

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	Zearn Math Kindergarten Student Edition	Publisher	Zearn
SE ISBN	9781949023312	TE ISBN	9781949023138
SW ISBN	NA	Grade Level/Content	Kindergarten Math

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

Recommended Recommended with Reservations Not Recommended

Total Score

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
<u>98.83%</u>	<u>98.83%</u>	<u>98.33%</u>	<u>98.67%</u>

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Standards are clearly defined throughout the program and material is aligned to meet the needs of kindergarteners. Each mission contains a list of new and or recently taught vocabulary that will be used throughout the unit. The lesson overview explicitly explains the role of the mathematical focus of the lesson as well as how the standards are the foundation for the critical next steps.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> Mathematical practices are evident throughout the teacher edition. At the beginning of each mission, specific mathematical practices are identified. Throughout the lessons, brackets identifying these practices are embedded.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Rigor and balance can be found throughout all four quarters. The students work with numbers orally and with concrete materials. The optional problem set gives students the opportunity to practice modeling mathematics with abstract numbers. Additionally, the teacher guides students in a conversation to process the lesson and to debrief the optional problem set. The teacher should look for misconceptions or misunderstandings that can be addressed in the debrief.

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

Reviewer #16
__100%__

Reviewer #17
__100%__

Reviewer #18
__100%__

Average Score
__100%__

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

Statements of appraisal and supporting evidence:

Support for teachers is embedded throughout the entire program. In each mission's overview, there are thorough explanations of the mission's content being addressed, as well the progression of standards in first grade. Student thinking and dialogue is also embedded throughout the program.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

A variety of small group instruction, independent activities, whole group instruction, and digital resources provide ample opportunities for students to learn and explore the standards in kindergarten.

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

Reviewer #16
__95.73%__

Reviewer #17
__95.73%__

Reviewer #18
__93.90%__

Average Score
__95.12%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progressions in the standards. Additionally, the progressions are identified at the beginning of each mission and topic.

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

Statements of appraisal and supporting evidence:

Within each mission there is coherence from topic to topic. Multiple standards are addressed within each topic and build understanding for the next topic within a mission.

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

Statements of appraisal and supporting evidence:

The pacing is set up so that all 6 missions are complete in 36 weeks. There is a flex day provided each week when teachers can review or catch up on incomplete lessons within missions.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> There are digital resources provided that give teachers a tool to understand where each individual student is in their learning. In Mission 5 and Mission 6, optional exit tickets are provided that the teacher may use following each lesson to quickly assess students' understanding.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Between the small group instruction, fluency practice, digital resources, and whole group instruction, students have multiple opportunities to explore the standards on a variety of different levels.
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> There are several opportunities for kindergarteners to practice the standards addressed on a digital platform. Both fluency practice and lesson reviews are accessible to students digitally.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The materials state that activities can be customized to meet individual learners' needs; however, we did not have access to this. With Zearn Math, educators are supported each day with the material, knowledge, and data they need to create engaging learning environments and differentiate instruction to reach all students.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> Images of groups of students of varying ethnicities are found in the materials as well as multicultural characters. However, we could not identify different cultural perspectives that our New Mexico students could identify with embedded in the materials.

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 #16 background and experience: A level 3 teacher with 24 years' experience. I have taught 5th and 6th grade in NY and 5th grade in MA and NH. I am currently teaching 5th grade in NM.
<i>Professional summary of material:</i>
Reviewer #17 background and experience: I am a level 3 teacher with 15 years' experience. I have taught all grade levels from kindergarten through 4th grade. I am currently teaching 4th grade.
<i>Professional summary of material:</i>
Reviewer #18 background and experience: I am a level 3A, 4th grade Special Education Teacher with 12 years of experience. I have taught Second grade in CA, and First, Second, and Third in New Mexico.
<i>Professional summary of material:</i>

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IM Title	Zearn Math Grade 1	Publisher	Zearn
SE ISBN	9781949023329	TE ISBN	9781949023145
SW ISBN	9781949023039	Grade Level/Content	First Grade Math

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

Recommended Recommended with Reservations _____ Not Recommended _____

Total Score

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__98.83%__	__98.67%__	__98.83%__	__98.78%__

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__100%__	__100%__	__100%__	__100%__

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> We found that the standards are clearly defined throughout the program and the material is aligned to meet the needs of first graders. Students learn in a rotational classroom model that embeds differentiation, precise feedback, and multimodality learning into the daily math block by blending self-paced software-based lessons with teacher-led whole group and small group learning.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> Mathematical practices are evident throughout the teacher edition. At the beginning of each mission, specific mathematical practices are identified.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

Rigor and balance can be found throughout all four quarters. The curriculum teaches math as a progression of connected ideas, grounded in visual problem solving and the concrete to pictorial to abstract approach.

