

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	NM Ready Classroom Mathematics	Publisher	Curriculum Associates
SE ISBN	9781495798542	TE ISBN	9781495799020
SW ISBN	N/A	Grade Level/Content	Kindergarten

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

Recommended _____ Recommended with Reservations X Not Recommended _____

Total Score

Reviewer #4	Reviewer #5	Reviewer #6	Average Score
79%__	91%_	82%__	__84%__

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

Reviewer #4	Reviewer #5	Reviewer #6	Average Score
77.5%__	_92.5%_	_82.6%_	_84.2%__

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> <ul style="list-style-type: none"> ● Materials are aligned with all standards. ● Major and supporting standards are noted at the beginning of each Unit and Lesson. ● CCSS correlations tables are at the end of each TE.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> <ul style="list-style-type: none"> ● Standards for math practice (SMPs) are met throughout the curriculum. ● SMPs are stated at the beginning of each lesson. ● SMPs are highlighted in sessions under Deepen Understanding which extends math discourse and shows how it looks in practice.

- Multiple SMPs are indicated in each lesson.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

- Materials include some aspects of rigor and are stronger in some areas than in other.
- Overall, the application aspect is not a focus of the entire curriculum.
- Assessments focus mainly on conceptual understanding and fluency aspects of rigor, but do not include application.

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

Reviewer #4	Reviewer #5	Reviewer #6	Average Score
96.4%__	92.8%__	85.7%__	__91.6%__

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

Statements of appraisal and supporting evidence:

- Conceptual understanding of kindergarten content is strong.
- Lessons are divided into sessions (40-60 min): 1-2 sessions dedicated to Explore, 1-2 to Develop and 1-2 to Refine.
- DOK level of questions delivered during instruction is not deep enough to promote deep understanding of the content. Many questions are close-ended.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

- Purpose of each session is clearly stated.
- Students mainly work with counters and cubes to develop conceptual understanding. More variety of manipulatives are needed.
- Most of the work is whole group using the SW; more games and interactive activities online would be helpful.

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 #4	Reviewer #	Reviewer #6	Average
80%	87%__	_81.1%_	_82.8%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

- Learning Progression is in Lesson Overview at the beginning of each Lesson.
- TE Learning Progression states what students will be learning and doing in the lesson, in later lessons, and how it relates to First Grade.
- Lesson Overview states prerequisite skills.

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

Statements of appraisal and supporting evidence:

- Core Standards and additional Standards are listed in each Lesson Overview to show how standards are connected.
- Games and hands on activities practice and apply 2-3 related standards.
- Usually there is a Connection to Prior Knowledge in the Start of each Lesson.

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

Statements of appraisal and supporting evidence:

- Units, lessons and sessions are clearly noted.
- Pacing guide is found at end of each TE.
- Each session is about 45-60 minutes.
- Unit pacing is outlined; however, daily pacing is unclear.
- It is unclear when and how to implement fluency practice, additional practice, reteaching, and extension.

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

Statements of appraisal and supporting evidence:

- End of lesson assessments are provided.
- Unit assessments are provided.
- Online component offers individual tracking and assessment.

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

Statements of appraisal and supporting evidence:

- 2 sessions each week are given to explore key concepts.
- Reteach and Extension activities are given at the end of each lesson.
- ELL and reteaching are not clearly embedded in each session.

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:

- Digital materials are web based, making them accessible on multiple platforms.
- Teacher's tool box online contains blackline masters, games, and additional support for reteaching and going beyond lessons.
- Learning games are finite and do not allow for reteaching/extension opportunities. Only one game for each Lesson.
- Not enough technology support is apparent to allow for student engagement.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

- There are math games and math center activities suggestions.
- There are Reteach and Extension activities noted.
- Only assessments are customizable.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

- Family letter and activities are hands-on and work to engage students with their family and community.
- Family letter is in Spanish.

- After completing most of the review, it was discovered that materials are available in Spanish; however, it is not evident of how this version would be accessed, as it is not explicitly embedded within Teacher’s Guide.
- Approach to supporting ELL students is shallow and does not offer depth in each lesson.
- There are six Professional Learning pages that advise teachers on best practices.

