

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	Connected Mathematics 3	Publisher	Pearson Education
SE ISBN	9780328936229	TE ISBN	9780328964864
SW ISBN	9780328901197	Grade Level/Content	Grade 6

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

Recommended _____ Recommended with Reservations ___X___ Not Recommended _____

Total Score

Reviewer #49 ___72%___	Reviewer #50 ___84%___	Reviewer #51 ___77%___	
Reviewer #31 ___96%___	Reviewer #33 ___95%___	Reviewer #77 ___95%___	Average Score ___86%___

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

Reviewer #49 ___70%___	Reviewer #50 ___81%___	Reviewer #51 ___73%___	
Reviewer #31 ___96%___	Reviewer #33 ___95%___	Reviewer #77 ___95%___	Average Score ___85%___

Materials align with grade level standards.

Statements of appraisal and supporting evidence:
 The majority of materials align with the standards. Exceptions:

- Some standards are more aligned in the homework section, so caution should be used.

- The two standards that may need some supplementation are the expressions and equations, and data units. For example, the curriculum focus was on equations with minimal time spent on expressions. In the data unit, students were not asked to recognize a statistical question.
- There is no understanding or discussion of vocabulary, such as observations and sample set in Data About Us. Additionally, while students are finding measures of center and variability and explaining their reasoning, they are not relating their choices to the shape of the data distribution.
- Grade level standards are listed with each of the lessons and units in the teachers edition.

Materials align to standards of mathematical practice.

Statements of appraisal and supporting evidence:

- The materials provide opportunities for students to engage in the standards for mathematical practice.
- The Teacher Resources for each unit provide information about facilitating all eight math practices.
- The materials allow for multiple entry points and solution paths, as well as multiple representations, such as visual diagrams, manipulatives, symbols, and problem situations. This leads to making connections among multiple representations to develop meaning.
- The math practices utilized within the lessons are listed for quick reference for teachers and with a description of how the standard is met.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

- In each lesson, the teacher is provided with a list of suggested questions to assign students in the Applications, Connections, Extensions (ACE).
- An example of the rigor: Comparing Bits and Pieces ACE Applications is a place where all three aspects of rigor are reflected in this investigation. Students are working with comparison statements and equivalent fractions. The ACE problems have students working with sharing segments, exploring part to part, part to whole fractions, and unit rates. Students have the conceptual understanding. There is practice without context and application with real world situations.
- Lessons in CMP3 include questions that deepen within the investigation. Typically, the first question verifies background and basic knowledge and the next questions tend to be the major learning of the lesson. The final question is usually an extension that can be used to scaffold the subsequent investigation. For timing in the classroom, this is important for teachers to understand, as it allows a finish line for all students and extensions for those who complete the major learning before the rest of the class.

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

Reviewer #49
 ___86%___

Reviewer #50
 ___100%___

Reviewer #51
 ___93%___

Reviewer #31
 ___96%___

Reviewer #33
 ___93%___

Reviewer #77
 ___96%___

Average Score
 ___94%___

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 provide students with representation that supports 6th grade learning standards, such as double number lines, tape diagrams, and ratio table.
- The materials support using and encouraging precise and accurate mathematics, academic language, terminology, and concrete or abstract representations appropriate for grade 6 math.
- The teacher materials contain full, adult-level explanations and examples of the more advanced mathematics concepts in the lessons, so teachers can improve their own knowledge of the subject. There are explanations of how to teach double number lines, tape diagrams, and ratio reasoning.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

- The materials support student learning of mathematics through the use of concrete and abstract representations, precise and accurate academic language and mathematics vocabulary.
- The materials provide strategies to elicit mathematical discourse among students through collaboration. Lessons provide suggested questions and possible methods of solving problems where students have to explain their mathematical thinking, as well as common misconceptions.
- The materials contain information to guide parents/guardians with homework help, having conversations about the mathematics, and what standards are being taught. Parents/Guardians are provided with important concepts and examples. However, the student edition does not provide algorithms and direct instruction pieces, which may frustrate parents.