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__100%__	__100%__	__100%__	__100%__

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

Statements of appraisal and supporting evidence:

We found support for teachers embedded throughout the entire program. In each mission's overview, there are thorough explanations of the mission's content being addressed, as well as the progression of standards for future grades. Student thinking and dialogue is also embedded throughout the program.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

A variety of small group instruction, independent activities, whole group instruction, and digital resources provide ample opportunities for students to learn and explore the standards in first grade.

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__95.12%__	__95.73%__	__95.73%__	__95.51%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progressions in the standards. Additionally, the progressions are identified at the beginning of each mission and topic.

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

Statements of appraisal and supporting evidence:

Within each mission there is coherence from topic to topic. Multiple standards are addressed within each topic and build understanding for the next topic within a mission.

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

Statements of appraisal and supporting evidence:

The pacing is set up so that all 6 missions are complete in 36 weeks. There is a flex day provided each week when teachers can review or catch up on incomplete lessons within missions.

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

Statements of appraisal and supporting evidence:

There are digital resources provided that give teachers a tool to understand where each individual student is in their learning. Each Mission provides exit tickets that the teacher may use following some lessons to quickly assess students' understanding.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Between the small group instruction, fluency practice, digital resources, and whole group instruction, students have multiple opportunities to explore the standards on a variety of different levels.
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> There are several opportunities for first graders to practice the standards addressed on a digital platform. Both fluency practice and lesson reviews are accessible to students digitally.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The materials state that activities can be customized to meet individual learners' needs; however, we did not have access to this. With Zearn Math, educators are supported each day with the material, knowledge, and data they need to create engaging learning environments and differentiate instruction to reach all students.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> There are images of groups of students of varying ethnicities found in the materials as well as multicultural characters. The video lessons also show varying cultural perspectives. However, we could not identify different cultural perspectives that our New Mexico students could identify with embedded in the materials.

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 #16 background and experience: A level 3 teacher with 24 years' experience. I have taught 5th and 6th grade in NY and 5th grade in MA and NH. I am currently teaching 5th grade in NM.
<i>Professional summary of material:</i>
Reviewer #17 background and experience: I am a level 3 teacher with 15 years' experience. I have taught all grade levels from kindergarten through 4th grade. I am currently teaching 4th grade.
<i>Professional summary of material:</i>
Reviewer #18 background and experience: I am a level 3A, 4th grade Special Education Teacher with 12 years of experience. I have taught Second grade in CA, and First, Second, and Third in New Mexico.
<i>Professional summary of material:</i>

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IM Title	Zearn Math Grade 2	Publisher	Zearn
SE ISBN	9781949023336	TE ISBN	9781949023152
SW ISBN	9781949023046	Grade Level/Content	Second Grade Math

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

Recommended Recommended with Reservations Not Recommended

Total Score

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
<input type="text" value="99.16%"/>	<input type="text" value="98.83%"/>	<input type="text" value="98.66%"/>	<input type="text" value="98.88%"/>

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
<input type="text" value="99.99%"/>	<input type="text" value="99.99%"/>	<input type="text" value="99.99%"/>	<input type="text" value="99.99%"/>

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Standards are clearly defined throughout the program and material is aligned to meet the needs of 2nd graders. At the beginning of each mission, a description of the standards being addressed and the corresponding lesson are identified.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> Mathematical practices are evident throughout the teacher edition. At the beginning of each mission, specific mathematical practices are identified. Throughout the lessons, brackets identifying these practices are embedded.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

Rigor and balance can be found throughout all four quarters. For 2nd grade students, each Digital Lesson consists of adaptive fluency and lesson-aligned fluency practice. Modeling builds slowly across grade 2 with students progressing from concrete materials to pictorial representations to abstract symbols, and they are able to move back and forth across each stage when they encounter new content.

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__100.00%__	__100.00%__	__100.00%__	__100.00%__

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

Statements of appraisal and supporting evidence:

Support for teachers is embedded throughout the entire program. In each mission’s overview there are thorough explanations of the mission’s content being addressed, as well the progression of standards in second grade. Student thinking and dialogue is also embedded throughout the program.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

A variety of small group instruction, independent activities, whole group instruction, and digital resources provide ample opportunities for students to learn and explore the standards in second grade.