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 #4 background and experience: 12 years’ experience as a K and 1st grade teacher. NBCT teacher, TESOL endorsed.

Professional summary of material: While this material is aligned with the standards and provides good conceptual understanding for students, fluency and engaging application problems are not as strong. The most engaging activities are found in the reteach and extend portions of the materials. The day to day lessons seem dry and focus heavily on paper/pencil workbook pages with little time for uninterrupted individual work time or productive struggle. The materials do not seem to challenge the students’ thinking.

Reviewer #5 background and experience: 6 years teaching experience in 3rd Grade, Master’s Degree in Mathematical Education

Professional summary of material: Materials are easy to navigate. Student edition is colorful and well organized. Engaging activities are limited, as the vast majority are pencil and paper based. DOK questioning is surface level and does not allow for a deeper level of thinking for students. Cultural connections are also limited. Family newsletters are provided to support home learning supporting activities. Rigor throughout grade level is not consistent. Explicit English Language support is not embedded in lessons. Teacher’s Guide is cumbersome and would be more user friendly if spiral bound.

Reviewer #6 background and experience: 10 years teaching experience in both special education and elementary education. TESOL endorsed with a Master’s degree in Language, Literature and Multicultural studies

Professional summary of material: Material is aligned with standards and math practice standards, but does not include the depth and rigor that would be expected to effectively reach today’s education expectations. Lessons are thorough and include student materials that are colorful and easy to navigate. Assessments and teacher questioning prompts are shallow and do not require much application or deep understanding of concepts. Differentiation strategies (centers, ELL support, enrichment) are included, but are not emphasized as much as they should be.

Review Team Appraisal of Title

(K-8 Mathematics)

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IM Title	NM Ready Classroom Mathematics	Publisher	Curriculum Associates
SE ISBN	9781495798559	TE ISBN	9781495799037
SW ISBN	N/A	Grade Level/Content	Grade 1

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

Recommended _____ Recommended with Reservations X Not Recommended _____

Total Score

Reviewer #4 __86%__	Reviewer #5 __89%__	Reviewer #6 __83%__	Average Score __86%__
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Standards Review - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #4 __86.5%__	Reviewer #5 __92%__	Reviewer #6 __89%__	Average Score __89%__
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence</i> <ul style="list-style-type: none"> All standards are evident and aligned as noted in Common Core State Standards pB9. Standards are cited at the beginning of each Lesson. Standards are referenced in assessment materials.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> <ul style="list-style-type: none"> Standards for Mathematical Practice (SMP) are cross referenced in back of book pages B15-B16. SMPs are cited in the Unit Plans and Lesson Plans. SMPs are noted in the Deepen Understanding section of some lessons. Front section of TG displays how SMP are referenced in Unit Plans, Lesson Plans and Sessions.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

- Mainly paper and pencil activities are provided.
- Engaging materials are not apparent to develop conceptual understanding.
- DOK level of questioning is low and does not show evidence of variation throughout materials.
- Questioning prompts are repeated in all Units. This does not develop higher level thinking.
- Content does not spiral to develop fluency.
- Application was high in Units 1-2, but taper off in Units 3-6.

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

Reviewer #4
___93%___

Reviewer #5
___96%___

Reviewer #6
___79%___

Average Score
___89%___

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

Statements of appraisal and supporting evidence:

- Units state objectives, prerequisite skills and learning progression.
- All grade level standards are covered throughout the entirety of materials.
- Many examples are pencil/paper and do not start with concrete and progress to abstract to develop clear conceptual understanding.
- Small Group Differentiation suggestions are in each unit.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

- Material is sequenced to Explore, Develop and Refine Content.
- Connections to prior knowledge start each session.
- During the Discuss It routine, the teacher asks questions that guide students to discuss, but do not challenge students to connect/understand the content deeply.
- Most questions require one to two word answers.
- A Home Letter is included with each lesson, which gives activities and tips for families to support content learning at home.

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 #4
___83.5%___

Reviewer #5
___80%___

Reviewer #6
___68%___

Average Score
___77%___

Materials are consistent with the progressions in the standards.

