

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	MidSchoolMath	Publisher	MidSchoolMath
SE ISBN	6150000000005	TE ISBN	6150000000105
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 x Recommended with Reservations Not Recommended

Total Score

Reviewer #73	Reviewer #74	Reviewer #75	Average Score
___91.17%___	___91.67%___	___87.33%___	___90.06%___

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

Reviewer #73	Reviewer #74	Reviewer #75	Average Score
94.19%___	___93.96%___	___92.45%___	___93.53%___

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> The standards were all met within the curriculum. There are multiple lessons that students can work with in order to meet all standard expectations and master the content. There is opportunity for the standards to be practiced and reviewed in the Test Trainer.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> The curriculum provides a multitude of lessons that encourage students to work on becoming productive and critical thinkers. Students are required to use tools, model, and explain reasoning as they work through the domains. The Detailed Lesson Plans identify one math practice for each lesson.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

At the completion of the whole curriculum, the aspects of rigor will be supported for most domains. Students use conceptual understanding, procedural skills while building fluency, and they have many opportunities to apply their skills to real-world problems. Rigor in Number and Operations - Fractions lacked instruction in conceptual understanding.

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

Reviewer #73	Reviewer #74	Reviewer #75	Average Score
___78.57%___	___82.14%___	___75%___	___78.57%___

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 has an in-depth plan that addresses all levels of learners in meeting the standards. It is easy to follow, has step-by-step directions with visuals, and addresses all criteria as you move through the lessons.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

The SE progress monitors a student's growth and identifies the standards that need to be reviewed. Students are given plenty of practice and support as they move through all aspects of a unit. They are also given immediate feedback with the Simulation tasks as well as immediate remediation.

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
___87.8%___	___89.63%___	___76.83%___	___84.75%___

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

The IMs indicate standards needed to be mastered from previous grades as well as the standards addressed for future grades.

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

Statements of appraisal and supporting evidence:

The materials suggest all standards that will be addressed to offer coherence within a domain.

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

Statements of appraisal and supporting evidence:

The IM gives a clear curriculum structure that leads to student learning. The 'Detailed Lesson Plans' provided for each lesson has good structure and are easy to follow. The pacing of the lessons seems achievable for a school year.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> Both the Digital TE and Digital SE have resources and tools to collect data about the student's progress. Educators can add extra lessons for support and get continuous feedback about students' progress. Students are also able to see their own progress for each lesson as it all is collected digitally.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Mastery of content seems achievable for all students as there are extensive opportunities for practice and constant support during the completion of each lesson.
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> Materials are a blend of print and digital components. The digital components are easy to navigate through and use during lesson presentations. The student site is also easy to navigate and to understand. The links for videos do take some time to load. Teacher can have dialogue and give feedback as needed for whole class and individual students. There does not seem to be the option for student discussions to be held using the technology piece. Older model devices may have difficulty in loading materials and a strong Internet connection is likely needed to access all materials.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The DTE has options of assigning individual students extra teacher created lessons to address standards. The DTE has sections for addressing all students with modifications and suggestions. Specific lessons on addressing the needs of English Language Learners was not evident. <i>(Instructional Material Bureau Note: Each Detailed Lesson Plan provides an ELL strategy for teachers to use in the lesson.)</i>
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> The TE has helpful tips from the quoted experts in the text. These tips encourage critical pedagogy as well as being thoughtful of multiple cultural perspectives. It should be noted that many of the videos contain real life situations that not all students may have access to due to socioeconomic status. However, many of the locations and names of people will be familiar to New Mexico students.

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 #73 background and experience: 19 years as a K-8 educator.
<i>Professional summary of material:</i> The curriculum is solid and well planned out; however, it is 100% digital. There must a commitment from the site, as well as the district, to provide 1 to 1 digital devices for all students. The digital platform would allow for easy progress monitoring and differentiation, but I prefer a curriculum that has a mixture of print and digital instruction. <i>(Instructional Material Bureau Note: The reviewers used only the digital material for their reviews. MidSchoolMath is a blend of print and digital components.)</i>
Reviewer #74 background and experience: I have been an educator for 24 years. Began as an educational assistant in grades K, 6, 7, and 8. I have also taught Kindergarten, Second, and Sixth Grade. I am currently a sixth grade teacher.