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__96.95%__	__95.73%__	__95.12%__	__95.93%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progressions in the standards. Additionally, the progressions are identified at the beginning of each mission and topic.

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

Statements of appraisal and supporting evidence:

Within each mission there is coherence from topic to topic. Multiple standards are addressed within each topic and build understanding for the next topic within a mission.

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

Statements of appraisal and supporting evidence:

The pacing is set up so that all 8 missions are complete in 36 weeks. There is a flex day provided each week when teachers can review or catch up on incomplete lessons within missions.

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

<p><i>Statements of appraisal and supporting evidence:</i> There are digital resources provided that give teachers a tool to understand where each individual student is in their learning.</p>
<p>Materials give all students extensive opportunities and support to explore key concepts.</p>
<p><i>Statements of appraisal and supporting evidence:</i> Between the small group instruction, fluency practice, digital resources, and whole group instruction, students have multiple opportunities to explore the standards on a variety of different levels.</p>
<p>Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.</p>
<p><i>Statements of appraisal and supporting evidence:</i> There are several opportunities for second graders to practice the standards addressed on a digital platform. Both fluency practice and lesson reviews are accessible to students digitally.</p>
<p>Materials can be easily customized for individual learners.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The materials state that activities can be customized to meet individual learners' needs; however, we did not have access to this. With Zearn Math, educators are supported each day with the material, knowledge, and data they need to create engaging learning environments and differentiate instruction to reach all students.</p>
<p>Materials take into account cultural perspectives.</p>
<p><i>Statements of appraisal and supporting evidence:</i> Images of groups of students of varying ethnicities are found in the materials as well as multicultural characters. One of the publisher's citation includes two student helpers who are not only reflective of a multicultural society, but one of the students has a physical disability as well. We appreciate the publisher incorporating students who are not just multi-culturally different, but physically different as well. Many students could relate. However, we could not identify different cultural perspectives with which our New Mexico students could identify embedded in the materials.</p>

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

<p>Reviewer #16 background and experience: A level 3 teacher with 24 years' experience. I have taught 5th and 6th grade in NY and 5th grade in MA and NH. I am currently teaching 5th grade in NM.</p>
<p><i>Professional summary of material:</i></p>
<p>Reviewer #17 background and experience: I am a level 3 teacher with 15 years of experience. I have taught all grade levels from kindergarten through 4th grade. I am currently teaching 4th grade.</p>
<p><i>Professional summary of material:</i></p>
<p>Reviewer #18 background and experience: I am a level 3A, 4th grade Special Education Teacher with 12 years of experience. I have taught Second grade in CA, and First, Second, and Third in New Mexico.</p>
<p><i>Professional summary of material:</i></p>

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IM Title	Zearn Math Grade 3	Publisher	Zearn
SE ISBN	9781949023343	TE ISBN	9781949023169
SW ISBN	9781949023053	Grade Level/Content	Grade 3 Math

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

Recommended Recommended with Reservations _____ Not Recommended _____

Total Score

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__95.41%__	__98.63%__	__94.91%__	__96.31%__

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__94.96%__	__99.95%__	__94.96%__	__96.62%__

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Standards are clearly defined throughout the program and material is aligned to meet the needs of 3rd graders. At the beginning of each mission a description of the standards being addressed and the corresponding lesson are identified.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> Mathematical practices are evident throughout the teacher edition. At the beginning of each mission, specific mathematical practices are identified. Throughout the lessons, brackets identifying these practices are embedded.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

Rigor and balance can be found throughout all four quarters. For 3rd grade students, each Digital Lesson consists of adaptive fluency and lesson-aligned fluency practice. Modeling builds slowly across grade 3 with students progressing from concrete materials to pictorial representations to abstract symbols, and they are able to move back and forth across each stage when they encounter new content.

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__100.00%__	__100.00%__	__100.00%__	__100.00%__

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

Statements of appraisal and supporting evidence:

Support for teachers is embedded throughout the entire program. In each mission's overview there are thorough explanations of the mission's content being addressed, as well the progression of standards in third grade. Student thinking and dialogue is also embedded throughout the program.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

A variety of small group instruction, independent activities, whole group instruction, and digital resources provide ample opportunities for students to learn and explore the standards in third grade.

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__95.73%__	__95.12%__	__93.90%__	__94.92%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progressions in the standards. Additionally, the progressions are identified at the beginning of each mission and topic.

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

Statements of appraisal and supporting evidence:

Within each mission there is coherence from topic to topic. Multiple standards are addressed within each topic and builds understanding for the next topic within a mission.