- Each unit reviews progressions from prior grade levels, discusses how content relates to the next grade level, and notes prerequisite skills needed.
- Lessons are consistent in natural progressions from concrete to abstract.

<ul style="list-style-type: none"> ● Each of the major standards is the focus of at least one lesson (5 session) and is typically applied in another lesson.
Materials foster coherence through connections at a single grade, where appropriate and required by the standards.
<ul style="list-style-type: none"> ● Materials show a natural progression throughout the grade level and connect to future learning. ● The games that are included address multiple grade level standards.
Materials are well designed and take into account effective lesson structure and pacing.
<ul style="list-style-type: none"> ● Lessons are designed to be taught 45-60 minutes daily with multiple “sessions”. ● Material could be covered completely within a typical school day, and completed in a typical school year. ● Guideline for pacing is included in the back material in each Teacher’s Guide. ● Additional practice, fluency, group work, reteaching and enrichment are not clearly accounted for in session minutes.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<ul style="list-style-type: none"> ● Materials offer use of technology piece for students and teachers, and provide reports on student performance levels. ● Rubrics are included for most open-ended response questions. Some include detailed descriptions of each scoring level, but others are very generic and general in their descriptions. ● Assessments are summative and do not vary in style or product. They are paper/pencil assessments that are mainly ‘fill in the blank’ or multiple choice questions with little explanation of student thinking.
Materials give all students extensive opportunities and support to explore key concepts.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> ● Lessons include scaffolding ideas and activities at the beginning of each lesson, but these are not included throughout each session. ● Center ideas are included in the online materials, but guidance for implementing these centers is not very specific. ● Language development sections are included in some sessions, but are not very engaging and are not woven through the entire lesson.
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> ● Digital materials include interactive lessons and activities as well as games. ● Digital materials are accessible through multiple platforms; however, no evidence could be located to determine if materials could be accessed through mobile devices or tablets. ● Learning games for students are included, but are limited in content.
Materials can be easily customized for individual learners.
<p><i>Statements of appraisal and supporting evidence:</i></p> <ul style="list-style-type: none"> ● Small group differentiation activities and lessons are cited in the Lesson Overview. ● Differentiation is not embedded in lessons. ● Online learning games can be assigned to individual students based on learning needs, but games do not change based on student performance and are not as rigorous as might be desired. ● Lesson quizzes can be modified to change picture or numbers. ● Online interactive lessons can be assigned to students based on learning needs.
Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

- Connections to community and cultural responsiveness are found at the beginning of each lesson.
- In the Family Letter, students are encouraged to make connections about their own culture and report it to the class.
- Some sessions include questions regarding students' home lives, but the questioning is surface level and does not ask them to expand on their ideas.
- Suggestions for discussions and activities to connect with learners with diverse backgrounds are offered at the beginning of each lesson in the "Connect to Community and Cultural Responsiveness". These strategies are not included or emphasized throughout the sessions.

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 #4 background and experience: 12 years' experience as a K and 1st grade teacher. NBCT teacher, TESOL endorsed.

Professional summary of material: The Standards and SMPs are evident in the materials, but there is a lack of rigor. Conceptual problems and discussion are low level. Manipulatives and hands-on learning is sparse for all learners. Hands-on activities are evident for reteaching instead of conceptual understanding. Fluency activities are not spiraled in future units and there is not a lot of independent practice. The materials are heavily reliant on paper/pencil workbook pages and at times there is a single fill in the blank on a workbook page resulting in wasted paper.

Reviewer #5 background and experience: 15 years classroom experience in both general and special education. 6 years teaching experience in 3rd Grade, Master's Degree in Mathematical Education

Professional summary of material: The standards and SMPs are evident throughout the material. The majority of the content is paper/pencil learning based for the students. Work with manipulatives is limited and not highly engaging. Lessons include discussions through guided questioning; however, the questions are very surface level and not all lead to critical thinking. Digital materials are available, but are limited with regard to game based, interactive learning. While rigor criteria was met overall, it was surface level. Material is organized by lesson and session number, but unit number is not easy to decipher.

