

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 | Investigations 2017 | Publisher | Pearson Education |
| SE ISBN | 9780328890477 | TE ISBN | 9780328880591 |
| 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 #7 | Reviewer #8 | Reviewer #9 | Average Score |
| _93%_ | _94%_ | _89%_ | __92%__ |

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

| | | | |
|-------------|-------------|-------------|---------------|
| Reviewer #7 | Reviewer #8 | Reviewer #9 | Average Score |
| _99%_ | _98%_ | _97%_ | __98%__ |

| |
|---|
| Materials align with grade level standards. |
| <p><i>Statements of appraisal and supporting evidence:</i></p> <p>Overall the reviewers found this curriculum does align to the standards. The curriculum Content Guide Correlation documents show appropriate coverage of the standards and representation of most standards across multiple units.</p> |
| Materials align to standards for mathematical practice. |
| <p><i>Statements of appraisal and supporting evidence:</i></p> <p>Overall the reviewers found this curriculum does align to standards for mathematical practice. The curriculum has regular assessment opportunities related to observing mathematical practice standards demonstrated by students and this supports their continued development. Throughout the curriculum, the mathematical practices were embedded and highlighted in the Math Practice Teacher Notes keeping them in the forefront.</p> |

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Overall the reviewers found this curriculum does show aspects of rigor. Conceptual Understanding was continuously addressed with Classroom Routines, Math Workshop activities, and Concept Discussions. Procedural Skills and Fluency were continuously addressed with Classroom Routines, Games, and Homework Practice. Application of Mathematics was supported by providing students with Math Workshops activities, a Story Problem Routine, and varied settings & contexts covering similar topics and standards.

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

| Reviewer #7 | Reviewer #8 | Reviewer #9 | Average Score |
|-------------|-------------|-------------|---------------|
| _96%_ | _93%_ | _89%_ | __93%__ |

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

Statements of appraisal and supporting evidence:

The reviewers found that the materials are consistent and developmentally appropriate for the grade level. There are multiple teacher notes embedded in the curriculum for giving information to support the delivery of instruction and teacher understanding of the mathematics, as well as notes commenting on developmentally appropriate responses from children. Each unit begins with a Unit Focus, giving the teacher critical details regarding the math focus areas for that unit, connections to prior curriculum, and looks forward to areas that the curriculum follows up on or how it connects to the next grade level. The materials also contain Professional Development notes in the back of each unit that support the delivery and understanding.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

The reviewers found that materials support student learning of mathematics. Materials support students by encouraging them to use precise and accurate mathematics, academic language, terminology, and concrete and abstract representations. Materials provide strategies to elicit mathematical discourse among students. There are a variety of materials provided to support students, such as the Student Activity Book, Family Letters, and online Games. The curriculum references 8 strategies for supporting intervention and 8 strategies for supporting ELL 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 #7 | Reviewer #8 | Reviewer #9 | Average Score |
|-------------|-------------|-------------|---------------|
| __77%__ | _85%_ | __71%_ | __78%__ |

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. Each component in the session addresses multiple standards and these components progress throughout the year. The standard K.CC.A.1 starts with counting up to 5. By unit 2, students count and count out a set of objects up to 10. By Unit 4, students count and count out a set of objects up to 15. By Unit 6, student count and count out a set of objects up to 20. By Unit 8, students are rote counting by 1s, 10s to 100, and when counting by 1s, start from a number other than 1. Examples of these progressions can be found in red in the Content Guide Correlations.

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

Statements of appraisal and supporting evidence:

The materials do foster coherence and connections throughout the grade level. There are multiple routines and games that are utilized throughout the curriculum that have been modified to support progress across a single standard and also to encompass multiple standards. For example, the attendance routine starts with the basic CC standards (K.CC.4-5) and then varies into a comparing version (K.CC.6-7), a double ten frame version supporting NBT standards (K.NBT.1) and counting forward and backward & labeling version (K.CC.1-3). There is some carry over practice during the math workshop time from one unit to the next to ensure continuity and sufficient practice. The unit overview specifically explains to teachers the prior learning and the next steps and connections to other units.

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

Statements of appraisal and supporting evidence:

Materials are well designed and take into account effective lesson structure and pacing. Materials include a glossary and multiple footnotes for teachers to implement the material effectively. The front pages of each Teacher Edition explain the sequence and focus of the unit. Furthermore, a Unit Focus explains the main ideas and objectives of the unit summarizing connections to previous and future work. An Investigation Planner and Today's Plan are also included to help develop an instructional plan for each lesson with a list of each session activities, materials, and pacing suggestions.

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 resources and tools to collect ongoing data about student progress on the standards (focus points). The Implementing Investigations Guide on page 20 describes all the different assessments in the units. These assessments are tied to benchmarks that set clear expectations for what students should know and be able to do. In Kindergarten, the primary means of assessing students is through observing and discussions. There are Assessment Checklists and Assessment Sessions throughout the curriculum. The materials guide the teacher by offering specific information about the assessment opportunities in each unit and provide many opportunities for formative assessment along the way. It identifies each benchmark and associated Assessment Checklist(s) and the session in which it is introduced. The materials also state teacher notes about where the Mathematical Practices are assessed and identifies student work that can be collected for a portfolio. Each unit ends with multiple sessions dedicated to collecting summative data.

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

Statements of appraisal and supporting evidence:

Approximately 65% of the materials are focused on exploring the core standards in Kindergarten. Information can be found in the Content Guide pages 12-20. Multiple games, routines, and activities support the same standards but with a different setting or with variations to keep students engaged while being able to explore the same idea in multiple ways. Parents are asked to follow up with these

same activities and routines in the home. Modifications for ELL, Intervention, and extension are offered at regular intervals to support access for all.