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

Statements of appraisal and supporting evidence:

The pacing is set up so that all 8 missions are complete in 36 weeks. There is a flex day provided each week when teachers can review or catch up on incomplete lessons within missions.

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

<p><i>Statements of appraisal and supporting evidence:</i> There are digital resources provided that give teachers a tool to understand where each individual student is in their learning.</p>
<p>Materials give all students extensive opportunities and support to explore key concepts.</p>
<p><i>Statements of appraisal and supporting evidence:</i> Between the small group instruction, fluency practice, digital resources, and whole group instruction, students have multiple opportunities to explore the standards on a variety of different levels.</p>
<p>Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.</p>
<p><i>Statements of appraisal and supporting evidence:</i> There are several opportunities for third graders to practice the standards addressed on a digital platform. Both fluency practice and lesson reviews are accessible to students digitally.</p>
<p>Materials can be easily customized for individual learners.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The materials state that activities can be customized to meet individual learners' needs; however, we did not have access to this. With Zearn Math, educators are supported each day with the material, knowledge, and data they need to create engaging learning environments and differentiate instruction to reach all students.</p>
<p>Materials take into account cultural perspectives.</p>
<p><i>Statements of appraisal and supporting evidence:</i> Images of groups of students of varying ethnicities are found in the materials as well as multicultural characters. The publisher's citation includes two student helpers who are not only reflective of a multicultural society, but one of the students has a physical disability as well. We appreciate the publisher incorporating students who are not just multiculturally different, but physically different as well. Many students could relate. However, we could not identify different cultural perspectives that our New Mexico students could identify with embedded in the materials.</p>

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<p><i>Professional summary of material:</i></p>
<p>Reviewer #17 background and experience: I am a level 3 teacher with 15 years of experience. I have taught all grade levels from kindergarten through 4th grade. I am currently teaching 4th grade.</p>
<p><i>Professional summary of material:</i></p>
<p>Reviewer #18 background and experience: I am a level 3A, 4th grade Special Education Teacher with 12 years of experience. I have taught Second grade in CA, and First, Second, and Third in New Mexico.</p>
<p><i>Professional summary of material:</i></p>

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IM Title	Zearn Math Grade 4	Publisher	Zearn
SE ISBN	9781949023350	TE ISBN	9781949023176
SW ISBN	9781949023060	Grade Level/Content	Grade 4 Math

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

Recommended Recommended with Reservations _____ Not Recommended _____

Total Score

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
<u>98.60%</u>	<u>98.97%</u>	<u>98.10%</u>	<u>98.56%</u>

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
<u>99.41%</u>	<u>99.95%</u>	<u>99.41%</u>	<u>99.59%</u>

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Standards are clearly defined throughout the program and material is aligned to meet the needs of fourth grade students. At the beginning of each mission, descriptions of the standards being addressed are identified, as well as the corresponding lessons that are tied to the standards.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> Mathematical practices are evident throughout the teacher edition. At the beginning of each mission, specific mathematical practices are identified. Throughout the small group lessons, brackets identifying the math practices being addressed are embedded.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

Rigor and balance can be found throughout all of the missions. For fourth graders, each Digital Lesson consists of adaptive fluency and lesson-aligned fluency practice. Modeling builds slowly across grade 4, with students progressing from concrete materials to pictorial representations to abstract symbols, and they are able to move back and forth across each stage when they encounter new content.

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__100%__	__100%__	__100%__	__100%__

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

Statements of appraisal and supporting evidence:

Support for teachers is embedded throughout the entire program. In each mission's overview there are thorough explanations of the mission's content being addressed, as well as the progression of standards in fourth grade. Student thinking and dialogue is embedded throughout the program as well. Following each small group lesson, the teacher is provided questions to ask students that allow students to reflect on their learning from the lesson.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

A variety of small group instruction, independent activities, whole group instruction, and digital resources provide ample opportunities for students to learn and explore the standards in fourth grade.

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
__96.34%__	__96.34%__	__94.51%__	__95.73%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progressions in the standards. Additionally, the progressions are identified at the beginning of each mission and topic in fourth grade.

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

Statements of appraisal and supporting evidence:

Within each mission there is coherence from topic to topic. Multiple standards are addressed within each topic and build understanding for the next topic within a mission. These connections through topics are made clear in each mission's overview.

