

## Review Team Appraisal of Title

(K-8 Mathematics)

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

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

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

IM Title	HMH Into Math	Publisher	Houghton Mifflin Harcourt
SE ISBN	9780358115816	TE ISBN	9780358157038
SW ISBN	N/A	Grade Level/Content	Grade 6

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

Recommended   X   Recommended with Reservations \_\_\_\_\_ Not Recommended \_\_\_\_\_

**Total Score**

Reviewer #46 __96%__	Reviewer #47 __87%__	Reviewer #48 __91%__	
Reviewer #37 __92%__	Reviewer #38 __93%__	Reviewer #39 __92%__	Average Score __92%__

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

Reviewer #46 __97%__	Reviewer #47 __92%__	Reviewer #48 __91%__	Average Score __93%__
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Materials align with grade level standards.

*Statements of appraisal and supporting evidence:*

- The materials align with grade level standards and all standards are taught and assessed to the full extent of the standard.
- The instructional materials focus on grade level content. There are very few places that contain content from earlier or later grade levels with the exception of intervention or extension when needed.

- Grade level content is explicitly connected to the standards of prior and future grade levels.
- The assessments are aligned to standards and online assessments give reports for proficiency by standard.
- The Student Workbook contains an interactive standards tracking sheet for students to track their progress on all grade level content standards.

Materials align to standards for mathematical practice.

*Statements of appraisal and supporting evidence:*

- The curriculum is aligned to the Standards for Mathematical Practice.
- The Standards for Mathematical Practice are identified in both student and teacher materials. However, there are some inaccuracies in the identifications.
- The Standards for Mathematical Practice are interwoven in all lessons throughout each part.

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

- Each module is broken into lessons that are specifically designed to address the different aspects of rigor. The lessons are clearly identified with labels and color coding for both teacher and student.
- The lessons follow a consistent format to address the aspects of rigor:
  - Each lesson begins with a “Spark Your Learning” to activate background knowledge of students and provides teachers with information regarding the students’ conceptual understanding.
  - The lesson continues with “Build your Understanding” and/or “Step It Out” tasks. Both sets of tasks use questions to guide students through conceptual understanding. The “Step It Out” tasks connect conceptual understanding to procedures.
  - The lesson continues with “On Your Own” tasks, providing a combination of procedural and application questions.
  - The lesson ends with “Additional Practice/Homework” and “Test Prep” questions. The “Additional Practice/Homework” provides opportunities to practice procedures and application. The “Test Prep” includes Spiral Review to help build fluency.

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

Reviewer #46	Reviewer #47	Reviewer #48	Average Score
___96%___	___82%___	___93%___	___90%___

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

*Statements of appraisal and supporting evidence:*

- Teachers are provided with a Lesson Focus and Coherence for each lesson. This contains the standards addressed in the lesson, the mathematical progression connecting to prior and future learning, Professional Learning relevant to the lesson content, and Unpacking Math Standards.
- The lessons in the modules move from building conceptual understanding to procedural skills to applications.
- The TE provides teachers with common errors students may make while engaging in the lesson and questions to pose to these students to support learning.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

- The TE has a Teacher to Teacher section which provides teachers with strategies, along with the resource the strategy comes from, to be used while implementing the curriculum.
- The TE provides a language development page at the beginning of each module. This page provides teachers with Language Routines that will be used during the module, key academic vocabulary, and linguistic notes.
- New vocabulary is highlighted in yellow and review vocabulary is highlighted in blue in both the TE and SE. There is an interactive glossary in the SE.
- The TE provides a Plan for Differentiated Instruction with both print resources and online activities for students at varying levels of proficiency.
- Online resources provide teachers with grouping recommendations and task recommendations based on student achievement.

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

Reviewer #46  
\_\_\_ 92% \_\_\_

Reviewer #47  
\_\_\_ 76% \_\_\_

Reviewer #48  
\_\_\_ 93% \_\_\_

Reviewer #37  
\_\_\_ 88% \_\_\_

Reviewer #38  
\_\_\_ 91% \_\_\_

Reviewer #39  
\_\_\_ 90% \_\_\_

Average Score  
\_\_\_ 88% \_\_\_

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

- The TE provides teachers with a Teaching for Success page at the beginning of each module. This contains a Teaching for Depth and Mathematical Progressions.
  - The Teaching for Depth section contains adult level explanations of the mathematics.
  - The Mathematical Progressions contain connections to prior and future learning.