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 support effective use of technology to enhance student learning. A digital component is accessible for teachers and students to use. Pearsonrealize.com provides opportunities for students to practice their mathematical skills through the use of videos and games. Digital materials such as Teacher Presentations and Digital Math Tools are also available digitally. Resource Masters and Student Activity Books are available in the website in both English and Spanish. Assessments are also available online.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The materials can be easily customized for individual learners by following the Differentiation Strategies. At the beginning of each unit, there is information that can be used to make a differentiation plan based on the individual needs of your students. Each session has a section called: Differentiation: Supporting the Range of Learners. This section gives the teacher suggested strategies to use. These strategies are summarized in the Implementing Investigations Guide on pages 52-58. Another way to customize the materials is being able to digitally assign videos and/or online games and create centers to address any areas of need. The videos are filled with information on procedures and/or concepts. The Games provide opportunities for students to practice important mathematical concepts and skills and to develop and deepen their mathematical understanding and reasoning. Every Game has Resource Masters with the instructions and a recording sheet that the teacher can print off and place into a center.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence: These materials support effective

This was the weakest area for this curriculum in terms of scoring with evidence on the rubric. There are a lot of supports for ELL learners and the curriculum is available in Spanish, but not a lot of other attention is paid to culturally relevant information. There is potential to customize some of the regular routines such as the story problems and surveys to make it more culturally relevant, but it would take teacher initiative. It doesn't appear to be embedded or explicitly directed in the curriculum.

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 #7 background and experience: I am a level 3 teacher with 25 years of experience in K-3 classrooms, K-5 math intervention and elementary instructional coaching for math. Currently I am a math resource teacher serving Title I elementary schools in Albuquerque Public Schools.

Professional summary of material:

This curriculum was a developmentally appropriate, hands-on, standards aligned curriculum. There was a lot of repeated exposure for students and a solid progression to support covering the standards with all the aspects of rigor. The teacher materials were easy to follow and interpret. The Teacher Notes built teacher understanding that would support them in effectively implementing the curriculum. Having both a digital and paper format to deliver content is helpful for meeting a variety of teacher comfort levels and resources available to teachers and parents as far as using technology. The ELL supports and Math Practice implementation pieces were strong parts of the curriculum. However, there could be more

attention paid to explicitly supporting teachers in how to make modifications that would support culturally relevant aspects of their local community. At times the publisher citations did not match the details of the rubric which may impact scoring, but overall this was a strong curriculum that I would recommend.

Reviewer #8 background and experience: I am a level 2 teacher with a TESOL and Bilingual endorsements. I have 6 years of experience and I am currently working as a second grade Bilingual teacher.

Professional summary of material:

Materials are well aligned to the standards and mathematical practices. They include multiple strategies to support a range of students, including English Language Learners and students who struggle or excel in certain areas. Overviews of each unit and multiple resources for planning and preparation are provided. The digital component has varied resources for teachers and students as well. Materials need to take into account cultural perspectives and diversity and include more culturally relevant content.

Reviewer #9 background and experience: I am a level 3 teacher with over 16 years of experience. I have taught every grade level at least once with the majority of my experience in K-2.

Professional summary of material:

Investigations 3 materials engage students by supporting students to make sense of mathematics and learn that they are mathematical thinkers that can discuss their understanding of concepts and their reasoning about mathematical ideas. The activities and components focus on computational fluency. The curriculum provides a variety of activities, Games, and technology opportunities to support student learning. It also provides differentiation strategies, assessments, digital components, tools, and manipulatives. The front section of each unit supports the teacher. It is organized and easy to understand. The teacher is also supported with the Teacher Notes, Math Practice Notes, Math Words and Ideas, Math Notes, and Professional Development Notes that are connected to the Professional Development Section at the end of the unit or to videos in the online component.

Review Team Appraisal of Title

(K-8 Mathematics)

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

| | | | |
|----------|---------------------|---------------------|-------------------|
| IM Title | Investigations 2017 | Publisher | Pearson Education |
| SE ISBN | 9780328890484 | TE ISBN | 9780328880607 |
| 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 #7 ___96%___ | Reviewer #8 ___92%___ | Reviewer #9 ___95%___ | Average Score ___94%___ |
|--------------------------|--------------------------|--------------------------|----------------------------|

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

| | | | |
|---------------------------|--------------------------|--------------------------|----------------------------|
| Reviewer #7 ___100%___ | Reviewer #8 ___95%___ | Reviewer #9 ___98%___ | Average Score ___98%___ |
|---------------------------|--------------------------|--------------------------|----------------------------|

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|--|
| Materials align with grade level standards. |
| <p><i>Statements of appraisal and supporting evidence:</i></p> <p>Overall the reviewers found this curriculum does align to the standards. The curriculum Content Guide Correlation documents show appropriate coverage of the standards and representation of most standards across multiple units.</p> |
| Materials align to standards for mathematical practice. |
| <p><i>Statements of appraisal and supporting evidence:</i></p> <p>Overall the reviewers found this curriculum does align to standards of mathematical practice. The curriculum has regular assessment opportunities related to observing mathematical practice standards demonstrated by students and this supports their continued development. Throughout the curriculum, the mathematical practices were embedded and highlighted in the Math Practice Teacher Notes keeping them in the forefront.</p> |

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Overall the reviewers found this curriculum does show aspects of rigor. Conceptual Understanding was continuously addressed with Classroom Routines, Math Workshop activities, and Concept Discussions. Procedural Skills and Fluency were continuously addressed with Classroom Routines, Games, and Homework Practice. Application of Mathematics was supported by providing students with Math Workshops activities, Story Problems, and varied settings & contexts covering similar topics and standards.