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

Statements of appraisal and supporting evidence:

The pacing is set up so that all seven missions are complete in thirty-six weeks. There is a flex day provided each week when teachers can review or catch-up on incomplete lessons within missions.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> There are digital resources provided that give teachers a tool to understand where each individual student is in their learning.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Between the small group instruction, fluency practice, digital resources, and whole group instruction, fourth grade students have multiple opportunities to explore the standards on a variety of different levels.
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> There are several opportunities for fourth graders to practice the standards addressed on a digital platform. Both fluency practice and lesson reviews are accessible to students digitally.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The materials state that activities can be customized to meet individual learners' needs. However, we did not have access to this. With Zearn Math, educators are supported each day with the material, knowledge, and data they need to create engaging learning environments and differentiate instruction to reach all students in fourth grade.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> Images of groups of students of varying ethnicities are found in the materials, as well as multicultural character names such as "Jose". However, we could not identify different cultural perspectives that our New Mexico students could identify with embedded in the materials. There was reference to neighboring states such as Colorado in word problems, but again that does not have to do with the students in New Mexico and their cultural perspectives.

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

Reviewer #16 background and experience: A level 3 teacher with 24 years' experience. I have taught 5th and 6th grade in NY and 5th grade in MA and NH. I am currently teaching 5th grade in NM.
<i>Professional summary of material:</i>
Reviewer #17 background and experience: I am a level 3 teacher with 15 years of experience. I have taught all grade levels from kindergarten through 4th grade. I am currently teaching 4th grade.
<i>Professional summary of material:</i>
Reviewer #18 background and experience: I am a level 3A, 4th grade Special Education Teacher with 12 years of experience. I have taught Second grade in CA, and First, Second, and Third in New Mexico.
<i>Professional summary of material:</i>

Review Team Appraisal of Title

(K-8 Mathematics)

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

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

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

IM Title	Zearn Math Grade 5	Publisher	Zearn
SE ISBN	9781949023367	TE ISBN	9781949023183
SW ISBN	9781949023077	Grade Level/Content	Fifth Grade Math

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 #16	Reviewer #17	Reviewer #18	Average Score
<u> 94.90% </u>	<u> 95.07% </u>	<u> 94.40% </u>	<u> 94.79% </u>

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
<u> 93.96% </u>	<u> 94.71% </u>	<u> 93.96% </u>	<u> 94.21% </u>

Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i> Standards are clearly defined throughout the program and material is aligned to meet the needs of fifth grade students. At the beginning of each mission, descriptions of the standards being addressed are identified, as well as the corresponding lessons that are tied to the standards.</p>
Materials align to standards of mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i> Mathematical practices are evident throughout the teacher edition. At the beginning of each mission, specific mathematical practices are identified. Throughout the small group lessons, brackets identifying the math practices being addressed are embedded.</p>
Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Rigor and balance can be found throughout all of the missions. For fifth graders, each Digital Lesson consists of adaptive fluency and lesson-aligned fluency practice. Modeling builds slowly across grade 5 with students progressing from concrete materials to pictorial representations to abstract symbols, and they are able to move back and forth across each stage when they encounter new content.

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
<u> 100% </u>	<u> 100% </u>	<u> 100% </u>	<u> 100% </u>

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

Statements of appraisal and supporting evidence:

Support for teachers is embedded throughout the entire program. In each mission’s overview, there are thorough explanations of the content being addressed, as well as the progression of standards in fifth grade. Student thinking and dialogue is embedded throughout the program as well. Following each small group lesson, the teacher is provided questions to ask students that allow students to reflect on their learning from the lesson.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

A variety of small group instruction, independent activities, whole group instruction, and digital resources provide ample opportunities for students to learn and explore the standards in fifth grade.

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

Reviewer #16	Reviewer #17	Reviewer #18	Average Score
<u> 96.34% </u>	<u> 95.12% </u>	<u> 94.51% </u>	<u> 95.33% </u>

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progressions in the standards. Additionally, the progressions are identified at the beginning of each mission and topic in fifth grade.

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

Statements of appraisal and supporting evidence:

Within each mission, there is coherence from topic to topic. Multiple standards are addressed within each topic and build understanding for the next topic within a mission. These connections through topics are made clear in each mission’s overview.

Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> The pacing is set up so that all six missions are complete in thirty-six weeks. There is a flex day provided each week when teachers can review or catch-up on incomplete lessons within missions.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> There are digital resources provided that give teachers a tool to understand where each individual student is in their learning.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Between the small group instruction, fluency practice, digital resources, and whole group instruction, fifth grade students have multiple opportunities to explore the standards on a variety of different levels.
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> There are several opportunities for fifth graders to practice the standards addressed on a digital platform. Both fluency practice and lesson reviews are accessible to students digitally.
Materials can be easily customized for individual learners.
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