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 #49
___74%___

Reviewer #50
___87%___

Reviewer #51
___84%___

Reviewer #31
___96%___

Reviewer #33
___93%___

Reviewer #77
___91%___

Average Score
___88%___

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

- The materials develop according to the grade-by-grade progressions in the standards by strand.
- New teachers may have difficulty with vertical alignment as there is little explanation of the content from prior or future grades, and that content is not clearly identified and related to grade-level work.
- Vertical alignment is evident within the grade and within the 6-8 grade band, but alignment with elementary and high school is not discussed.

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

Statements of appraisal and supporting evidence:

- Each Investigation has goals that are visibly based on the content standards.

<ul style="list-style-type: none"> Materials include problems and/or activities that serve to connect two or more standards in cases where these connections are natural and important. For example, in one problem, students are asked which expressions are equivalent (6.EE.A.4). They are also asked to substitute values into the equations (6.EE.B.5). Students can also apply properties of operations to generate equivalent expressions (6.EE.A.3).
Materials are well designed and take into account effective lesson structure and pacing.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> Each unit has a planning chart that has a suggested pacing guide for the unit. Each investigation has a structure that is followed: Launch, Explore, Summarize. Launch sections provide connections to prior knowledge.
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> <ul style="list-style-type: none"> Teachers can assign and collect data about students' progress on the standards. www.pearsonrealize.com Teachers have opportunities for ongoing formative assessment, as the lessons provide probing and driving questions to use within the lesson. In MathXL, students have the opportunity to track their own progress through the standards in the Study Plan activities.
Materials give all students extensive opportunities and support to explore key concepts.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> The materials provide strategies to help teachers sequence or scaffold lessons, so that the content is accessible to all learners. It provides student misconceptions, suggested questions, and ideas, such as simplifying the problem for struggling learners. The materials provide opportunities for students to investigate content beyond what is expected in the unit or lesson. Each lesson has a Going Further Questions for students that are ready. In one example, students are asked to graph the table, so students can see the pattern, non-linear. They are also asked if it makes sense to connect the points, discrete vs continuous.
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> The materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other. MathXL offers multiple ways to practice and assess student learning. There are multiple platforms for student learning. Digital Resource: www.pearsonrealize.com, individual workbook of each unit, student workbook of additional practice and skills, and online videos for engagement and making sense of the investigation. The following platforms are suggested for use with these materials: Microsoft™ Internet Explorer 10 (Desktop Only), Google™ Chrome™, Apple™ Safari™ 6, Mozilla™ Firefox.
Materials can be easily customized for individual learners.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> Assignments can be personalized to students: www.pearsonrealize.com. In the Teacher's Edition, each unit offers strategies for additional assistance for students.
Materials take into account cultural perspectives.
<p><i>Statements of appraisal and supporting evidence:</i></p>

- The curriculum ensures the best instructional practices for inclusive and student-centered instructional approaches and sets high expectations for students who are culturally and linguistically diverse. On the website www.pearsonrealize.com, each lesson has a video. The video is Teacher Connection: How to teach ELL and Struggling Students. This video has examples of how help ELL students engage in the math.
- Materials superficially reflect the cultural diversity represented within the community, state, and nation. Characters include male and female and have different skin tones to show diversity. Word problems may not be culturally familiar.
- Other than the English/Spanish glossary given in the Publisher evidence, the materials do not reflect the cultures, languages, and lived experiences of a multicultural society.
- Materials do not obviously address multiple ethnic description, interpretations, or perspectives of events and experiences.

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 #49 background and experience: I have taught for 19 years. The last 9 years have been in high school where I have taught all levels in 9-12. The 10 years prior I taught at the middle school level in grades 7th and 8th. I'm a level II teacher.

Professional summary of material:

The curriculum has rigor and inquiry based style for teaching. Students have multiple entry points for each investigation guiding students to develop an algorithm. There is much material for the teacher to go through, so the teacher can see where everything is located and determine what particular materials are supporting the specific investigation.