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

| Reviewer #7 | Reviewer #8 | Reviewer #9 | 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:

The reviewers found that the materials are consistent and developmentally appropriate for the grade level. There are multiple teacher notes embedded in the curriculum for giving information to support the delivery of instruction and teacher understanding of the mathematics, as well as notes commenting on developmentally appropriate responses from children. Each unit begins with a Unit Focus, giving the teacher critical details regarding the math focus areas for that unit and connections to prior curriculum and looks forward to areas that the curriculum follows up on or how it connects to the next grade level. The materials also contain Professional Development notes in the back of each unit that support the delivery and understanding.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

The reviewers found that materials support student learning of mathematics. Materials support students by encouraging them to use precise and accurate mathematics, academic language, terminology, and concrete and abstract representations. Materials provide strategies to elicit mathematical discourse among students. There are a variety of materials provided to support students, such as the Student Activity Book, Family Letters, and online Games. The curriculum references 8 strategies for supporting intervention and 8 strategies for support ELL students. Differentiation was further broken down into intervention, practice, and extension.

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 #7 | Reviewer #8 | Reviewer #9 | Average Score |
|-------------|-------------|-------------|---------------|
| __84%__ | __81%__ | __85%__ | __84%__ |

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. Each component in the session addresses multiple standards and these components progress throughout the year. The standard 1.OA.A.1 starts with simple addition and subtraction. By unit 3, students find at least 5 solutions to put together/take apart problem with both addends unknown. By unit 4, students solve comparison problems with the difference unknown. By unit 5, students are fluent with addition and subtraction within 10. Examples of these progressions can be found in red in the Content Guide Correlations.

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

Statements of appraisal and supporting evidence:

The materials do foster coherence and connections throughout the grade level. There are multiple routines and games that are utilized throughout the curriculum that have been modified to support progress across a single standard and also to encompass multiple standards. For example, the Build It Routine starts building the basic Operations and Algebra standards and then varies into a How Many Groups of 10 and other variations aligning with Number in Base 10 standards. There is some carry over practice during the math workshop time from one unit to the next to ensure continuity and sufficient practice. The unit overview specifically explains to teachers the prior learning, as well as the next steps and connections to other units.

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

Statements of appraisal and supporting evidence:

Materials are well designed and take into account effective lesson structure and pacing. Materials include a glossary and multiple footnotes for teachers to implement the material effectively. The front pages of each Teacher Edition explain the sequence and focus of the unit. Furthermore, a Unit Focus explains the main ideas and objectives of the unit summarizing connections to previous and future work. An Investigation Planner and Today's Plan are also included to help develop an instructional plan for each lesson with a list of each session's activities, materials, and pacing suggestions.

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 resources and tools to collect ongoing data about student progress on the standards (focus points). The Implementing Investigations Guide on page 20 describes all the different assessments in the units. These assessments are tied to benchmarks that set clear expectations for what students should know and be able to do. There are Assessment Checklists, Quizzes, Embedded Benchmark Tasks, Portfolio suggestions, and Review and Practice opportunities throughout the curriculum. In the online resources, there are Pearson-Created tests that can be accessed and assigned to students or customized by the teacher. The materials guide the teacher by offering specific information about the assessment opportunities in each unit and provide many opportunities for formative assessment along the way. It identifies each benchmark and associated Assessment Checklist(s) and the session in which it is introduced. The materials also state teacher notes about where the Mathematical Practices are assessed and identifies student work that can be collected for a portfolio. Each unit ends with multiple sessions dedicated to collecting summative data. While overall the assessment is a strength for this curriculum, one area of weakness is connected to student feedback. It does not appear that there are explicit guides for teachers on how to set up systems for students to monitor their own progress, although student portfolios might be used in this way.

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

Statements of appraisal and supporting evidence:

Approximately 70% of the materials are focused on exploring the core standards in first grade. Information can be found in the Content Guide pages 12-30. Multiple games, routines, and activities support the same standards, but with a different setting or with variations to keep students engaged while being able to explore the same idea in multiple ways. Parents are asked to follow up with these same activities and routines in the home. Modifications for ELL, Intervention, and Extension are offered at regular intervals to support access for all.

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 support effective use of technology to enhance student learning. A digital component is accessible for teachers and students to use. Pearsonrealize.com provides opportunities for students to practice their mathematical skills through the use of videos and games. Digital materials, such as Teacher Presentations and Digital Math Tools, are also available. Resource Masters and Student Activity Books are available in the website in both English and Spanish. Assessments can be customized and assigned to individual students or the whole class.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:
The materials can be easily customized for individual learners by following the Differentiation Strategies. At the beginning of each unit, there is information that can be used to make a differentiation plan based on the individual needs of your students. Each session has a section called 'Differentiation: Supporting the Range of Learners'. This section gives the teacher suggested strategies to use. These strategies are summarized in the Implementing Investigations Guide on pages 52-58. There are more interventions, practices, and extensions at the end of each unit. These are activities that can be assigned any time after a certain session has been taught.
Another way to customize the materials is being able to digitally assign videos and/or online games and create centers to address any areas of need. The videos are filled with information on procedures and/or concepts. The Games provide opportunities for students to practice important mathematical concepts and skills and to develop and deepen their mathematical understanding and reasoning. Every Game has Resource Masters with the instructions and a recording sheet that the teacher can print off and place into a center.
The third way to customize the materials is through the assessment piece. There are Pearson-created Assessments that can be customized and assigned to students online. There are beginning of the year, end of the year, and unit tests.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:
This was the weakest area for this curriculum in terms of scoring with evidence on the rubric. There are a lot of supports for ELL learners. The curriculum is available in Spanish, but not a lot of other attention is paid to culturally relevant information. There is potential to customize some of the regular routines, such as the story problems and surveys to make it more culturally relevant. However, it would take teacher initiative. It doesn't appear to be embedded or explicitly directed in the curriculum.

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 #7 background and experience: I am a level 3 teacher with 25 years of experience in K-3 classrooms, K-5 math intervention and elementary instructional coaching for math. Currently I am a math resource teacher serving Title I elementary schools in Albuquerque Public Schools.