Reviewer #6 background and experience: 10 years teaching experience in both special education and elementary education. TESOL endorsed with a Master's degree in Language, Literature and Multicultural studies

Professional summary of material:

These materials address and effectively teach all grade 1 Common Core Standards. There is differentiation and support for ELL learners available, but it is not as developed as it could be. The students are expected to learn most of the content through paper and pencil tasks and are not given many hands-on activities. The level of questioning does not include the rigor that would typically be expected when teaching CCSS, but class and small group discussion are a focal point of this curriculum.

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IM Title	NM Ready Classroom Mathematics	Publisher	Curriculum Associates
SE ISBN	9781495798566	TE ISBN	9781495799044
SW ISBN	N/A	Grade Level/Content	Grade 2

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

Recommended _____ Recommended with Reservations X Not Recommended _____

Total Score

Reviewer #4 ___ 86% ___	Reviewer #5 ___ 92% ___	Reviewer #6 ___ 85% ___	Average Score ___ 88% ___
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Standards Review - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #4 ___ 91% ___	Reviewer #5 ___ 97% ___	Reviewer #6 ___ 89% ___	Average Score ___ 91% ___
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> <ul style="list-style-type: none"> All standards were met in the materials. Standards are cross referenced in the TG, Back Matter. Standards are cited at the beginning of each lesson.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> <ul style="list-style-type: none"> All Standards for Mathematical Practice (SMP) are met. SMPs cross reference in the TG, Back Matter. Deeper Understanding highlights SMP in lesson. SMP 3 constructing arguments questions were at times closed ended.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

- Materials are not balanced in rigor.
- Opportunities for application evident in most lessons.
- Fluency does not spiral throughout the entire curriculum.
- Lessons went from abstract to concrete to develop conceptual understanding, instead of concrete to abstract.

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

Reviewer #4
___93%___

Reviewer #5
___93%___

Reviewer #6
___89%___

Average Score
___92%___

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

Statements of appraisal and supporting evidence:

- Units state learning progression with prerequisites from First Grade, expectations at grade 2 and what's next in 3rd grade.
- Many examples are paper/pencil and do not start with concrete and progress to abstract to develop clear, conceptual understanding.
- Small group differentiation suggestions are in each unit, but are separate from the lesson.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

- Material is sequenced to Explore, Develop and Refine Content.
- Connections to prior knowledge start each session.
- Students are provided with a self-checklist at the beginning and of each unit, but the questions are vague, shallow, and do not lend to critical thinking, reflection, or ownership of students' learning.
- During the Discuss It routine, the teacher asks questions that guide students to discuss, but do not challenge students to connect/understand the content deeply.
- Most questions require one to two word answers with no expectation of explanation for solving.
- A Home Letter is included with each lesson, which gives activities and tips for families to support content learning at home and is included in a Spanish version.

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 #4
___87%___

Reviewer #5
___78%___

Reviewer #6
___73%___

Average Score
___79%___

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

- Each unit states progressions from prior grade levels and indicates how new content relates to the next grade level, and notes prerequisite skills needed.
- Most lessons are consistent in natural progression. However, there is inconsistency in this area.
- Each of the major standards is the focus of at least one lesson (5 session).
- Because there is no spiral, lessons are stand alone. Standards are rarely revisited.

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

Statements of appraisal and supporting evidence:

- There are not a lot of connections made through the material except in the Mathematics in Action segments that support multiple standards.
- Materials show a natural progression throughout the grade level and connect to future learning.
- Lessons provide learning strategies scaffolded in units.
- Lessons state standards and supporting standards.
- iReady games are included to address multiple grade level standards.

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

Statements of appraisal and supporting evidence:

- Lessons are designed to be taught 45-60 minutes daily with multiple “sessions”.
- Material could be covered completely within a typical school day and be completed in a typical school year.
- Guideline for pacing is included in the back material in each Teacher’s Guide.
- Additional practice, fluency, group work, reteaching and enrichment are not clearly accounted for in session minutes.
- Materials require teachers to flip back and forth to meet ELL language standards and cultural proficiency.