Reviewer #50 background and experience:

I have been teaching for 22 years. I am a level III teacher with academic requirements in Master of Science in Teaching Mathematics and Master of Arts in Education. I taught high school for 12 years, 5 years as a 5th grade teacher and 5 years in middle school mostly 8th grade.

Professional summary of material:

The curriculum provides opportunity to intertwine conceptual and procedural knowledge. It is problem-centered and focuses on inquiry and investigation of mathematical ideas embedded in problem based situations. It also supports effective use of technology where students can apply their knowledge of problem solving to new tasks. The teacher resources provide rich information on how to help students understand every concept or skill to master.

Reviewer #51 background and experience:

I have been teaching for 19 years. I am a level 3 teacher and am Nationally Board Certified. I taught high school for 9 years before becoming a high school math coach for two years. I have taught middle school since 2011. I currently teach 6th, 7th, and Honors Algebra I.

Professional summary of material:

This curriculum has a lot of opportunities for conceptual understanding, while still providing procedural skills and providing applications. It has a few units that are weak, but overall, it's a good curriculum. One of the disadvantages of this curriculum is the number of books. There are 7 teacher books, the corresponding 7 student books, additional practice book, and teacher resource book. In addition to the number of books, it takes time to find where the necessary parts are located, such as answer keys, quizzes, etc.

Reviewer #31 background and experience: As a level 3 instructor, I hold licenses to teach elementary education with endorsements in reading, math and social studies and middle school math. In my 11 years of teaching, I have had the pleasure of teaching math grades 5-8 and algebra. My bachelor's degree is in Elementary Education and my Masters in Teaching Mathematics. I have served my school and district as a team lead for grades 6 and 8, Math Department lead, Administrator advisory team and served as a Teaching/Learning coach for middle school Math teachers. I was awarded the NAACP teacher of the year award based on bringing culture into the classroom. I was a member of the first Leadership Institute for Teachers (LIFT) with MC2 and served as a teacher leader for Summer Institutes.

Professional summary of material:

CMP3 is very comprehensive curriculum that covers the standards and relies heavily on math practices. Some standards need to be beefed up a little bit, particularly in statistics. The launch/explore/summary format guides students through problem based learning. The teacher serves as a facilitator, asking probing questions. Students summarize the learning and the teacher guides the students to the math concepts. This style of teaching requires that teachers have a deep understanding of the math. It is not an easy format for new teachers with little experience. I would recommend with reservations support for year one with a learning coach. The teacher guides are extremely helpful and offer an in depth guide for each lesson as well as a quick at a glance guide.

Reviewer #33 background and experience: I am a level 2 licensed educator- Licensed in K-8, 7-12 secondary, and SPED. I am currently in the process of becoming Nationally Board Certified. Additionally, I am AP certified to teach AP Calculus AB/BC. I've earned the following Master's Degrees: Master of Arts - Sociology, Master of Arts- Curriculum and Instruction, and a Master of Arts in Secondary Education. I am our High School's Mathematics Department Head, and was nominated for a Golden Apple award. I mentored a new teacher.

Professional summary of material:

The materials provide an overall well developed curriculum accessed for the grade level. The units are designed to assist and provide recommendations to both veteran and new teachers. The lessons provide opportunities for students and teachers to engage in learning and mastery of concepts of mathematics at the appropriate grade level. I found the materials to be easy to navigate and find that the materials would be beneficial for new and veteran teachers. I would recommend the curriculum.

Reviewer #77 background and experience:

I am a National Board Certified teacher with 10 years of teaching experience ranging from K-8th Grade. I am dual licensed in Early Childhood and K-8 Elementary with TESOL and Gifted Endorsements. I hold a Bachelor of Science in Business Management and a Master of Science in Education. I have served as Grade Level and SAT chairs and have mentored new teachers. I am a certified support provider for National Board Candidates.