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

*Statements of appraisal and supporting evidence:*

- Each lesson contains the three objectives, "I Can Objective," "Learning Objective," and "Language Objective", which are based on the standards addressed in the lesson.

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

*Statements of appraisal and supporting evidence:*

- The lesson structure is consistent throughout the curriculum and includes activating prior knowledge, guided examples, independent practice, additional practice, and homework.
- There are opportunities for formative assessment halfway through the lesson, which allow the teacher to make instructional decisions and intervene with students where necessary.
- Pacing suggestions are included for each module, as well as for the entire year, and are based on a traditional class period.

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

*Statements of appraisal and supporting evidence:*

- The curriculum provides multiple assessments in print or online.
- The Prerequisite Skills Inventory assesses students on skills from prior grades.
- Beginning-, Mid-, and End-of-Year assessments enable teachers to track progress of students. These assessments are similar to high stakes assessments.
- “Are You Ready?” at the beginning of each module can be utilized to diagnose prerequisite mastery, identify intervention needs, and modify or set up leveled groups.
- “Check Understanding” questions allow teachers to assess concept development mid-way through the lesson to make instructional decisions.
- Exit Tickets are provided for each lesson.
- The Module Tests at the end of each module are available in multiple versions, and both online and in print.
- Unit Tests and Unit Projects are available for the 5 units.
- Online versions provide reports of proficiency by standards, item analysis, grouping, and differentiation resources.

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

*Statements of appraisal and supporting evidence:*

- Each lesson consists of varying levels of support, ranging from fully guided tasks (Build Understanding) to individual tasks (On Your Own).
- All lessons are created with a “low-floor, high ceiling” perspective.

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

*Statements of appraisal and supporting evidence:*

- The materials provide projectable pieces for the teacher (Warm-ups, Exit Tickets, I Can reflection).
- Material is available online for both teacher and students.
- Each lesson includes an interactive lesson, which provides immediate feedback for students.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

- Each lesson includes suggestions for how to differentiate based on the Activate Prior Knowledge Problem of the Day, including an interactive reteach, a prerequisite skills activity, a Tier 2 Skills task, and an interactive challenge activity.
- Each lesson contains differentiation options after the formative assessments half-way through the lesson.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

- The Linguistic notes provide teachers with relationships between English and Spanish vocabulary.
- The Unit Openers provide activities situated in various careers.
- The images and word problems portray a variety of demographics and cultural background.
- The Spark Your Learning tasks include a “Motivate” question which often provides students with opportunities to discuss individual interests and experiences.
- The Learning Mindset provides students with opportunities to understand their own beliefs and how those beliefs impact their behavior and learning.

**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 #46 background and experience: Teacher holds a K-8 Level 2 license, with a 5-9 Math Endorsement, has a Masters in the Art of Teaching Mathematics and has been in education for 13 years (9 years at the middle school level, 1 year in a multi-grade elementary class, and 3 years as a Content Specialist/Math Coach).

*Professional summary of material:*

The Into Math Curriculum is broken into Units; each unit contains modules and each module contains lessons. Within the unit, the flow of the modules begins with building students' conceptual understanding of the mathematical concepts, then moves towards connecting conceptual understanding to procedural fluency, and finally application of students' mathematical knowledge. The lessons are designed this way with the first questions allowing teachers the opportunity to see how their students are approaching the mathematics, in order to make data driven decisions about the implementation of the rest of the lesson. The curriculum addresses all grade-level content standards, as well as providing multiple opportunities for students to engage in the Standards for Mathematical Practice. The curriculum has built in Language Routines to help build students' academic vocabulary. There are also supports for teacher professional learning for both content and pedagogy.

Reviewer #47 background and experience: Teacher has a Masters Degree in Curriculum and Instruction, holds a K-8 level 3 license with a 5-9 Math Endorsement, taught fifth grade for 11 years and has taught sixth grade math for 6 years.