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

Statements of appraisal and supporting evidence:

- Materials offer technology pieces for students and teachers to collect data.
- Reports on student performance levels are available in iReady online resource.
- Rubrics are included for most open-ended response questions. Some included detailed descriptions of each scoring level, but others are very generic and general in their descriptions.
- Assessments are summative and do not vary in style or product. They are paper/pencil assessments that are mainly “fill in the blank” or multiple choice questions with little explanation of student thinking.

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

Statements of appraisal and supporting evidence:

- Mathematics in Practice activities allow students to explore concepts more in depth and to apply them to real world activities and situations.
- Lessons include scaffolding ideas and activities at the beginning of each lesson, but these are not included throughout each session.
- Language development sections are included at the beginning of lessons but are not emphasized.
- ELL strategies are not emphasized throughout each lesson but are included sparingly.
- Strategies for meeting the needs of all students is not embedded in the materials.

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:

- Teacher guide, student materials and assessments are available online.
- Digital materials include interactive lessons, activities and games.
- Digital materials are accessible through multiple platforms.
- Learning games for students are included, but are limited in content and do not vary much depending on lesson or content.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

- Small Group Differentiation activities and lessons are cited in the Lesson Overview.
- Online learning games can be assigned to individual students based on learning needs, but they do not change based on student performance and are not as rigorous as might be desired.
- Online lesson quizzes can be modified to change picture or numbers.
- Online interactive lessons can be assigned to students based on learning needs.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

- A Family Letter is included, in which students are encouraged to make connections about their own culture and report it to the class.
- Sessions include a vocabulary development section with some visuals.
- Suggestions for discussions and activities to connect with learners with diverse backgrounds are offered at the beginning of each lesson in the “Connect to Community and Cultural Responsiveness”. These strategies are not included or emphasized throughout the sessions.
- Literacy Connections are vague and do not require deeper thinking into cultural issues.

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 #4 background and experience: 12 years’ experience as a K and 1st grade teacher. NBCT teacher, TESOL endorsed.

Professional summary of material:

The curriculum lacks rigor and higher level thinking for students. 2nd grade material does a good job with story problems and application. Math in Action activities combine previous learning into related activities. Most of the conceptual learning is done with examples in the workbook pages, instead of discovering and problem solving with real world experiences and hands-on projects. Material is not spiraled. Students have little opportunity to develop fluency. Very workbook centered. Cultural perspectives and diversity are lacking.

Reviewer #5 background and experience: background and experience: 15 years classroom experience in both general and special education. 6 years teaching experience in 3rd Grade, Master’s Degree in Mathematical Education

Professional summary of material:

The materials were easy to navigate through. The standards and SMPs are evident in the materials. The majority of the content is paper/pencil learning for the students. Evidence of highly engaging activities or use of engaging manipulatives was not found. Game based learning was dry, finite, and not engaging long term for students. Lessons include discussions through guided questioning. However, the questions are very surface level (most DOK 1) and not all lead to students’ critical thinking. Digital materials are available, but are limited with regard to being game based, interactive learning. While the rigor criteria was met overall, it was basic/surface level. Material is organized by lesson and session number, but unit

number is not easy to decipher after initial introduction of unit. Literacy connections were random, with no obvious connection to lesson. This could be confusing to students. Evidence of deep and meaningful culturally responsive teaching was not evident. Teacher's Guide is cumbersome and would be more user friendly if spiral bound.

Reviewer #6 background and experience: 10 years teaching experience in both special education and elementary education. TESOL endorsed with a Master's degree in Language, Literature and Multicultural studies

Professional summary of material:

The second grade material emphasizes a lot of application throughout the entire curriculum by having students solve a lot of word problems. The fluency aspect of the standards is not effectively met. Most of the activities and conceptual development are practiced through pencil/paper activities in the student workbook and do not include many hands on opportunities for students to practice new skills. The level of questioning tends to be more basic.