Professional summary of material:

Overall the digital materials seem to be in-depth enough and cover all standards. The only thing I do not like is that it is ALL digital. Items can be printed but everything is found digitally. While going paperless has many good benefits, I still like have the option of having hard copies. The digital materials are easy to navigate through, but expect delay in opening links based on server function. *(Instructional Material Bureau Note: The reviewers used only the digital material for their review. MidSchoolMath is a blend of print and digital components.)*

Reviewer #75 background and experience: Reviewer 75 is a Level III educator who has taught grades Kindergarten through sixth grade and served as an Instructional Coach in a northern New Mexico school district. She has just completed year 15 of her teaching career and has received national recognition for mathematics teaching.

Professional summary of material:

The materials and videos are engaging to students and are strong in setting purposes for doing the mathematics. Because it is digital, it is very student and teacher friendly, provided that there is a strong internet connection, as well as one to one updated devices for students. I found the conceptual understanding for the Numbers and Operations-Fractions instruction lacking as procedures were primarily used for instruction. I would not recommend these instructional materials for schools serving high populations of economically disadvantaged children, due to the limited access in life experience used in instruction and shown in videos that they may have. *(Instructional Material Bureau Note: The reviewers used only the digital material for their review. MidSchoolMath is a blend of print and digital components.)*

Review Team Appraisal of Title

(K-8 Mathematics)

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IM Title	MidSchoolMath	Publisher	MidSchoolMath
SE ISBN	6150000000006	TE ISBN	6150000000106
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 _____ Recommended with Reservations ___X___ Not Recommended _____

Total Score

Reviewer # 37	Reviewer #38	Reviewer #39	Average Score
___85.50%__	___86.67%__	___89.50%__	___87.22%__

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

Reviewer #37	Reviewer #38	Reviewer #39	Average
___86.56%__	___91.02%__	___92.51%__	___90.03%__

Materials align with grade level standards.
<ul style="list-style-type: none"> All materials aligned to grade level standards. All standards were clearly evident throughout each lesson. <p style="margin-left: 20px;">DTE: Teacher Guides pg. 10 Planning the Year, Scope, Sequencing and Pacing All content is listed by domain and each has a number of weeks listed that indicates the amount of time that should be spent on each domain.</p>
Materials align to standards for mathematical practice.
<ul style="list-style-type: none"> All Math practices were clearly evident throughout the materials. Most Math Practices were clearly identified in more than one cluster.

DTE Teacher Guides- There are 12 MP protocols listed that have suggested activities for the students to engage in to demonstrate their understanding of the material. Lawyer Up groups students to defend their answers, for example, and Math Circles has the teacher provide table top questions for students to rotate through each table and answer the questions.

Materials show aspects of rigor.

- All aspect of rigor were found throughout the materials.
- Most clusters were balanced with all three aspects.

SE lesson activities- Students make connections to data in a table and a graph. They fill out tables by looking for patterns and applying their pattern to the remainder of the table.

SE Lesson activities- Students make conceptual connections to a percent being out of 100, and then they use that to solve a problem.

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

Reviewer #37
___85.71%___

Reviewer #38
___85.71%___

Reviewer #39
___89.29%___

Average
___86.90%___

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

Materials are consistent with grade level content:

- Materials support using accurate mathematics, academic language and terminology, and representations consistent with grade level 6.
- Materials contain full adult level examples and explanations to help with student misconceptions.
- Teacher materials provide insight into student's way of thinking and anticipates a variety of student responses.

Grade 6 Major Cluster Intensives Ko's Journey Educators Guide Lesson 1 Compass -Before Activating Background Knowledge, Overview, Connect and Reflect, and Extension activities give explanations and suggestions to educators to improve their own knowledge and provide additional information.