Professional summary of material: This curriculum was a developmentally appropriate, hands-on, standards aligned curriculum. There was a lot of repeated exposure for students and a solid progression to support covering the standards with all the aspects of rigor. The teacher materials were easy to follow and interpret. The Teacher Notes built teacher understanding that would support them in effectively implementing the curriculum. Having both a digital and paper format to deliver content is helpful for meeting a variety of teacher comfort levels, as well as resources available to teachers and parents as to use technology. The ELL supports and Math Practice implementation pieces were strong parts of the curriculum. However, there could be more attention paid to explicitly supporting teachers in how to make modifications that would support culturally relevant aspects of their local community. Overall, this was a strong curriculum that I would recommend.

Reviewer #8 background and experience: I am a level 2 teacher with a TESOL and Bilingual endorsements. I have 6 years of experience and I am currently working as a second grade Bilingual teacher.

Professional summary of material:
Materials are well aligned to the standards and mathematical practices. They include multiple strategies to support a range of students, including English Language Learners and students who struggle or excel in certain areas. Overviews of each unit and multiple resources for planning and preparation are provided. The digital component has varied resources for teachers and students as well. Materials need to take into account cultural perspectives and diversity, as well as include more culturally relevant content.

Reviewer #9 background and experience: I am a level 3 teacher with over 16 years of experience. I have taught every grade level at least once with the majority of my experience in K-2.

Professional summary of material:
Investigations 3 materials engage students by supporting them to make sense of mathematics, as well as learn that they are mathematical thinkers who can discuss their understanding of concepts and reason about mathematical ideas. The activities and components focus on computational fluency. The curriculum provides a variety of activities, Games, and technology opportunities to support student learning. It also provides differentiation strategies, assessments, digital components, tools, and manipulatives. The front section of each unit supports the teacher. It is organized and easy to understand. The teacher is also supported with the Teacher Notes, Math Practice Notes, Math Words and Ideas, Math Notes, and Professional Development Notes that are connected to the Professional Development Section at the end of the unit or to videos in the online component.

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.

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

| | | | |
|----------|---------------------|---------------------|-------------------|
| IM Title | Investigations 2017 | Publisher | Pearson Education |
| SE ISBN | 9780328890491 | TE ISBN | 9780328880614 |
| 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 X Recommended with Reservations _____ Not Recommended _____

Total Score

| | | | |
|------------------------|------------------------|------------------------|--------------------------|
| Reviewer #7 __95%__ | Reviewer #8 __94%__ | Reviewer #9 __93%__ | Average Score __94%__ |
|------------------------|------------------------|------------------------|--------------------------|

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

| | | | |
|------------------------|------------------------|------------------------|--------------------------|
| Reviewer #7 __99%__ | Reviewer #8 __98%__ | Reviewer #9 __95%__ | Average Score __97%__ |
|------------------------|------------------------|------------------------|--------------------------|

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|---|
| Materials align with grade level standards. |
| <p><i>Statements of appraisal and supporting evidence:</i> Overall the reviewers found this curriculum does align to the standards. The curriculum Content Guide Correlation documents show appropriate coverage of the standards and representation of most standards across multiple units.</p> |
| Materials align to standards for mathematical practice. |
| <p><i>Statements of appraisal and supporting evidence:</i> Overall the reviewers found this curriculum does align to standards for mathematical practice. The curriculum has regular assessment opportunities related to observing mathematical practice standards demonstrated by students and this supports their continued development. Throughout the curriculum,</p> |

the mathematical practices were embedded and highlighted in the Math Practice Teacher Notes, keeping them in the forefront.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Overall the reviewers found this curriculum does show aspects of rigor. Conceptual Understanding was continuously addressed with Classroom Routines, Math Workshop activities, and Concept Discussions. Procedural Skills and Fluency were continuously addressed with Classroom Routines, Games, and Homework Practice. Application of Mathematics was supported by providing students with Math Workshops activities, Story Problems, and varied settings & contexts covering similar topics and standards.

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

| Reviewer #7 | Reviewer #8 | Reviewer #9 | 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:

The reviewers found that the materials are consistent and developmentally appropriate for the grade level. There are multiple teacher notes embedded in the curriculum for giving information to support the delivery of instruction and teacher understanding of mathematics, as well as notes commenting on developmentally appropriate responses from children. Each unit begins with a Unit Focus, giving the teacher critical details regarding the math focus areas for that unit, connections to prior curriculum, and looks forward to areas that the curriculum follows up on or how it connects to the next grade level. The materials also contain Professional Development notes in the back of each unit that support the delivery and understanding.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

The reviewers found that the materials support student learning of mathematics. Materials support students by encouraging them to use precise and accurate mathematics, academic language, terminology, and concrete and abstract representations. Materials provide strategies to elicit mathematical discourse among students. There are a variety of materials provided to support students, such as the Student Activity Book, Family Letters, and online Games. The curriculum references 8 strategies for supporting intervention and 8 strategies for support ELL students. Differentiation was further broken down into intervention, practice and extension.

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 #7 | Reviewer #8 | Reviewer #9 | Average Score |
|-------------|-------------|-------------|---------------|
| ___83%___ | ___85%___ | ___85%___ | ___84%___ |

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. Each component in the session addresses multiple standards and these components progress throughout the year. The standard 2.OA.A.1 starts with solving a comparison story problem with the difference unknown. By unit 3, students solve a put together/take apart story problem with both addends unknown and find all the possible combinations. By unit 5, students solve a 2-step story problem that involves finding the difference between a 2-digit number and 100. By unit 8, students fluently subtract 2-digit numbers. Examples of these progressions can be found in red in the Content Guide Correlations.

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

Statements of appraisal and supporting evidence:

The materials do foster coherence and connections throughout the grade level. There are multiple routines and games utilized throughout the curriculum that have been modified to support progress across a single standard and also to encompass multiple standards. For example, the Quick Image Routine starts working with coin values & shapes (aligning to Geometry and Measurement standards) and has other variations like Ten Frames, Arrays & Stickers (aligning with Operations and Algebra & Number in Base 10 standards). There is some carry over practice during the math workshop time from one unit to the next to ensure continuity and sufficient practice. The unit overview specifically explains to teachers the prior learning and the next steps and connections to other units.