Professional summary of material:

This curriculum provides ample opportunities for students to learn, practice, and apply mathematical concepts and procedures in real world context. For a new teacher, the way the books are physically broken up by unit- creating a multitude of books- may seem overwhelming, but they are well organized and follow the same routine in each lesson making it easy for both teachers and students to navigate. The curriculum provides many supports for both new and seasoned teachers and there are opportunities to integrate technology. The curriculum is engaging and requires students to collaborate with others and apply their knowledge in a problem-based learning environment. Overall, I would recommend this curriculum.

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IM Title	Connected Mathematics 3	Publisher	Pearson Education
SE ISBN	9780328936236	TE ISBN	9780328964871
SW ISBN	9780328901203	Grade Level/Content	Grade 7

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

Recommended _____ Recommended with Reservations ___X___ Not Recommended _____

Total Score

Reviewer #49
___77%___

Reviewer #51
___80%___

Reviewer #31
___91%___

Reviewer #33
___92%___

Reviewer #77
___89%___

Average Score
___86%___

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

Reviewer #49
___76%___

Reviewer #51
___79%___

Reviewer #31
___91%___

Reviewer #33
___92%___

Reviewer #77
___89%___

Average Score
___85%___

Materials align with grade level standards.

Statements of appraisal and supporting evidence:

- There were several instances of the materials partially aligning with the standards requiring teachers to have to supplement the curriculum.

- The probability standards were weak in giving students the opportunity to develop models, collect data, and use the data to calculate the probability.
- The Expressions and Equations standards are covered in the book Moving Straight Ahead. This book covers part of the 8th grade standards of linear equations, such as y-intercept and slope, rather than focusing on the 7th grade standards necessary for students to have a strong foundation for 8th grade.
- Fluency is an issue throughout the Moving Straight Ahead book. Teachers will need to ensure that all ACE problems are used or refer to the Additional practice problems available online.

Materials align to standards for mathematical practice.

Statements of appraisal and supporting evidence:

- The materials provide opportunities for students to engage in the standards for mathematical practice.
- The Teacher Resources for each unit provides information about facilitating all eight math practices.
- The materials allow for multiple entry points and solution paths, as well as multiple representations such as visual diagrams, manipulatives, symbols, and problem situations. The curriculum makes connections among multiple representations to develop meaning.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

- The materials provide opportunities for aspects of rigor in Accentuate the Negative, Comparing and Scaling, and Filling and Wrapping. The other units (Shapes and Designs, Stretching and Shrinking, Moving Straight Ahead, and Samples and Population) had aspects missing, particularly in the fluency component of rigor.
- In each lesson, the teacher is provided with a list of suggested questions to assign students in the Applications, Connections, Extensions (ACE) that go along with the lesson.
- In each investigation, the Teachers' Edition offers guiding questions for the teacher to pose to drive thinking and deepen understanding during the lesson.
- Here is an example of the rigor: Comparing and Scaling in the Problems and ACE Applications is a place where all three aspects of rigor are reflected in this Unit. Students are working with the constant of proportionality using tables, graphs, equations, and verbal descriptions. Students build conceptual understanding and then apply it to real world situations. Students are also working with procedural skills by solving multi-step percent 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 #49
___89%___

Reviewer #51
___93%___

Reviewer #31
___92%___

Reviewer #33
___92%___

Reviewer #77
___92%___

Average Score
___92%___

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 provide students with representation that supports 7th grade learning standards such as percent bars, number lines, ratio tables, and graphs.
- The materials support using and encouraging precise and accurate mathematics, academic language, terminology, and concrete or abstract representations appropriate for 7th grade math.
- The teacher materials contain full, adult-level explanations and examples of the more advanced mathematics concepts in the lessons, so teachers can improve their own knowledge of the subject. There are explanations of how to use percent bars, number lines, and scaling ratios.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

- The materials support student learning of mathematics through the use of concrete or abstract representations, using accurate mathematical language, and vocabulary that is precise as well as accurate.
- The materials provide strategies to elicit mathematical discourse among students through collaboration. Lessons provide suggested questions and possible methods of solving problems where students must explain their mathematical thinking and common misconceptions.
- The materials contain information to guide parents/guardians with homework help, having conversations about the mathematics, and what standards are being taught. Parents/Guardians are provided with important concepts and examples.

