations, geometry formulas, etc.; and students frequently apply both their conceptual understanding (by generalizing) and procedural skills to solve real-world problems.

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

Reviewer #76	Reviewer #77	Average Score
96.43%	100.00%	98.21%

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. Each lesson builds on previously learned skills (even from years prior) and enhances student understanding and proficiency for the grade level expectation. The materials do provide for students to explore the standards at a deeper understanding in combination with also supporting the overall progression of skills and content in the grade band and up to 12th grade. The delivery methods are clear, succinct, and efficient for and to both parties involved, i.e., student and teacher.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:
Material provides opportunities for students to engage in meaningful discourse as a whole group or in pairs. Questions provided to engage discussion are low floor-high ceiling (open-ended) and allow for a variety of students with a variety of knowledge and experience to participate. Material provides information to families about the concepts their child will learn in each unit. It provides a visual representation, explanation, strategies to try at home, and other useful information beneficial to families

to support students in their learning. An additional classroom resource is included within each lesson, which provides additional practice, both concrete and abstract, for the lesson topic. It is in the form of questioning/prompts which can elicit student discourse on the validation of their individual response and provides a platform for students to express their solutions with evidence to strengthen their thinking.

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 #76	Reviewer #77	Average Score
__98.17%_____	___95.73%____	__96.95%_____

Materials are consistent with the progressions in the standards.
Statements of appraisal and supporting evidence: Course guide identifies the skill progression based on concept for each applicable grade level in which the student has already learned material or may have been exposed to an initial concept. (Teacher's course guide sample: Unit 1)
Materials foster coherence through connections at a single grade, where appropriate and required by the standards.
Statements of appraisal and supporting evidence: Materials offer problems or activities throughout the lessons which connect two or more standards in cases where the connections are natural and important, e.g., using similar triangles to help describe slope. (Grade 8, Unit 2, Lesson 10)
Materials are well designed and take into account effective lesson structure and pacing.
Statements of appraisal and supporting evidence: Each lesson progresses first with inquiry, exploration, content development, skill practice, synthesis, and closing. (Grade 8, Unit 2, Lesson 12: Using Equations for lines) To address pacing, the materials include a chart which divides units into instructional and assessment days. (Teacher's course guide sample: Unit Dependency Chart)
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
Statements of appraisal and supporting evidence: Materials provide pre-unit/diagnostic assessments at the beginning of each unit to help the teacher identify where common learning gaps may be present, who may need more challenging materials, or who will need longer time to process, etc. Teachers are presented with a recommended method for presenting the materials and assessments, including when to administer assessments, practices, additional resources, etc. Included within the material for each unit is a scoring guide (rubric) for the different types of assessment tasks (performance, written response, constructed response, etc.). There are also suggested remedies within the material in each unit on how to address learning gaps based on the assessment results. Assessments clearly denote which standards are being addressed and emphasized for easier teacher tracking and data collection.
Materials give all students extensive opportunities and support to explore key concepts.
Statements of appraisal and supporting evidence:

Students are presented with visuals which help engage student thinking. Design is not distracting or chaotic. Students integrate technology in their learning by demonstrating through interactive graphs how slope and y-intercept relationships in different lines can impact their solution (e.g., different y-intercept, same m, =no solution). The material also provides in the additional resources tab for each lesson additional practice or extension of each concept.
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: Students integrate technology in their learning, e.g., demonstrating through interactive graphs how slope and y-intercept relationships in different lines can impact their solution (e.g., different y-intercept, same m, =no solution). For additional practice, support, extension, etc., teachers can assign students activities based on their need in the Digital Applets or practice activities. Multiple platforms and browsers will work with this material, including iPads, Apple computers, Microsoft, Chrome, etc.
Materials can be easily customized for individual learners.
Statements of appraisal and supporting evidence: Materials offer opportunities for teachers to personalize learning for all students whether via recommended strategies, approaches, or given technology. The teacher can customize lessons based on student performance. Materials provide enrichment, additional practice, scaffolding activities, strategies, etc., so that all students may access the content.
Materials take into account cultural perspectives.
Statements of appraisal and supporting evidence: Material is reflective of the cultures and lived experiences of a multicultural society. Materials address ethnic descriptions and other variabilities in population throughout its lessons, e.g., students of varied color and physical ability are shown. By using structured methods for class discussions, gallery, and group presentations, the material offers a platform for building student confidence, critical thinking, and ownership of their convictions.

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

Reviewer #76 background and experience: I am a dual licensed, Level III teacher (PreK-12 Special Education and K-8 Elementary Education) and am Highly Qualified in math content. I have been a licensed teacher for ten years. My teaching experience has occurred in a variety of places, from the south valley in Albuquerque to the northwest side of Albuquerque, and finally in my hometown, Rio Rancho. I have taught in a variety of classroom settings, including the intensive support, small group, emotionally fragile, and inclusion settings.
Professional summary of material: I strongly recommend this material to any teacher looking for the opportunity to differentiate each lesson without re-inventing the given curriculum. This source provides significant support to teachers in the introduction, beginning of each unit, and has practical planning supports embedded within each lesson. Data tracking is both efficient and easy to use for teachers, and for students who may also keep a running record of their performance. The material has a nice balance between print and digital materials, and the design is clear, easy to access, and non-distracting. There is a sufficient amount of material which covers the standards throughout all 9 Units, or the entire school year. Overall, I highly recommend this material.

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

Reviewer #77 background and experience: I am a Level 3 teacher and hold a dual license in Early Childhood and K-8 Elementary Education with National Board Certification in Literacy. I am certified in ESL and working on my gifted certification. I have taught in a variety of settings including full inclusion, multi-grade level, special education gifted, and single grade level content specific classrooms. I am currently teaching middle school science but have taught gifted ELA and elementary grades K through 4. I am a certified support provider for National Board Candidates wishing to achieve National Board Certification.
Professional summary of material: These materials do an outstanding job of aligning with grade level standards while effectively engaging students using real-world math problems and culturally diverse examples and illustrations. Content progresses through grade level standards logically and is set up to be delivered mainly through a digital format, though print materials are readily available. Teacher notes effectively provide guidance for teaching the lessons, sample student responses, ELL and strategies for students with disabilities, and anticipated misconceptions. Throughout the curriculum, different strategies are used to assist students with conceptual understanding of mathematical concepts, fluency and procedural skills, and real world application. Daily formative assessments and mid/end unit assessments provide ongoing feedback of student progress. Each lesson clearly identifies student-facing learning goals and provides an opportunity for student reflection towards those goals. Most lessons provide extension activities, giving students the opportunity to dig deeper and make connections with other concepts. Some lessons include digital applets, providing visuals and tools to model or construct a response. Each unit provides a guide for families that explains the key ideas and concepts to support student learning. Therefore, considering all of the features of this curriculum, I would highly recommend purchasing this to meet the needs of your students.