*Professional summary of material:*

The materials address all of the grade-level standards in lessons that are designed to build conceptual understanding, then give multiple opportunities for students to practice and apply the concepts. Each lesson has a warm-up activity that requires students to access prior knowledge and relate it to the new learning that will take place in the lesson. The problems in each lesson offer a balance between those that build understanding and allow students to explore new concepts in meaningful ways and those that require students to apply the skills they have learned in a variety of contexts. There is consistency in the format of each unit, module, and lesson, which makes the material easy to use for both students and teachers. Activities are included for students to do in small groups to move beyond the workbook. These activities are differentiated for levels of understanding and include games and hands-on activities, enrichment for students who are ready for more, and additional instruction for students who are not yet proficient. Supports are provided to help teachers recognize and address student misconceptions. Assessments given at the end of each module are presented in standardized test formats, including multiple choice, open-ended, performance-based tasks, part A/part B questions, and word problems relating to real-world situations to which students can relate.

Reviewer #48 background and experience: Teacher has a Master's in Educational Leadership, holds a K-8 level 3 license with a 5-9 Math Endorsement, and has been teaching 8th grade Math and Pre-AP Algebra 1 for 8th Grade for 8 years.

*Professional summary of material:*

*Into Math: Grade 6* is set up in 5 units based on the 5 domains of the standards. Each unit is broken up into Modules and then into Lessons. Each lesson is designed for 1-2 days. The lessons follow a consistent format in order to support conceptual understanding, procedural skill and fluency, and attention to application. All of the 6th grade standards are addressed and taught to the full extent of the standard. The student workbook is designed to guide students through the learning, while still maintaining high expectations. The student workbook also includes selected answers, an interactive glossary, and an individual record form to encourage students to keep track of their own learning. The teacher resources are user-friendly and provide teachers with support to enhance student learning. Teacher materials include guided questions, anticipated responses, and supports to help teachers address misunderstandings. Suggestions are included for students who need additional support, as well as for

students who are ready to move forward. There are a variety of formative and summative assessments, including exit tickets, check for understanding questions, end of module assessments and performance tasks, and three interim assessments.

Reviewer #37 background and experience: Level III teacher 21 years experience teaching grades 1-8. Most years teaching grades 6-8 with an emphasis on Math. I have taught in Northern New Mexico all of my years. I am a member of the Math Teacher Leader Network and have participated in PD with the Math and Science Academy through Los Alamos National Labs focusing on CCSS and Methods of Teaching.

*Professional summary of material:*

The Houghton Mifflin Harcourt curriculum is very thorough and is consistent with the progression of the standards. The materials are supportive of teacher planning and learning and are easy to manipulate. There are a variety of resources and tools available throughout the curriculum for teachers to collect data and follow student progress, such as data driven intervention guides. It includes a multitude of technology options to enhance student learning and they are accessible in multiple formats. Materials are easily customizable and take into account many cultural perspectives. The materials and resources are not easy to maneuver through, and may cause some confusion.

Reviewer #38 background and experience: Level II teacher, 24 years experience teaching grades 7-8 math teaching 18 years in Texas. Currently, this is my 6th year in New Mexico. I teach in a small district in Southeast New Mexico.

*Professional summary of material:*

The HoughtonMifflin Harcourt curriculum offers paper and interactive resources. The textbook is written well, and the standards progress in a natural way for student learning. The online tools and teacher edition are hard to maneuver, but they do offer a variety of resources that are customizable. The interactive student edition offers PARCC/New Mexico Transitional Test-like practice tools. The lessons offer many differentiation plans and resources for all learners, including ELL learners. They also connect standards from previous grades and give the teacher advice on activating prior knowledge when beginning the lesson. The HMH is a well-rounded curriculum.

Reviewer #39 background and experience: Level III teacher with 17 years experience teaching grades 7-8 in Southern New Mexico

*Professional summary of material:*

The Houghton Mifflin Harcourt curriculum offers textbook and digital resources. The curriculum not only addresses the grade level standards, but also addresses previous and future standards. The online teacher edition and tools are complicated to maneuver. The student digital material is easier to use and offers different tools for student use. There are various assessments that the teacher can use. The curriculum offers different tools for teachers to address the needs of all students, including ELL students.