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 #49
___75%___

Reviewer #51
___79%___

Reviewer #31
___95%___

Reviewer #33
___91%___

Reviewer #77
___89%___

Average Score
___86%___

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

- The materials develop according to the grade-by-grade progressions in the standards by strand but are focused primarily on the grade band 6-8.
- There is no explanation of content from prior or future grades, and that content is not clearly identified and related to grade-level work. However, the materials refer to books that students worked on in 6th grade. The books in 7th grade often cover 8th grade standards, such as slope and surface area and volume of cylinders and cones.

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

Statements of appraisal and supporting evidence:

- Each Investigation has goals that are visibly based on the content standards. However, several lessons in 7th grade address 8th grade standards, such as surface area and volume of cylinders, cones, and spheres and graphing lines in the form $y=mx+b$. These are not clearly identified as 8th grade standards.

<ul style="list-style-type: none"> ● The materials include problems and/or activities that serve to connect two or more standards in cases where these connections are natural and important. In one example, students use the same problem to solve word problems of equations and inequalities. This is a natural connection.
Materials are well designed and take into account effective lesson structure and pacing.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> ● Each unit has a planning chart with suggested pacing guide for the unit. ● 7th grade materials encompass about 176 days. This does not leave sufficient time for district and state testing nor finals. ● Several lessons in 7th grade cover 8th grade standards. These are not clearly indicated. ● Each investigation has a consistent structure: Launch, Explore, Summarize.
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> <ul style="list-style-type: none"> ● Teachers can assign and collect data about students' progress on the standards. www.pearsonrealize.com
Materials give all students extensive opportunities and support to explore key concepts.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> ● The materials provide strategies to help teachers sequence or scaffold lessons, so that the content is accessible to all learners. It provides student misconceptions, suggested questions, and ideas such as simplifying the problem for struggling learners. ● The materials provide opportunities for students to investigate content beyond what is expected in the unit or lesson. Many lessons have a Going Further Question for students that are ready. In one example, students are asked to write an equation with different scenarios, explain if an equation supports the given scenario, and explain their reasoning.
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> ● The materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other. ● There are multiple platforms for student learning: digital resources (www.pearsonrealize.com), an individual workbook for each unit, a student workbook of additional practice and skills, and online videos for engagement and making sense of the investigation. ● MathXL is available to students for Study Plans and available to teachers to create and assign assessments, quizzes, and homework online.
Materials can be easily customized for individual learners.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> ● The Assignments can be personalized to students (www.pearsonrealize.com). ● Investigation questions/activities are sequenced in such a way that the first questions are introductory, often activating prior knowledge. The next few activities provide the minimum evidence of learning, and the last questions serve as extensions. This gives teachers an opportunity to meet the needs of all learners by allowing the more advanced students to continue through the end of the investigation. Teachers will know if students reach a certain point, they have met the minimum criteria.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i>

- The curriculum ensures the best instructional practices for inclusive and student-centered instructional approaches and sets high expectations for students who are culturally and linguistically diverse.
- At www.pearsonrealize.com, each lesson has a video called *Teacher Connection: How to teach ELL and Struggling Students*. This video has examples of how to help ELL students engage in the math.
- The word problems are not culturally familiar.
- The materials superficially reflect the cultural diversity represented within the community, state, and nation. Characters include male and female and have different skin tones to show diversity.
- Other than the English/Spanish glossary given in the Publisher evidence, the materials do not reflect the cultures, languages, and lived experiences of a multicultural society.
- The materials do not address multiple ethnic description, interpretations, or perspectives of events and experiences in any clear, obvious way.

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 #49 background and experience: I have taught 19 years. The last 9 years have been in high school where I have taught all levels in 9-12. In the 10 years prior, I taught at the middle school level in grades 7th and 8th. I'm a level II teacher.