Materials support student learning of mathematics.

Materials provide:

- Different strategies that students can use that encourage discourse throughout the lessons.
- Supports to create structures for grade appropriate arguments and explanations, diagrams, mathematical models, etc. to strengthen student learning.

DTE: Curriculum, Grade 6, 6.NS, Standards & Lessons, 6.NS.C.8c 'Day by Day' Detailed Lesson Plan, p3 (Data & Computation guiding questions)- Students are being asked to analyze data, construct inferences, and justify their reasoning based on evidence.

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.

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

Reviewer #37
76.83%

Reviewer #38
76.22%

Reviewer #39
82.32%

Average Score
78.46%

Materials are consistent with the progressions in the standards.

- The materials followed the Scope and Sequence of the CCSSM.
- The materials build upon each other for a smooth transition and progression.

Teacher Guide pg. 11 Scope and Sequence Chart- NS Domain shows that 10 weeks and 3 days are suggested to complete these standards

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

- Mathematical connections were noted within the materials.
- Connections to previous and future learning were noted in the materials.

DTE: Curriculum, Grade 6, 6.RP, Domain Review, 6.RP Domain Review (assignment instructions provided in Teacher Guide PDF file at far right) -A Domain Review is considered an essential component to making connections between clusters (detailed below) and standards (detailed in each lesson).

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

- All lessons followed the same structure throughout the materials.
- Lessons were broken down in a reasonable time frame with room for modification to fit specific learners.

DTE: Teacher Guides, Grade 6, p12, "Sample Sequence for Standards & Lessons, Assessments" diagram- Planning the Lesson: Each lesson is specifically designed to follow a four day pattern, but there is no justification for the sequence in which it follows.

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

- There were several assessments that allowed for teachers to monitor student progress both digitally and in written form.
- Teachers were able to progress monitor and engage in immediate feedback as students are working with digital materials.

DTE: Curriculum, Grade 6, 6.G, Assessments, 6.G Milestone Assessments, 6.G.A Milestone Assessment, Milestone Assessment & Answer Key PDF (Cover page - Milestone Assessment Overview & Rubric, Rubric at bottom)- Scoring Rubric is clear and has suggestions for follow-up activities for each level of proficiency.

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

- There were limited support resources for students to refer to.
- There were limited opportunities for students with IEPs and ELL students.

DTE: Curriculum, Grade 6, Grade 6 Major Cluster Intensives, Game-Based Curriculum, Ko's Journey, Ko's Journey --This game provides interactive components that allow students to engage in investigations that are connected to the content.

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

- The majority of the materials were online and interactive.
- The digital materials were available on all platforms.

DSE: My Assignments, 6.RP, 6.RP.A.3b, 'Vacation Day' Simulation Trainer- A video is provided for students to view and gather information needed to solve the problem. There are also digital artifacts for the students to refer to.

Materials can be easily customized for individual learners.

- Materials were not easily customizable to fit all learners.
- All lessons followed the same format and did not allow for much deviation.

DTE: Curriculum - My Curriculum, Click "+" to add lesson- Lessons can be created, but material needs to be supplied by the teacher in this section. It is not customizable from within the materials provided.

Materials take into account cultural perspectives.

- Limited resources that address cultural diversity.
- There are a few references to worldwide cultures in the videos.

DTE: Resources: Cultural Diversity in Math: Guideline to help teachers be aware of cultural diversity in the classroom, define culture, and describe how to foster learning in a culturally diverse room. No mention of home language and how the teacher can incorporate and facilitate 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 #37 background and experience:

- New Mexico teacher 21 years
- Level III certified K-12
- Endorsements in Math, Science, TESOL and Bilingual Education

Professional summary of material:

Reviewer #38 background and experience:

- Level II Teacher
- Texas and New Mexico certified with 23 years' experience
- Endorsements in Math, TESOL and a Masters in Special Education

Professional summary of material:

Reviewer #39 background and experience:

- Level III Teacher
- New Mexico certified with 17 years' experience
- Endorsements: K-12, focus in Mathematics, TESOL, Masters in Mathematics.