## Review Team Appraisal of Title

(K-8 Mathematics)

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IM Title	HMH Into Math	Publisher	Houghton Mifflin Harcourt
SE ISBN	9781328951809	TE ISBN	9780358157045
SW ISBN	N/A	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  Not Recommended

**Total Score**

Reviewer #46	Reviewer #47	Reviewer #48	Average Score
___95.33%___	___87.67%___	___95.00%___	___92.67%___

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

Reviewer #46	Reviewer #47	Reviewer #48	Average Score
___97.90%___	___89.07%___	___94.53%___	___93.84%___

**Materials align with grade level standards.**

*Statements of appraisal and supporting evidence:*

- The materials align with grade level standards and all standards are taught and assessed to the full extent of the standard.
- The instructional materials focus on grade level content. There are very few places that contain content from earlier or later grade levels with the exception of intervention or extension when needed.
- Grade level content is explicitly connected to the standards of prior and future grade levels.
- The assessments are aligned to standards and online assessments give reports for proficiency by standard.
- Student workbook contains an interactive standards tracking sheet for students to track their progress on all grade level content standards.

Materials align to standards for mathematical practice.

*Statements of appraisal and supporting evidence:*

- The curriculum is aligned to the Standards for Mathematical Practice.
- Standards for Mathematical practice are identified in both students and teacher materials. However, there are some inaccuracies in the identifications.
- The Standards for Mathematical Practice are interwoven in all lessons throughout each part.

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

- Each module is broken into lessons that are specifically designed to address the different aspects of rigor. The lessons are clearly identified with labels and color coding for both teacher and student.
- The lessons follow a consistent format to address the aspects of rigor:
  - Each lesson begins with a “Spark You Learning” to activate background knowledge of students and provides teachers with information regarding the students’ conceptual understanding.
  - The lesson continues with “Build your Understanding” and/or “Step It Out” tasks. Both sets of tasks use questions to guide students through the conceptual understanding. The “Step It Out” tasks connect conceptual understanding to procedures.
  - The lesson continues with “On Your Own” tasks, providing a combination of procedural and application questions.
  - The lesson ends with “Additional Practice/Homework” and “Test Prep” questions. The “Additional Practice/Homework” provides opportunities to practice procedures and application. The “Test Prep” includes Spiral Review to help build fluency.

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

Reviewer #46

\_\_\_96.43%\_\_\_

Reviewer #47

\_\_\_85.71%\_\_\_

Reviewer #48

\_\_\_96.43%\_\_\_

Average Score

\_\_\_92.86%\_\_\_

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

*Statements of appraisal and supporting evidence:*

- Teachers are provided with a Lesson Focus and Coherence for each lesson. This contains the standards addressed in the lesson, the mathematical progression connecting to prior and future learning, Professional Learning relevant to the lesson content, and Unpacking Math Standards.
- The lessons in the modules move from building conceptual understanding to procedural skills to applications.
- The TE provides teachers with common errors students may make while engaging in the lesson and questions to pose to these students to support learning.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

- The TE has a Teacher to Teacher section which provides teachers with strategies, along with the resource the strategy comes from, that can be used while implementing the curriculum.

- The TE provides a language development page at the beginning of each module. This page provides teachers with the Language Routines that will be used during the module, key academic vocabulary, and linguistic notes.
- New vocabulary is highlighted in yellow and review vocabulary is highlighted in blue in both the TE and SE. There is an interactive glossary in the SE.
- The TE provides a Plan for Differentiated Instruction with both print resources and online activities for students at varying levels of proficiency.
- Online resources provide teachers with grouping recommendations and task recommendations based on student achievement.

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

Reviewer #46	Reviewer #47	Reviewer #48	Average Score
___89.02%___	___84.76%___	___95.73%___	___89.84%___

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

- The TE provides teachers with a Teaching for Success page at the beginning of each module. This contains a Teaching for Depth and Mathematical Progressions.
  - The Teaching for Depth section contains adult level explanations of the mathematics.
  - The Mathematical Progressions contain connections to prior and future learning.