Professional summary of material:

The curriculum has rigor and inquiry-based style for teaching. Students have multiple entry points for each investigation, guiding students to develop an algorithm. There is much material for the teacher to review and determine where everything is located, as well as what is helping the investigation they are currently working on.

Reviewer #51 background and experience: I have been teaching 19 years. I am a level 3 teacher and I am Nationally Board Certified. I taught high school for 9 years before becoming a high school math coach for two years. I have taught middle school since 2011. I currently teach 6th, 7th, and Honors Algebra I.

Professional summary of material:

This curriculum has lots of opportunity for conceptual understanding, while still providing procedural skills and applications. The 7th grade curriculum requires a lot of supplementation for the standards to be fully covered. It also has 8th grade standards which are not identified as non-grade level standards. One of the disadvantages to this curriculum is the number of books. There are 8 teacher books, the corresponding 8 student books, an additional practice book, and a teacher resource book. In addition to navigating this large number of books, teachers need to find where the necessary parts are located, such as answer keys, quizzes, and the like.

Reviewer #31 background and experience: I am a level three educator with licenses for elementary education K-8 and Middle School education 6-9. My Bachelor's degree is in Elementary Education and my Master's degree is in Teaching Mathematics. I have taught grades 5-9, mostly in MS Math and Algebra 1. Currently, I am teaching 8th grade Math and Algebra 1. In my school I have served as Math Lead, Grade Level Lead, and on the Administration advisory team. I also served for 18 months as a Teacher Leader/Coach for the Middle School Math teachers in my district. After completing a two year commitment to the Leadership Institute for Teachers with NMSU and MC2, I served MC2 as a Teacher

Leader, travelling around the state to provide professional development through Math Lab. Recipient of the NAACP teacher of the year.

Professional summary of material:

The CMP3 for 7th grade is mostly a comprehensive curriculum that, when used alongside the same curriculum for 6th grade and 8th grade, gives students a good platform for continuing to High School Mathematics. The Launch, Explore, Summary format of the lessons drives students to consider a contextual situation, grapple with possible solution pathways, and solve the problems. They then summarize and share the strategies. The teacher facilitates the Explore portion of the lesson through deep probing questions that drive learning, then leads the Summary to tie the strategies to deep math concepts. Pearson has evidence that Math Practices are interwoven and are considered integral to the learning. This curriculum is not scripted. Teachers must know their content well, and be able to manipulate conversations based on the strategies and misconceptions they see as students work together. When taught properly, students use critical thinking and communication skills to build knowledge. There are gaps in the standards and “one-shot” lessons for some standards, particularly in the strand of Statistics. Caution should be used and supplements found, or extra practice used (found in the additional practice resources online). I would recommend this curriculum with reservations described within this summary.

Reviewer #33 background and experience: I am a level 2 licensed educator- Licensed in K-8, 7-12 secondary, and SPED. Currently in the process of becoming Nationally Board Certified. Additionally, I am AP-certified to teach AP Calculus AB/BC. Earned the following Master's Degrees: Master of Arts - Sociology, Master of Arts- Curriculum and Instruction, and a Master of Arts in Secondary Education. I am our High School's Mathematics Department Head, and was nominated for a Golden Apple award. Mentored a new teacher.

Professional summary of material:

This curriculum would be good for a veteran teacher. Teachers who know their standards and how the sequencing of the standards best lead to learning will do well with this curriculum. New teachers and teachers new to teaching this grade band's standards may need some guidance to work with the content. Students are provided with a good range of activities and teachers have many resources for teaching to meet the needs of individual learners. There are some reservations listed within the appraisal, but overall I would recommend the curriculum based on the information provided.

Reviewer #77 background and experience: I am a National Board Certified Teacher with a Level 3 Dual License in Early Childhood, and K-8, plus TESOL and Gifted Endorsed. I hold a Master of Science in Education, and have served as Grade Level and SAT Chair for my district. I provided mentorship for new teachers and am a Certified Support Provider for National Board Candidates. I have taught grades K-8 in various subjects including Math, ELA, Social Studies, and Science, including, full inclusion and gifted classrooms.