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

Statements of appraisal and supporting evidence:

Materials are well designed and take into account effective lesson structure and pacing. Materials include a glossary and multiple footnotes for teachers to implement the material effectively. The front pages of each Teacher Edition explain the sequence and focus of the unit. Furthermore, a Unit Focus explains the main ideas and objectives of the unit, summarizing connections to previous and future work. An Investigation Planner and Today's Plan are also included to help develop an instructional plan for each lesson with a list of each session activities, materials, and pacing suggestions.

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 resources and tools to collect ongoing data about student progress on the standards (focus points). The Implementing Investigations Guide on page 20 describes all the different assessments in the units. These assessments are tied to benchmarks that set clear expectations for what students should know and be able to do. There are Assessment Checklists, Quizzes, Embedded Benchmark Tasks, Portfolio suggestions, and Review and Practice opportunities throughout the curriculum. In the online resources, there are Pearson-Created tests that can be accessed and assigned to students or customized by the teacher. The materials guide the teacher by offering specific information about the assessment opportunities in each unit and provide many opportunities for formative assessment along the way. It identifies each benchmark and associated Assessment Checklist(s) and the session in which it is introduced. The materials also state teacher notes about where the Mathematical Practices are assessed and identifies student work that can be collected for a portfolio. Each unit ends with multiple sessions dedicated to collecting summative data. While overall the assessment is a strength for this curriculum, one area of weakness is connected to student feedback. It does not appear that there are explicit guides for teachers on how to set up systems for students to monitor their own progress, although student portfolios might be used in this way.

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

Statements of appraisal and supporting evidence:

Approximately 65% of the materials are focused on exploring the core standards in second grade. Information can be found in the Content Guide pages 12-30. Multiple games, routines and activities support the same standards, but with a different setting or with variations to keep students engaged while being able to explore the same idea in multiple ways. Parents are asked to follow up with these same activities and routines in the home. Modifications for ELL, Intervention, and Extension are offered at regular intervals to support access for all.

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 support effective use of technology to enhance student learning. A digital component is accessible for teachers and students to use. Pearsonrealize.com provides opportunities for students to practice their mathematical skills through the use of videos and games. Digital materials such as Teacher Presentations and Digital Math Tools are also available. Resource Masters and Student Activity Books are available in the website in both English and Spanish. Assessments can be customized and assigned to individual students or the whole class.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The materials can be easily customized for individual learners by following the Differentiation Strategies. At the beginning of each unit, there is information that can be used to make a differentiation plan based on the individual needs of your students. Each session has a section called Differentiation: Supporting the Range of Learners. This section gives the teacher suggested strategies to use. These strategies are summarized in the Implementing Investigations Guide on pages 52-58. There are more interventions, practices, and extensions at the end of each investigation. These are activities that can be assigned any time after a certain session has been taught.

Another way to customize the materials is digitally assigning videos and/or online games and creating centers to address any areas of need. The videos are filled with information on procedures and/or concepts. The Games provide opportunities for students to practice important mathematical concepts and skills and to develop and deepen their mathematical understanding and reasoning. Every Game has Resource Masters with the instructions and a recording sheet that the teacher can print off and place into a center.

The third way to customize the materials is through the assessment piece. There are Pearson-Created Assessments that can be customized and assigned to students online. There are Beginning of the year, End of the year, and unit tests.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

This was the weakest area for this curriculum in terms of scoring with evidence on the rubric. There are a lot of supports for ELL learners and the curriculum is available in Spanish, but not a lot of other attention is paid to culturally relevant information. There is potential to customize some of the regular routines, such as the story problems and surveys to make it more culturally relevant, but it would take teacher initiative. It doesn't appear to be embedded or explicitly directed in the curriculum.

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.

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

Reviewer #7 background and experience: I am a level 3 teacher with 25 years of experience in K-3 classrooms, K-5 math intervention and, elementary instructional coaching for math. Currently I am a math resource teacher serving Title I elementary schools in Albuquerque Public Schools.

Professional summary of material: This curriculum was a developmentally appropriate, hands-on, standards aligned curriculum. There was a lot of repeated exposure for students and a solid progression to support covering the standards with all the aspects of rigor. The teacher materials were easy to follow and interpret. The Teacher Notes built teacher understanding that would support them in effectively implementing the curriculum. Having both a digital and paper format to deliver content is helpful for meeting a variety of teacher comfort levels, as well as resources available to teachers and parents to use technology. The ELL supports, Fluency Routines, and Math Practice implementation pieces were strong parts of the curriculum. However, there could be more attention paid to explicitly supporting teachers in how to make modifications that would support culturally relevant aspects of their local community. Overall this was a strong curriculum that I would recommend.

Reviewer #8 background and experience: I am a level 2 teacher with a TESOL and Bilingual endorsements. I have 6 years of experience and I am currently working as a second grade Bilingual teacher.

Professional summary of material:
Materials are well aligned to the standards and mathematical practices. They include multiple strategies to support all ranges of students, including English Language Learners and students who struggle or excel in certain areas. Overviews of each unit and multiple resources for planning and preparation are provided. The digital component has varied resources for teachers and students as well. Assessments can be customized and assigned to students. Materials need to take into account cultural perspectives and diversity and include more culturally relevant content.

Reviewer #9 background and experience: I am a level 3 teacher with over 16 years of experience. I have taught every grade level at least once with the majority of my experience in K-2.

Professional summary of material:
Investigations 3 materials engage students by supporting them to make sense of mathematics and learn they are mathematical thinkers who can discuss their understanding of concepts and their reasoning about mathematical ideas. The activities and components focus on computational fluency. The curriculum provides a variety of activities, games, and technology opportunities to support student learning. It also provides differentiation strategies, assessments, digital components, tools, and manipulatives. The front section of each unit supports the teacher. It is organized and easy to understand. The teacher is also supported with the Teacher Notes, Math Practice Notes, Math Words and Ideas, Math Notes, and Professional Development Notes that are connected to the Professional Development Section at the end of the unit or to videos in the online component.