Professional summary of material:

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IM Title	MidSchoolMath	Publisher	MidSchoolMath
SE ISBN	6150000000007	TE ISBN	6150000000107
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 ___x___ Not Recommended _____

Total Score

Reviewer # 37	Reviewer #38	Reviewer #39	Average Score
___86.67%__	___86.67%__	___87.00%__	___86.78%_

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

Reviewer #37	Reviewer #38	Reviewer #39	Average Score
___88.38%__	___88.61%__	___88.61%__	___88.53%__

Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> All materials aligned to grade level standards. All standards were clearly evident throughout each lesson. <p>DTE: Teacher Guides pg. 10 Planning the Year, Scope, Sequencing and Pacing All content is listed by domain and each has a number of weeks listed that indicates the amount of time that should be spent on each domain.</p>
Materials align to standards for mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> All Math practices were clearly evident throughout the materials. Most Math Practices were clearly identified in more than one cluster.

- Each Detailed Lesson Plan identifies at least one of the Math Practices that are embedded in the lesson.

DTE Teacher Guides- There are 12 MP protocols listed that have suggested activities for the students to engage in to demonstrate their understanding of the material. Lawyer Up groups students to defend their answers, for example, and Math Circles has the teacher provide table top questions for students to rotate through each table and answer the questions.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

- All aspect of rigor were found throughout the materials.
- Most clusters were balanced with all three aspects.

DSE: Lesson Activities—Students are asked to identify the properties of operations where appropriate, find equivalent expressions, and evaluate using substitution of rational numbers.

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

Reviewer #37	Reviewer #38	Reviewer #39	Average Score
___92.86%___	___92.86%___	___92.86%___	__92.86%_

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

Statements of appraisal and supporting evidence:

- Materials support using accurate mathematics, academic language and terminology, and representations consistent with grade level 7.
- Materials contain full adult level examples and explanation to help with student misconceptions.
- Teacher materials provide insight into student's way of thinking and anticipates a variety of student responses.

DTE: Curriculum, Grade 7, 7.RP, Standards & Lessons, 7.RP.A.2a' Hot Sauce!' Detailed Lesson Plan, p1 (Prerequisite Standards & Cluster Connection): Here is a specific example of how the lesson plans connect the standards: "This activity connects 7.RP.A to 8.EE.B as students will extend their knowledge of proportional relationships, as they explore slopes of lines".

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

- Materials provide different strategies that students can use that encourage discourse throughout the lessons.
- Materials provide supports to create structures for grade appropriate arguments and explanations, diagrams, mathematical models, etc. to strengthen student learning.

DTE: Curriculum, Grade 7, 7.G.B.4 'Crop Circle', Standards & Lessons, Detailed Lesson Plan pg.3 (Math Simulator) Discourse Protocol: Think-Pair-Share

Ask students to think individually about what information they need to know and make some notes. Tell students to pair with a partner and discuss their notes. Finally, facilitate whole-class by cold-calling on students to share their strategies on an interactive board.

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

Reviewer #37	Reviewer #38	Reviewer #39	Average Score
___ 81.1% ___	___ 80.49% ___	___ 81.71% ___	___ 81.10% ___

Materials are consistent with the progression in the standards.

Statements of appraisal and supporting evidence:

- The materials followed the Scope and Sequence of the CCSSM.
- The materials build upon each other for a smooth transition and progression.

DTE: Teacher Guides pg. 9 Domain Review Lesson: Domain Review Lesson utilizes visual and narrative cues to increase recall of math concepts, build connections between standards across domains, and foster big-picture understanding.

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

Statements of appraisal and supporting evidence:

- Mathematical connections were noted within the materials.
- Connections to previous and future learning were noted in the materials.