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

*Statements of appraisal and supporting evidence:*

- Each lesson contains three objectives, “I Can Objective,” “Learning Objective,” and “Language Objective” all based on the standards addressed in the lesson.

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

*Statements of appraisal and supporting evidence:*

- Lesson structure is consistent throughout the curriculum and includes activating prior knowledge, guided examples, independent practice, additional practice, and homework.
- There are opportunities for formative assessment halfway through the lesson which allow the teacher to make instructional decisions and intervene with students where necessary.
- Pacing suggestions are included for each module, as well as for the entire year, and are based on a traditional class period.

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

*Statements of appraisal and supporting evidence:*

- The curriculum provides multiple assessments in print or online.
- Prerequisite Skills Inventory assesses students on skills from prior grades.
- There are Beginning-, Mid-, and End-of-Year assessments where teachers can track progress of students. These assessments are similar to high stakes assessments.
- The “Are You Ready?” is at the beginning of each module to diagnose prerequisite mastery, identify intervention needs, and modify or set up leveled groups.

- “Check Understanding” questions allow teachers to assess concept development mid-way through the lesson to make instructional decisions.
- Exit Tickets are provided for each lesson.
- Module Tests at the end of each module are available in multiple versions, and both online and in print.
- Unit Tests and Unit Projects are available for the 5 units.
- Online versions provide reports of proficiency by standards, item analysis, grouping and differentiation resources.

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

*Statements of appraisal and supporting evidence:*

- Each lesson consists of varying levels of support, ranging from fully guided tasks (Build Understanding) to individual tasks (On Your Own).
- All lessons are created with a “low-floor, high ceiling” perspective.

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

*Statements of appraisal and supporting evidence:*

- The materials provide projectable pieces for the teacher (Warm-ups, Exit Tickets, I Can reflection).
- Material is available online for both teacher and students.
- Each lesson includes an interactive lesson which provides immediate feedback for students.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

- Each lesson includes suggestions for how to differentiate based on the Activate Prior Knowledge Problem of the Day, including an interactive reteach, a prerequisite skills activity, a Tier 2 Skills task, and an interactive challenge activity.
- Each lesson contains differentiation options after the formative assessments half-way through the lesson.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

- The Linguistic notes provide teachers with relationships between English and Spanish vocabulary.
- The Unit Openers provide activities situated in various careers.
- The images and word problems portrayed a variety of demographics and cultural background.
- The Spark Your Learning tasks include a “Motivate” question which often provides students with opportunities to discuss individual interests and experiences.
- The Learning Mindset provides opportunities for students to understand their own beliefs and how those beliefs impact their behavior and learning.

**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 #46 background and experience: Teacher holds a Level 2 K-8 Elementary License with a Math endorsement and holds a Master’s in the Art of Teaching Mathematics. Teacher has been working in education for 13 years: 1 year in a 3-5 elementary classroom, 9 years at the middle school level, and three years as a math instructional coach.

*Professional summary of material:*

The Into Math Curriculum is designed to build a foundation of conceptual understanding prior to teaching procedures and giving students an opportunity to apply the mathematics they have been learning. Most lessons follow the flow of 1) Spark your Learning 2) Learn Together 3) Differentiation Options 4) Wrap-Up. The Spark Your Learning is designed to help teachers gain insight into how students are thinking about the mathematics and build shared understanding; the Learn Together gives opportunity for students to connect their conceptual understanding to procedures and skills. There is a built-in formative assessment here so teachers can make calculated decisions during the Differentiation option portion of the lesson. The wrap-up includes an exit ticket and a self-reflection for students. The curriculum also builds in mindset lessons to help students think about their attitudes and mindset which can impact their learning and ability to persevere. The Into Math Curriculum is also thoughtful about incorporating academic language and includes language routines, linguistic note, and language objectives for each lesson. There are also supports for teachers and resources listed to help teachers grow in their practice.

Reviewer #47 background and experience: Teacher has a Master's Degree in Curriculum and Instruction, holds a K-8 level 3 license with a 5-9 Math Endorsement, taught fifth grade for 11 years and has taught sixth grade math for 6 years.