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 | Investigations 2017 | Publisher | Pearson Education |
| SE ISBN | 9780328890507 | TE ISBN | 9780328880621 |
| 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 x Recommended with Reservations _____ Not Recommended _____

Total Score

| | | | |
|----------------|-------------------|----------------|-------------------|
| Reviewer #25 | Reviewer #26 | Reviewer #27 | Average Score |
| <u> 90% </u> | <u> 86.63% </u> | <u> 92% </u> | <u> 89.61% </u> |

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

| | | | |
|------------------|-------------------|-------------------|-------------------|
| Reviewer #25 | Reviewer #26 | Reviewer #27 | Average Score |
| <u> 92.67 </u> | <u> 86.58% </u> | <u> 92.80% </u> | <u> 90.69% </u> |

| |
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| Materials align with grade level standards. |
| <i>Statements of appraisal and supporting evidence:</i> The materials do align with grade level standards, although there are a few standards that are weak in the student print materials. The teacher materials are where the standards are covered in much more depth. |
| Materials align to standards for mathematical practice. |
| <i>Statements of appraisal and supporting evidence:</i> Materials align with the mathematical practices in the teacher’s edition through discussions and activities and are found in math practice notes. The front matter for each unit outlines practices in each unit with pictures, words, numbers, and a matrix of assessment locations. (Unit 6 p.6-7). |
| Materials show aspects of rigor. |
| <i>Statements of appraisal and supporting evidence:</i> |

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

For conceptual understanding, teacher discussions and activities provide concrete support. The discussions provide different access points and strategies. For procedural skills and fluency, the ten-minute math review & practice, as well as the print & digital games, are crucial to fluency. Additional support materials may be needed for fact fluency mastery. For application, the activities are embedded into the unit sessions as part of the math workshop in the teacher’s edition.

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

| | | | |
|--------------|--------------|--------------|---------------|
| Reviewer #25 | Reviewer #26 | Reviewer #27 | Average Score |
| __78.57%__ | __92.86%__ | __100%__ | __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:

Each session consists of some combination of activity, discussion, math workshop, assessment activity, and session follow-up. Sometimes, there are other components, such as the ten-minute math. It is crucial that these components be followed in order to make sure content standards are fully covered.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

There are suggestions with differentiation levels, ELL language suggestions, learning games, digital tools, ten-minute math, letters home, and math words & ideas online clips. The open education resources available through PearsonRealize provides resources for students and teachers to enhance the standards.

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 #25 | Reviewer #26 | Reviewer #27 | Average Score |
| __85.37%__ | __86.59%__ | __88.41%__ | __86.79%__ |

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

There are 8 units with a total of 144 sessions. A quick view of topics can be found in the content guide on p. 12-13. This program uses 70 minutes session per day for math. There are additional other options and activities that can go outside of this time.

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

Statements of appraisal and supporting evidence:

When applicable, materials used connections: looking back in the unit front matter (unit 1 p.4) to show the general topic connections introduced in prior grades and connection and looking forward (unit 1 p.7) to show how materials will relate to future topics and possibly next grade level.

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

Statements of appraisal and supporting evidence:

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| <p>The Implementation guide (p.9) shows a pacing chart with sessions and number of weeks for each of the units. The program spirals through content. The professional development at the back of each unit provides teacher notes and dialogue boxes. The program structure must be followed for the program to be effective. The teacher wrap is informative and provides multiple tools and resources to support teacher.</p> |
| <p>Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.</p> |
| <p><i>Statements of appraisal and supporting evidence:</i> There are observation logs available for teachers to observe math practices. There is an online portfolio (Scout). There were no visible parts for students to self-monitor their own progress.</p> |
| <p>Materials give all students extensive opportunities and support to explore key concepts.</p> |
| <p><i>Statements of appraisal and supporting evidence:</i> The online materials provide an online book with interactive features where students can type & draw, use online tools, and watch clips on math words & ideas. The online work allows the students to submit work online where teachers can immediately respond and assign next steps. The teacher edition has differentiation, math notes for math practices, and letters home.</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> Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms. There are icons in the investigation planner to indicate related digital tools or resources on PearsonRealize.com. PearsonRealize.com also includes a Game Center (12 games for 3rd grade), an interactive student activity book where students can type/draw on the workbook pages, assessment masters, the ten-minute math activities, and the Math Words & Ideas digital resource.</p> |
| <p>Materials can be easily customized for individual learners.</p> |
| <p><i>Statements of appraisal and supporting evidence:</i> The Pearson created assessments provide opportunities to change out or reorder the questions in the quizzes and the ability to read the questions aloud. There is a place where a teacher can create a new quiz with teacher created questions.</p> |
| <p>Materials take into account cultural perspectives.</p> |
| <p><i>Statements of appraisal and supporting evidence:</i> The cultural perspectives for the curriculum are very surface level. Different racial and ethnic backgrounds can be found in some of the interactive pages. There are no activities that address cultural perspectives.</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.

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| <p>Reviewer #25 background and experience: Level 3 teacher, 28 years of teaching, NBCT adolescent generalist since 1995</p> |
| <p><i>Professional summary of material:</i> This curriculum covers the CCSS and has a reasonable amount of materials to cover for a year with cohesive units. The time is set for 70 minutes per class. The structure in the teacher's guide needs to be followed because that is where the heart of the program is. There are support resources, games, and an</p> |

interactive version of the student workbook in Pearsonrealize for those who like technology. This is doable curriculum, if there is good professional development and/or the teacher is willing to look at materials ahead of time. There are a lot of parts to sort through and study for a beginning teacher and even a veteran teacher who is new to the Investigations material & approach.

Reviewer #26 background and experience: Level 2 teacher, 4 years of teaching

Professional summary of material:

The Investigations curriculum for third grade covers the common core state standards, math practice standards with online components to support technology, student learning, and support for teacher instruction. It is important to follow the structure in the teacher's guide for successful learning outcomes. The curriculum follows a spiral learning format and daily math talk discussions. The material covers the school year with pacing guide support for teachers.