DTE: Teacher Guides pg. 8 Lesson Sequence Immersion, Data and Computation, and Resolution + Simulation Trainer components allow for students to engage in the grade level content through various tasks.

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

Statements of appraisal and supporting evidence:

- All lessons followed the same structure throughout the materials.
- Lessons were broken down in a reasonable time frame with room for modification to fit specific learners.

DTE: Teacher Guides, Grade 7, p12, "Sample Sequence for Standards & Lessons, Assessments" diagram- Planning the Lesson: Each lesson is specifically designed to follow a four day pattern, but there is no justification for the sequence which it follows.

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

Statements of appraisal and supporting evidence:

- There were several assessments that allowed for teachers to monitor student progress both digitally and in written form.
- Teachers were able to progress monitor and engage in immediate feedback as students are working with digital materials.

DTE: Curriculum, Grade 7, 7.G, Standards & Lessons, 7.G.A.2 'Love Triangle' Detailed Lesson Plan', p1-15: Throughout the Detailed Lesson Plans are questions for the teacher to ask that will formatively assess what students are learning. There is also mention of Exit Tickets that students complete that are formative assessments as well.

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

Statements of appraisal and supporting evidence:

- There are Differentiation Plans in each lesson, and Language Learner Boxes in each Detailed Lesson Plans that offer some support for students at all levels.
- There were rubrics available after the Milestone assessments that grouped students by need.

DTE: Curriculum, Grade 7, 7.G, Standards & Lessons, 7.G.A.2 'Love Triangle' Detailed Lesson Plan', p8 (Differentiation Plan): The Differentiation Plan is a plan that teachers implement to assist students who need remediation and enrichment. It guides the teacher and provides them with activities to make the content accessible to all learners.

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 majority of the materials were on line and interactive
- The digital materials were available on all platforms

DSE: My Assignments, Grade 7, 7.SP.C.5 Extraterrestrial Existence Data & Computation: Students are to view the video, then they have to work on the assignment and type answer in the provided answer box and submit answer.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

- Materials were not easily customizable to fit all learners.
- All lessons followed the same format and did not allow for much deviation.

DTE: Curriculum - My Curriculum, Click "+" to add lesson- Lessons can be created, but material needs to be supplied by the teacher in this section. It is not customizable from within the materials provided.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

- Limited resources that address cultural diversity.
- There are a few references to worldwide cultures in the videos.

DTE: Resources: Cultural Diversity in Math: Guideline to help teachers be aware of cultural diversity in the classroom, define culture and describe how to foster learning in a culturally diverse room. No mention of home language and how the teacher can incorporate and facilitate 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 #37 background and experience:

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

- New Mexico teacher 21 years
- Level III certified K-12
- Endorsements in Math, Science, TESOL and Bilingual Education

Professional summary of material:

These materials incorporate all of the CCSS for the grade level. The Mathematical Practices are also evident in the materials. It is a rigorous and balanced curriculum. The only area where it was lacking was in the areas of cultural perspectives and differentiation for all learners.

Reviewer #38 background and experience:

- Level II Teacher
- Texas and New Mexico certified with 23 years' experience
- Endorsements in Math, TESOL and a Masters in Special Education

Professional summary of material:

These materials were reviewed with fidelity based on the Common Core State Standard, The Mathematical Practices and the Aspects of Rigor. As the materials were reviewed, special attention was given to Cultural Relevance and Equity to ensure that all students across New Mexico are given the opportunity to learn from quality instructional materials.

Reviewer #39 background and experience:

- Level III Teacher
- New Mexico certified with 17 years' experience
- Endorsements: K-12, focus in Mathematics, TESOL, Masters in Mathematics.

Professional summary of material:

These materials were reviewed based on the CCSS for grade level. The Mathematical Practices are evident in the materials. It is a rigorous and balanced curriculum. Special attention was given to ensure Cultural Relevance and Equity and differentiation for all learners.