*Professional summary of material:*

The Into Math curriculum addresses all of the grade-level standards in lessons that are designed to build conceptual understanding, then give multiple opportunities for students to practice and apply the concepts. Each lesson has a warm-up activity that requires students to access prior knowledge and relate it to the new learning that will take place in the lesson. The types of problems included in each lesson provide a balance between those that build understanding and allow students to explore the new concepts in meaningful ways and real-world problems that require students to apply the skills that they have learned in a variety of contexts. There is consistency in the format of each unit, module, and lesson, which makes the materials easy to use for both students and teachers. Activities are included for students to do in small groups to move beyond the workbook. These activities are differentiated for different levels of understanding and include games and hands-on activities, enrichment for students who are ready for more, and additional instruction for students who are not yet proficient. Supports are provided to help teachers recognize and address misconceptions students may have. Assessments given at the end of each module are presented in standardized test formats, include multiple choice, open-ended, performance-based tasks, part A/part B questions, and word problems relating to real-world situations to which students can relate.

Reviewer #48 background and experience: Teacher has a Master's in Educational Leadership, holds a K-8 level 3 license with a 5-9 Math Endorsement, and has been teaching 8th grade Math and Pre-AP Algebra 1 for 8th Grade for 8 years.

*Professional summary of material:*

*Into Math: Grade 7* is set up in 6 units based on the 5 domains of the standards. Each unit is broken up into Modules and then into Lessons. Each lesson is designed for 1-2 days. The lessons follow a consistent format in order to support conceptual understanding, procedural skill and fluency, and attention to application. All of the 7th grade standards are addressed and taught to the full extent of the standard. The student workbook is designed to guide students through the learning, while still maintaining high expectations. The student workbook also includes selected answers, an interactive glossary, and an individual record form to encourage students to keep track of their own learning. The teacher resources are user-friendly and provide teachers with support to enhance student learning. Teacher materials include guided questions, anticipated responses, and supports to help teachers address misunderstanding. Suggestions are included for students who need additional support, as well as for students who are ready to move forward. There are a variety of formative and summative assessments,

including exit tickets, check for understanding questions, end of module assessments and performance tasks, and three interim assessments.

## 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	HMH Into Math	Publisher	Houghton Mifflin Harcourt
SE ISBN	9780358116042	TE ISBN	9780358157052
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  Not Recommended

**Total Score**

Reviewer #46	Reviewer #47	Reviewer #48	Average Score
___96.00%___	___94.67%___	___97.33%___	___96.00%___

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

Reviewer #46	Reviewer #47	Reviewer #48	Average Score
___99.72%___	___97.50%___	___95.05%___	___97.42%___

**Materials align with grade level standards.**

*Statements of appraisal and supporting evidence:*

- The materials align with grade level standards and all standards are taught and assessed to the full extent of the standard.
- The instructional materials focus on grade level content. There are very few places that contain content from earlier or later grade levels with the exception of intervention or extension when needed.
- Grade level content is explicitly connected to the standards of prior and future grade levels.
- The assessments are aligned to standards and online assessments give reports for proficiency by standard.
- Student workbook contains an interactive standards tracking sheet for students to track their progress on all grade level content standards.

Materials align to standards for mathematical practice.

*Statements of appraisal and supporting evidence:*

- The curriculum is aligned to the Standards for Mathematical Practice.
- Standards for Mathematical practice are identified in both students and teacher materials. However, there are some inaccuracies in the identifications.
- The Standards for Mathematical Practice are interwoven in all lessons throughout each part.

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

- Each module is broken into lessons that are specifically designed to address the different aspects of rigor. The lessons are clearly identified with labels and color coding for both teacher and student.
- The lessons follow a consistent format to address the aspects of rigor:
  - Each lesson begins with a “Spark You Learning” to activate background knowledge of students and provides teachers with information regarding the students’ conceptual understanding.
  - The lesson continues “Build your Understanding” and/or “Step It Out” tasks. Both sets of tasks use questions to guide students through the conceptual understanding. The “Step It Out” tasks connect conceptual understanding to procedures.
  - The lesson continues with “On Your Own” tasks provide a combination of procedural and application questions.
  - The lesson ends with “Additional Practice/Homework” and “Test Prep” questions. The “Additional Practice/Homework” provides opportunities to practice procedures and application. The “Test Prep” includes Spiral Review to help build fluency.