Reviewer #27 background and experience: Level 3 teacher, NBCT Middle Childhood Generalist, 20 years of teaching

Professional summary of material:

Pearson Investigations addresses CCSS for grade 3 to include standards for math practice and content. Investigations must be studied and followed with fidelity to ensure student success with grade level standards. Pearson Realize offers professional development videos to help teachers with implementation. In addition, each unit has a Professional Development section at the back, which includes Teacher Notes (math content written at an adult level), Dialogue Notes, and Yearly Pacing, which supports teachers and is manageable. There are print and digital resources for students. However, there are more online options. The teacher's edition is essential to deliver lessons in depth. The Pearson Investigations curriculum will support both novice and veteran teachers, as they strive to help students reach their potential. However, teachers must make sure they study the materials in advance and follow the program's structure.

Review Team Appraisal of Title

(K-8 Mathematics)

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

| | | | |
|----------|---------------------|---------------------|-------------------|
| IM Title | Investigations 2017 | Publisher | Pearson Education |
| SE ISBN | 9780328890514 | TE ISBN | 9780328880638 |
| SW ISBN | N/A | Grade Level/Content | Grade 4 |

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

Recommended Recommended with Reservations Not Recommended

Total Score

| | | | |
|--------------|--------------|--------------|---------------|
| Reviewer #16 | Reviewer #17 | Reviewer #18 | Average Score |
| __95.33%__ | __97.50%__ | __94%__ | __95.61%__ |

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

| | | | |
|--------------|--------------|--------------|---------------|
| Reviewer #16 | Reviewer #17 | Reviewer #18 | Average Score |
| __94.69%__ | __98.87%__ | __97.52%__ | __97.12%__ |

| |
|---|
| Materials align with grade level standards. |
| <p><i>Statements of appraisal and supporting evidence:</i></p> <p>The materials align to 4th grade standards. However, the standards are not identified in the Student Activity Book for the individual lessons. The standards are found in the Teacher’s Edition at the bottom of each session on the first page. Although evidence can be found for most standards, finding practice in the Student Activity Book is sometimes challenging. The student practice appears to come at different places throughout the units, and does not always match the lesson/standards being taught.</p> |
| Materials align to standards for mathematical practice. |
| <p><i>Statements of appraisal and supporting evidence:</i></p> <p>The material aligns well to the standards for mathematical practice. Mathematical practices addressed in each unit are identified at the beginning of each unit’s Teacher’s Edition.</p> |
| Materials show aspects of rigor. |

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

Statements of appraisal and supporting evidence:

Rigor can be found in each unit. Fluency practice and review begin each lesson in the “Ten-Minute Math” section.

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

| | | | |
|--------------|--------------|--------------|---------------|
| Reviewer #16 | Reviewer #17 | Reviewer #18 | Average Score |
| __100%__ | __100%__ | __92.86%__ | __97.62%__ |

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

Statements of appraisal and supporting evidence:

The materials blend online resources with the textbook and workbook resources. It can be challenging to navigate the online platform without the printed text (Teacher’s Editions and Student Activity Books). Proper training to navigate the online platform would be helpful for district’s choosing to adopt this program. Differentiating between units online is difficult.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

The materials support student learning of mathematics. Each session contains a Ten Minute Math practice and review, along with activities, discussion, and a session follow-up.

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

| | | | |
|--------------|--------------|--------------|---------------|
| Reviewer #16 | Reviewer #17 | Reviewer #18 | Average Score |
| __95.73%__ | __93.90%__ | __85.37%__ | __91.66%__ |

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

At times, the standards can be found in multiple units making it difficult to determine the progression. Without the printed editions, online materials prove to be even more challenging when identifying the progression of the standards.

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

Statements of appraisal and supporting evidence:

Connections for grades 3 and 5 are made. However, the progression from Kindergarten through 12th grade is not identified.

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

Statements of appraisal and supporting evidence:

Lesson structure is effective. The session’s activities are highlighted at the beginning of each session, which supports teacher instruction. The program appears to be doable in a school’s calendar year.

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|---|
| Materials offer teachers resources and tools to collect ongoing data about student progress on the standards. |
| <i>Statements of appraisal and supporting evidence:</i> An Ongoing Assessment component is provided, giving the teacher a checklist to ensure student understanding of the benchmarks. However, quizzes and assessments are sporadic throughout the units. |
| Materials give all students extensive opportunities and support to explore key concepts. |
| <i>Statements of appraisal and supporting evidence:</i> Students have support to explore key concepts. However, the flow of the concepts and standards throughout the units seems random at times. |
| Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms. |
| <i>Statements of appraisal and supporting evidence:</i> The digital materials are difficult for teachers to navigate. Students have multiple opportunities to use technology to explore standards and concepts. |
| Materials can be easily customized for individual learners. |
| <i>Statements of appraisal and supporting evidence:</i> The materials to customize individual learner’s activities could not be accessed. |
| Materials take into account cultural perspectives. |
| <i>Statements of appraisal and supporting evidence:</i> Cultural names of characters were evident. However, cultural perspectives and experiences are lacking. New Mexico cultural experiences could not be found. |

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 #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. |
| <i>Professional summary of material:</i> |
| Reviewer #17 background and experience: I am a level 3 teacher with 15 years’ experience. I have taught all grade levels from kindergarten to 4th grade. Currently I am in my 5th year as a fourth grade teacher. |
| <i>Professional summary of material:</i> |
| Reviewer #18 background and experience: A level 3 teacher with 12 years’ experience. I have taught 2nd grade in CA and 1st, 2nd, and 3rd in NM. I am currently a 4th grade Special Education Teacher. |
| <i>Professional summary of material:</i> |

Review Team Appraisal of Title

(K-8 Mathematics)