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IM Title	MidSchoolMath	Publisher	MidSchoolMath
SE ISBN	6150000000008	TE ISBN	6150000000108
SW ISBN	N/A	Grade Level/Content	Grade 8

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

Recommended _____ Recommended with Reservations X Not Recommended _____

Total Score

Reviewer # 37	Reviewer #38	Reviewer #39	Average Score
___ 89.33% ___	___ 89.33% ___	___ 89% ___	___ 89.22% ___

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

Reviewer #37	Reviewer #38	Reviewer #39	Average Score
___ 94.44% ___	___ 93.89% ___	___ 93.89% ___	___ 94.07% ___

Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> ● All materials aligned to grade level standards. ● All standards were clearly evident throughout each lesson. <p style="margin-left: 40px;">DTE: Teacher Guides pg. 10 Planning the Year, Scope, Sequencing and Pacing All content is listed by domain and each has a number of weeks listed that indicates the amount of time that should be spent on each domain.</p>
Materials align to standards for mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> ● All Math practices were clearly evident throughout the materials. ● Most Math Practices were clearly identified in more than one cluster.

- Each Detailed Lesson Plan identifies at least one of the Math Practices that are embedded in the lesson.

DTE Teacher Guides- There are 12 MP protocols listed that have suggested activities for the students to engage in to demonstrate their understanding of the material. Lawyer Up groups students to defend their answers, for example, and Math Circles has the teacher provide table top questions for students to rotate through each table and answer the questions.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

- All aspect of rigor were found throughout the materials.
- Most clusters were balanced with all three aspects.

DSE: Grade 8, 8.F.B.4 'Race Day' Practice Printable #2: Students are asked to write a linear equation based on a word problem. They describe the initial membership (y-intercept) and the cost per item (Slope).

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

Reviewer #37	Reviewer #38	Reviewer #39	Average Score
___89.29%___	___92.86%___	___89.29%___	___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:

- Materials support using accurate mathematics, academic language and terminology, and representations consistent with grade level 8.
- Materials contain full adult level examples and explanation to help with student misconceptions.
- Teacher materials provide insight into student's way of thinking and anticipates a variety of student responses.

DTE: Curriculum, Grade 8, 8.EE, Standards & Lessons, 8.EE.A.2 'Ship Shape' Detailed Lesson Plan, p1 (Prerequisite Standards & Cluster Connection): This part of the lesson plan addresses the Prerequisite Standards, the Standards for Mathematical Practices, Vocabulary, Cluster connections, Common misconceptions by students, and the curriculum in which the authors give suggestions into what skills the students will need. It also provides guiding questions and detailed procedures the teacher can use.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

- Materials provide different strategies that students can use that encourage discourse throughout the lessons.
- Materials provide supports to create structures for grade appropriate arguments and explanations, diagrams, mathematical models, etc. to strengthen student learning.

DTE: Curriculum, Grade 8, 8.EE, Standards & Lessons, 8.EE.B.5 'Space Race' Immersion, Detailed Lesson Plan.

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

Reviewer #37 ___76.83%__	Reviewer #38 ___77.44%__	Reviewer #39 ___76.83%__	Average Score ___77.03%__
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Materials are consistent with the progression in the standards.

Statements of appraisal and supporting evidence:

- The materials followed the Scope and Sequence of the CCSSM.
- The materials build upon each other for a smooth transition and progression.

DTE: Teacher Guides pg. 9 Domain Review Lesson: Domain Review Lesson utilizes visual and narrative cues to increase recall of math concepts, build connections between standards across domains, and foster big-picture understanding.

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

Statements of appraisal and supporting evidence:

- Mathematical connections were noted within the materials.
- Connections to previous and future learning were noted in the materials.

DTE: Teacher Guides pg. 8 Lesson Sequence Immersion, Data and Computation, and Resolution + Simulation Trainer components allow for students to engage in the grade level content through various tasks.