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

Reviewer #46

\_\_\_89.29%\_\_\_

Reviewer #47

\_\_\_92.86%\_\_\_

Reviewer #48

\_\_\_96.43%\_\_\_

Average Score

\_\_\_92.86%\_\_\_

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

*Statements of appraisal and supporting evidence:*

- Teachers are provided with a Lesson Focus and Coherence for each lesson. This contains the standards addressed in the lesson, the mathematical progression connecting to prior and future learning, Professional Learning relevant to the lesson content, and Unpacking Math Standards.
- The lessons in the modules move from building conceptual understanding to procedural skills to applications.
- The TE provides teachers with common errors students may make while engaging in the lesson and questions to pose to these students to support learning.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

- The TE has a Teacher to Teacher section which provides teachers with strategies, along with the resource the strategy comes from, that can be used while implementing the curriculum.

- The TE provides a language development page at the beginning of each module. This page provides teachers with the Language Routines that will be used during the module, key academic vocabulary, and linguistic notes.
- New vocabulary is highlighted in yellow and review vocabulary is highlighted in blue in both the TE and SE. There is an interactive glossary in the SE.
- The TE provides a Plan for Differentiated Instruction with both print resources and online activities for students at varying levels of proficiency.
- Online resources provide teachers with grouping recommendations and task recommendations based on student achievement.

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

Reviewer #46 ___87.80%___	Reviewer #47 ___87.80%___	Reviewer #48 ___96.95%___	Average Score ___90.85%___
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Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

- The TE provides teachers with a Teaching for Success page at the beginning of each module. This contains a Teaching for Depth and Mathematical Progressions.
  - The Teaching for Depth section contains adult level explanations of the mathematics.
  - The Mathematical Progressions contain connections to prior and future learning.

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

*Statements of appraisal and supporting evidence:*

- Each lesson contains three objectives, “I Can Objective,” “Learning Objective,” and “Language Objective” all based on the standards addressed in the lesson.

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

*Statements of appraisal and supporting evidence:*

- Lesson structure is consistent throughout the curriculum and includes activating prior knowledge, guided examples, independent practice, additional practice, and homework.
- There are opportunities for formative assessment halfway through the lesson which allow the teacher to make instructional decisions and intervene with students where necessary.
- Pacing suggestions are included for each module, as well as for the entire year, and are based on a traditional class period.

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

*Statements of appraisal and supporting evidence:*

- The curriculum provides multiple assessments in print or online.
- Prerequisite Skills Inventory assesses students on skills from prior grades.
- There are Beginning-, Mid-, and End-of-Year assessments where teachers can track progress of students. These assessments are similar to high stakes assessments.
- The “Are You Ready?” is at the beginning of each module to diagnose prerequisite mastery, identify intervention needs, and modify or set up leveled groups.

- “Check Understanding” questions allow teachers to assess concept development mid-way through the lesson to make instructional decisions.
- Exit Tickets are provided for each lesson.
- Module Tests at the end of each module are available in multiple versions, and both online and in print.
- Unit Tests and Unit Projects are available for the 5 units.
- Online versions provide reports of proficiency by standards, item analysis, grouping, and differentiation resources.

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

*Statements of appraisal and supporting evidence:*

- Each lesson consists of varying levels of support, ranging for fully guided tasks (Build Understanding) to individual tasks (On Your Own).
- All lessons are created with a “low-floor, high ceiling” perspective.

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

*Statements of appraisal and supporting evidence:*

- The materials provide projectable pieces for the teacher (Warm-ups, Exit Tickets, I Can reflection).
- Material is available online for both teacher and students.
- Each lesson includes an interactive lesson which provides immediate feedback for students.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

- Each lesson includes suggestions for how to differentiate based on the Activate Prior Knowledge Problem of the Day, including an interactive reteach, a prerequisite skills activity, a Tier 2 Skills task, and an interactive challenge activity.
- Each lesson contains differentiation options after the formative assessments half-way through the lesson.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

- The Linguistic notes provide teachers with relationships between English and Spanish vocabulary.
- The Unit Openers provide activities situated in various careers.
- The images and word problems portrayed a variety of demographics and cultural background.
- The Spark Your Learning tasks include a “Motivate” question which often provides students with opportunities to discuss individual interests and experiences.
- The Learning Mindset provides opportunities for students to understand their own beliefs and how those beliefs impact their behavior and learning.