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

| | | | |
|----------|---------------------|---------------------|-------------------|
| IM Title | Investigations 2017 | Publisher | Pearson Education |
| SE ISBN | 9780328890521 | TE ISBN | 9780328880645 |
| 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 #73 ___88.8%___ | Reviewer #74 ___91%___ | Reviewer #75 ___89.2%___ | Average Score ___89.6%___ |
|-----------------------------|---------------------------|-----------------------------|------------------------------|

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

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|---------------------------|---------------------------|------------------------------|------------------------------|
| Reviewer #73 ___89%___ | Reviewer #74 ___97%___ | Reviewer #75 ___84.95%___ | Average Score ___90.3%___ |
|---------------------------|---------------------------|------------------------------|------------------------------|

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| Materials align with grade level standards. |
| <i>Statements of appraisal and supporting evidence:</i> The grade level standards are addressed but there are some that lack enough to thoroughly meet the standards' expectations. |
| Materials align to standards for mathematical practice. |
| <i>Statements of appraisal and supporting evidence:</i> The standards for mathematical practice are evident within the curriculum. The students have various opportunities to build on these areas of expertise for best mathematical learning. |
| Materials show aspects of rigor. |
| <i>Statements of appraisal and supporting evidence:</i> Overall, the embedded discussions, group work, and daily practice address all aspects of rigor. There are some Units and sessions that are lacking, but they are covered throughout curriculum. |

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

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

| | | | |
|--------------|--------------|--------------|---------------|
| Reviewer #73 | Reviewer #74 | Reviewer #75 | Average Score |
| ___96%___ | ___93%___ | ___96.43%___ | ___95.14%___ |

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

Statements of appraisal and supporting evidence:

The TE provides thorough guidance in supporting the teacher in understanding and presenting mathematical content. There are notes, professional development pages, discussion dialogue, and guiding questions for every lesson.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

All units in the instructional materials begin with a description of the mathematical focus as well as exemplars. There is more than one page of practice in the SE that supports student learning, and teacher-led introduction to lessons provides practice as well.

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 #73 | Reviewer #74 | Reviewer #75 | Average Score |
| ___86%___ | ___77%___ | ___89.2%___ | ___84.06%___ |

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

The correlation of the standards given in the content guide does not always match the Student Activity Book. The curriculum does work in clusters of standards and some are repeated in multiple units. There is practice in the student book that reviews already taught standards.

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

Statements of appraisal and supporting evidence:

The students' activity book is not organized in such a manner to show coherence. There is no reference to the standards in the book. However, in every lesson, there are spiraling/review/practice activities of previously learned mathematics concepts.

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

Statements of appraisal and supporting evidence:

Each session is broken down into parts and suggested time for each part is given. It is assumed that one session will require 60 minutes of instruction. The curriculum is eight units with a total of 135 sessions, a bit shy to cover the school year to the end.

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|---|
| Materials offer teachers resources and tools to collect ongoing data about student progress on the standards. |
| <i>Statements of appraisal and supporting evidence:</i> The digital materials of the curriculum offer the support teachers need in addressing progress monitoring and in collecting assessment data. There are also games and interactive material that can be accessed digitally on student devices in school and at home. |
| Materials give all students extensive opportunities and support to explore key concepts. |
| <i>Statements of appraisal and supporting evidence:</i> Throughout the instructional materials, students explore key concepts and ideas. However, the organization of the review of mathematics content already learned and practiced is not evident. The teacher-led whole group activities give students the support to understand and express their understanding in learning key concepts. |
| Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms. |
| <i>Statements of appraisal and supporting evidence:</i> Digital games and tools are offered to enhance student learning. For example, digital arrays are available where students can change the dimensions and visually see how the area changes. All the digital benefits of this curriculum are accessible on student devices in school and at home. |
| Materials can be easily customized for individual learners. |
| <i>Statements of appraisal and supporting evidence:</i> The Investigations curriculum also uses PearsonRealize digital platform. There are options for assigning material individually and by class for students. The videos, games, and tools are always available to help student learning. |
| Materials take into account cultural perspectives. |
| <i>Statements of appraisal and supporting evidence:</i> There was not enough evidence in the curriculum to fully address this expectation. The SE does not have any photos that address cultural perspectives and using names (e.g. Mr. Sanchez) cannot be considered to reflect cultural perspectives. The TE shows pictures of students in dialogue boxes for the “Students Might Say” sections but again, it is not enough in addressing cultural perspectives. |

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 #73 background and experience: K-8 educator, 19 years’ experience. |
| <i>Professional summary of material:</i> The curriculum covered the content for the year, but I found the SW to be lacking in both rigor and student engagement. The TE was full of material, but it would require a great deal of planning and reading for the teacher to be prepared as it is not very user friendly. I found the eight different TE’s to be difficult to manage and store. The digital platform is powerful and usable, but it was rarely cited by the publisher during the review process. The professional development sections at the end of each unit would be great for individual teacher use or during a PLC/TLC. |
| Reviewer #74 background and experience: Educator of 19 years in grades, K, 2, 6, and Middle School |
| <i>Professional summary of material:</i> While the curriculum covers material enough, I thought it lacked in providing engaging lessons. The student book is very basic and for some sessions there is not enough practice for students. The TE has |

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

lots of teacher support and it would take lots of preparation and planning to prepare before giving effective lessons. The PearsonRealize digital platform is easy to use and offers lots more engaging activities for students. For teachers it gives the capability of assigning content, assessing, and progress monitoring. There is also the 'Scout' application that allows teachers to consistently take notes about student work and performance for all activities with photograph options in record keeping.

Reviewer #75 background and experience:

Reviewer is a K-8 educator with 15 years of teaching experience who has been nationally recognized for mathematics teaching.

Professional summary of material:

The organization of the materials, especially the student activity book, is difficult to follow. The professional development sections and descriptions of math focuses are helpful in understanding the content. Districts who are unfamiliar with this instructional material will need to provide much support to teachers for implementation, especially teachers new to the profession. The teacher notes in each section can be quite helpful.