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

Statements of appraisal and supporting evidence:

- All lessons followed the same structure throughout the materials.
- Lessons were broken down in a reasonable time frame with room for modification to fit specific learners.

DTE: Teacher Guides, Grade 8, p12, "Sample Sequence for Standards & Lessons, Assessments" diagram- Planning the Lesson: Each lesson is specifically designed to follow a four day pattern, but there is no justification for the sequence in which it follows

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

Statements of appraisal and supporting evidence:

- There were several assessments that allowed for teachers to monitor student progress both digitally and in written form.
- Teachers were able to progress monitor and engage in immediate feedback as students are working with digital materials.

DTE: Curriculum, Grade 8, 8.F Milestone Assessments, 8.F.A Milestone Assessment, Teacher Guide (far right):. The rubric is very basic and generic. It does provide steps for students who perform at a certain level, like: Have students correct mistakes, have students participate in tutorials etc. It

lacks steps to help correct their mistakes that are specific to that content. The assigned test is multiple choice, so the accompanying rubric cannot provide sufficient guidance to interpret student performance.

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

Statements of appraisal and supporting evidence:

- There are Differentiation Plans in each lesson, and Language Learner Boxes in each Detailed Lesson Plan that offer some support for students at all levels.
- There were rubrics available after the Milestone assessments that grouped students by need.

DTE: Curriculum, Grade 8, 8.G, Standards & Lessons, 8.G.A.2 'Knee Replacement' 'Detailed Lesson Plan', p7 (Differentiation Plan).The Differentiation Plan is a plan that teachers implement to assist students who need remediation and enrichment. It guides the teacher and provides them with activities to make the content accessible to all learners.

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 majority of the materials were on line and interactive
- The digital materials were available on all platforms

DTE: Resources The Power of Test Trainer Pro. Test Trainer Pro begins by gauging prior knowledge to establish a baseline and adapt problems to support students in reaching, or exceeding, proficiency. After a period of regular use, the score for the most recent week provides an excellent estimate of student proficiency at the grade level within that domain.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

- Materials were not easily customizable to fit all learners.
- All lessons followed the same format and did not allow for much deviation.

DTE: Curriculum - My Curriculum, Click "+" to add lesson- Lessons can be created, but material needs to be supplied by the teacher in this section. It is not customizable from within the materials provided.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

- Limited resources that address cultural diversity.
- There are a few references to worldwide cultures in the videos.

DTE: Resources: Cultural Diversity in Math: Guideline to help teachers be aware of cultural diversity in the classroom, define culture, and describe how to foster learning in a culturally diverse room. No mention of home language and how the teacher can incorporate and facilitate 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 #37 background and experience:

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

- New Mexico teacher 21 years
- Level III certified K-12
- Endorsements in Math, Science, TESOL and Bilingual Education

Professional summary of material:

These materials incorporate all of the CCSS for the grade level. The Mathematical Practices are also evident in the materials. It is a rigorous and balanced curriculum. The only areas where the curriculum is lacking depth are in the areas of cultural perspectives and differentiation for all learners.

Reviewer #38 background and experience:

- Level II Teacher
- Texas and New Mexico certified with 23 years' experience
- Endorsements in Math, TESOL and a Masters in Special Education

Professional summary of material:

These materials were reviewed with fidelity based on the Common Core State Standards, The Mathematical Practices, and the Aspects of Rigor. As the materials were reviewed, special attention was given to ensure Cultural Relevance and Equity were present, ensuring all students across New Mexico will be provided the opportunity to learn from quality and equitable instructional materials.

Reviewer #39 background and experience:

- Level III Teacher
- New Mexico certified with 17 years' experience
- Endorsements: K-12, focus in Mathematics, TESOL, Masters in Mathematics.

Professional summary of material:

These materials were reviewed based on the CCSS for the grade level. The Mathematical Practices are evident in the materials. It is a rigorous and balanced curriculum. Special attention was given to ensure Cultural Relevance and Equity and differentiation for all learners is embedded throughout the materials.