Professional summary of material:

This curriculum provides many opportunities for students to apply their conceptual and procedural knowledge in real world context. The number of books may seem overwhelming, but the curriculum provides routines that are repeated in each lesson making it easy to learn and navigate for both teachers and students. However, in order to fully meet all the required standards, teachers will need to supplement with additional materials/lessons. The lessons in the materials designed by Pearson include videos and activities that are engaging and provide strategies to help teachers scaffold and extend lessons, so that content is accessible and challenges all learners. Overall, I would recommend this curriculum.

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(K-8 Mathematics)

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SE ISBN	9780328936243	TE ISBN	9780328964888
SW ISBN	N/A	Grade Level/Content	Grade 8

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

Recommended _____ Recommended with Reservations ___X___ Not Recommended _____

Total Score

Reviewer #37 ___86.67%___	Reviewer #38 ___86.83%___	Reviewer #39 ___86.67%___	Average Score ___86.72%___
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Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Reviewer #37 ___86.95%___	Reviewer #38 ___86.95%___	Reviewer #39 ___86.95%___	Average Score ___86.95%___
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Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> ● Most standards were clearly evident throughout the materials. ● Most standards aligned with the grade level. <p>SE: Thinking with Mathematical Models Investigation 5 pg. 122. Students are asked to copy, complete and use data from a table. They are then asked to find percentages based on that data, draw a bar graph to compare the data, and analyze and explain the results. They are not asked to construct their own tables.</p>
Materials align to standards of mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> ● Materials aligned to the standards of Mathematical Practice

- There were several MP standards listed for each lesson

TE: Butterflies, Pinwheels, and Wallpaper: Investigation 3, P. 143, Facilitating the Mathematical Practices. In problem 4, students use transformations to write conclusions after observing that translations and half-turns "move" lines to parallel lines. In Problem 5, they use transformations to prove that there are pairs of congruent angles in parallel lines cut by a transversal. They also use transformations to prove that the sum of the interior angles in a triangle is 180 degrees and that the sum of the exterior angles of a triangle is 360 degrees.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

- Most of the materials, except the Geometry domain, included all aspects of rigor.
- Most all of the domains were balanced in regards to rigor.

SE: Thinking with Mathematical Models Lesson 2.1 Modeling Linear Data Patterns pgs. 32-33. Students are asked to determine the best line of fit and possibly sketch a better fitting line, calculate errors, and complete a table using prediction and residual data.

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

Reviewer #37

___96.43%___

Reviewer #38

___96.43%___

Reviewer #39

___96.43%___

Average

___96.43%___

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

Statements of appraisal and supporting evidence:

- Grade level content was consistent throughout the materials.
- Materials supported the intent of delivery and understanding of the Math.

TE: Butterflies, Pinwheels, and Wallpaper. Problem 1.1 pp.51-52, Summarize, Orchestrating the Discussion. After working on this problem, the students should be able to answer the Focus Questions. You could prompt the discussion on those questions by referring to Question C: "In mathematics, when you talk about a distance from a point to a line, the distance is assumed to be the perpendicular distance. Why is this important?"

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

- The material is very student centered.
- There are many resources for students and teachers to access to support various levels of learning.

TE: A guide to CMP3 Mathematical Knowledge for Teaching pgs. 18-19, Mathematical Knowledge for Teaching. Some of the keys to this valuable teacher knowledge are generic while others are particularly salient in specific topics. Advice is included for teachers about likely stumbling blocks and strategies for addressing or avoiding them.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Reviewer #37	Reviewer #38	Reviewer #39	Average Score
84.15%	84.76%	84.15%	84.35%

Materials are consistent with the progression in the standards.

Statements of appraisal and supporting evidence:

- Materials are not in a consistent progression in alignment with the CCSS.
- The progression of the materials are connected and make sense for this curriculum even though the alignment is not consistent.

A Guide to Connected Mathematics 3, pA43-47, Appendix D. When teaching CMP with fidelity, the majority of the class time will be spent on content grade level material. Instructional materials are content level materials.