**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 #46 background and experience: Teacher holds a Level 2 K-8 Elementary License with a Math endorsement and holds a Master’s in the Art of Teaching Mathematics. Teacher has been working in education for 13 years: 1 year in a 3-5 elementary classroom, 9 years at the middle school level, and three years as a math instructional coach.

*Professional summary of material:*

The Into Math Curriculum is designed to build a foundation of conceptual understanding prior to teaching procedures and giving students an opportunity to apply the mathematics they have been learning. Most lessons follow the flow of 1) Spark your Learning 2) Learn Together 3) Differentiation Options 4) Wrap-Up. The Spark Your Learning is designed to help teachers gain insight into how students are thinking about the mathematics and build shared understanding; the Learn Together gives opportunity for students to connect their conceptual understanding to procedures and skills. There is a built-in formative assessment here so teachers can make calculated decisions during the Differentiation option portion of the lesson. The wrap-up includes an exit ticket and a self-reflection for students. The curriculum also builds in mindset lessons to help students think about their attitudes and mindset which can impact their learning and ability to persevere. The Into Math Curriculum is also thoughtful about incorporating academic language and includes language routines, linguistic note, and language objectives for each lesson. There are also supports for teachers and resources listed to help teachers grow in their practice.

Reviewer #47 background and experience: Teacher has a Master's Degree in Curriculum and Instruction, holds a K-8 level 3 license with a 5-9 Math Endorsement, taught fifth grade for 11 years and has taught sixth grade math for 6 years.

*Professional summary of material:*

The Into Math curriculum addresses all of the grade-level standards in lessons that are designed to build conceptual understanding, then give multiple opportunities for students to practice and apply the concepts. Each lesson has a warm-up activity that requires students to access prior knowledge and relate it to the new learning that will take place in the lesson. The types of problems included in each lesson provide a balance between those that build understanding and allow students to explore the new concepts in meaningful ways and real-world problems that require students to apply the skills that they have learned in a variety of contexts. There is consistency in the format of each unit, module, and lesson, which makes the materials easy to use for both students and teachers. Activities are included for students to do in small groups to move beyond the workbook. These activities are differentiated for different levels of understanding and include games and hands-on activities, enrichment for students who are ready for more, and additional instruction for students who are not yet proficient. Supports are provided to help teachers recognize and address misconceptions students may have. Assessments given at the end of each module are presented in standardized test formats, include multiple choice, open-ended, performance-based tasks, part A/part B questions, and word problems relating to real-world situations to which students can relate.

Reviewer #48 background and experience: Teacher has a Master's in Educational Leadership, holds a K-8 level 3 license with a 5-9 Math Endorsement, and has been teaching 8th grade Math and Pre-AP Algebra 1 for 8th Grade for 8 years.

*Professional summary of material:*

*Into Math: Grade 8* is set up in 6 units based on the 5 domains of the standards. Each unit is broken up into Modules and then into Lessons. Each lesson is designed for 1-2 days. The lessons follow a consistent format in order to support conceptual understanding, procedural skill and fluency, and attention to application. All of the 8th grade standards are addressed and taught to the full extent of the standard. The student workbook is designed to guide students through the learning, while still maintaining high expectations. The student workbook also includes selected answers, an interactive glossary, and an individual record form to encourage students to keep track of their own learning. The teacher resources are user-friendly and provide teachers with support to enhance student learning. Teacher materials include guided questions, anticipated responses, and supports to help teachers address misunderstanding. Suggestions are included for students who need additional support, as well as for students who are ready to move forward. There are a variety of formative and summative assessments,

including exit tickets, check for understanding questions, end of module assessments and performance tasks, and three interim assessments.