Materials foster coherence through connections at a single grade, where appropriate.

Statements of appraisal and supporting evidence:

- The standards are taught by clusters and not in isolation.
- Each lesson has more than one standard that is included in each activity.

SWB: Thinking With Mathematical Models, Inv. 1, p7. There is a list of connected standards at the beginning of the lesson. Each lesson has more than one standard that is included in the activities.

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

Statements of appraisal and supporting evidence:

- Structure and pacing is determined by student exploration.
- The design of the materials allows for modification and adaptation for different levels of learners.

A Guide to Connected Mathematics 3, pA43-47, Appendix D. When teaching CMP with fidelity, the majority of the class time will be spent on content grade level material. Instructional materials are content level materials. The standards are not taught in isolation, but through connected activities, which are designed in a sequential order for learning.

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

Statements of appraisal and supporting evidence:

- Teachers are able to monitor and collect ongoing data about student progress for the standards.
- There are various suggestions and resources that are offered to teachers throughout the materials.

TE: A guide to CM3 pg. 87, Assessments. Various formats inform teachers of students' current conceptions as well as misconceptions, allowing teachers to make more informed decisions about instruction during the unit.

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

Statements of appraisal and supporting evidence:

- All lessons include ample time and activities for students to explore the concepts.
- There are many extension activities included in each unit to support exploration of concepts.

TE: Butterflies, Pinwheels and Wallpaper Investigation 1 pg. 46 Problem Implementation. Lab sheet 1 ACE is provided as an example of how to modify ACE exercises to provide additional scaffolding for students who may need additional guidance on this problem.

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

Statements of appraisal and supporting evidence:

- There were some videos that were available to students.
- Some of the lab activities were digital and provided online activities for students.

Digital Resources: www.pearsonrealize.com: Programs, Connected Mathematics 3: Table of Content, Thinking with Mathematical Models, Student Edition, Investigation 1, Problem 1.1 Click Sign In Type in Username: NMCMP3 Password: Pearson1. Students will have access to digital tools to answer the problems. Every Unit and Lesson has this component.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

- There are certain activities, including tests that the teacher is able to customize to adapt to different learning needs.
- Materials are available in both English and Spanish.

Digital Resources: www.pearsonrealize.com: Programs. Connected Mathematics 3: Class, Discuss, Click Sign In Type in Username: NMCMP3 Password: Pearson1. Teacher can assign a prompt to start a discussion with students.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

- Materials lacked sensitivity towards cultural perspectives
- Only a few images referenced cultural perspectives

TE: Growing, growing, growing: Problem 4.3, p. 20, picture. There are only drawings of cultural diversity. Each Unit has this component.

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

Reviewer #37 background and experience:
Level III Certified K-12
Math, Science, TESOL and Bilingual endorsed
21 years teaching experience

Professional summary of material:

The materials reviewed were rigorous and took into account all levels and types of learners. The materials aligned with CCSS and included multiple Mathematical Practices within each lesson. There was, however, a lack of cultural sensitivity and limited digital resources.

Reviewer #38 background and experience:

Level II Certified K-8 in Texas and New Mexico
Math, Science, Tesol and Masters in Special Education
23 years teaching experience

Professional summary of material:

The materials were reviewed with fidelity:

- Looking for the 3 aspects of rigor
- Differentiation strategies for all learners
- Cultural Relevance
- Standards alignment and coherence among the standards

Connected Mathematics Projects 3 was, for the most part, aligned to the CCSS, provided a balance of rigor and had various research based strategies to reach a variety of learners. However they lacked in cultural relevance and cultural sensitivity.

Reviewer #39 background and experience:

Level III Certified K-12

17 years teaching experience

Math, TESOL, and Gifted endorsement. Masters in Arts of teaching: focus mathematics.

Professional summary of material:

The materials reviewed were rigorous and it addressed all types and levels of learners. Cultural diversity was minimal and there were limited resources on cultural relevance. The curriculum was aligned to the CCSS and the Mathematical Practices in every lesson.