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IM Title	NM Ready Classroom Mathematics	Publisher	Curriculum Associates
SE ISBN	9781495798573	TE ISBN	9781495799051
SW ISBN	N/A	Grade Level/Content	Grade 3

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

Recommended x Recommended with Reservations Not Recommended

Total Score

Reviewer #25	Reviewer #26	Reviewer #27	Average Score
<u> 96.5% </u>	<u> 94.5% </u>	<u> 90.67% </u>	<u> 93.89% </u>

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

Reviewer #25	Reviewer #26	Reviewer #27	Average Score
<u> 96.36% </u>	<u> 92.53% </u>	<u> 92.80% </u>	<u> 93.90% </u>

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Materials do align with grade level standards. The materials cover all the standards for 3rd grade, as shown through the Pacing Guide and Unit Topic overviews TE p.A4-A11 with the lessons listed with their standards of focus. Content is also identified with M (major), S (supporting), and A (additional) for type of focus on Common Core State Standards. Materials did not use vocabulary related to properties (associative, distributive, & commutative), but content application was there and is what is expected.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> Materials align to standards of mathematical practice. The materials cover all of the standards for math practice (SMP), as shown in the Unit Topic overviews TE p.A4-A11 with the lessons listed with their math

practice standards of focus. More detail about practices in this curriculum can be found on TE p.1i-1l. In the Teacher Tool Box under program implementation in the student handbook the SMP are there in kid friendly terms, along with discussion prompts and accountable talk stems.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Materials show aspects of rigor. For conceptual understanding the Try it, Discuss it, Connect it routine builds the conceptual understanding with models and support (A24-25) and in the Teacher Tool Box under program implementation called Try-Discuss-Connect Routine Resources. For procedural skill and fluency, the Teacher Tool Box has many support materials including additional support for fluency and skills practice for lesson content. For application, at the end of each unit in the TE, there are groups of activities including a Performance Assessment, a study and example problem and solution with try another approach, a persevere on your own, and a discuss models and strategies.

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

Reviewer #25
___100%___

Reviewer #26
___92.86%___

Reviewer #27
___92.86%___

Average Score
___95.24%___

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

Statements of appraisal and supporting evidence:

Materials are consistent with grade level content, supporting the intent of the delivery and understanding of mathematics. In the teacher toolbox and the beginning unit & lesson material in the TE, the materials include vocabulary card support (SE-table of contents), concrete models, digital math tools, possible misconceptions & error alerts, letters home about lesson content for each topic, opportunities for partner and group discussion, and a learning progression to show where the lesson falls into the learning continuum throughout grade levels just above and below third grade.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Materials support student learning of mathematics. There are suggestions with differentiation levels, ELL language suggestions, learning games, digital tools, interactive tutorials, detailed reports in the Teacher Tool Box (learning game, comprehension checks, & prerequisite reports), and personalized learning in the i-Ready features.

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

Reviewer #25
___96.34%___

Reviewer #26
___99.39%___

Reviewer #27
___84.76%___

Average Score
___93.50%___

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progressions in the standards. There are 33 lessons with 3-5 days per lesson plus assessments and the majority of the lessons are spent on the major content as shown by the pacing guide in TE p. B29-B30. This program uses 45-60 minutes per day for math.
Materials foster coherence through connections at a single grade, where appropriate and required by the standards.
<i>Statements of appraisal and supporting evidence:</i> Materials foster coherence through connections at a single grade, where appropriate and required by the standards. When applicable, materials used learning progressions to show topics for immediate grade level before, lesson(s) prior to current lesson, current lesson, and future lessons at current grade level & possibly next grade level depending on the lesson. There is a chart at the beginning of each unit to show more scope and sequence of lesson sets in the units with prior building lessons and future grade lessons (for about grades ranges potentially from 1-5 with majority clustered around the 3rd grade).
Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> Materials are well designed and take into account effective lesson structure and pacing. The teacher wrap, yearly pacing, and Teacher Toolbox provide support and structure for effective lessons and time.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> Materials offer teachers resources and tools to collect ongoing data about student progress on the standards. Materials include a student self-assessment for the student to complete at beginning and end of lesson topic. The Teacher ToolBox provides reports for learning games, comprehension checks, & prerequisite skills. The teacher wrap provides look-fors, discussions, and potential misconceptions.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Materials give all students extensive opportunities and support to explore key concepts. The Try it, Discuss it, Connect it routines provide good introduction. The online materials provide interactive online tutorials, online tools, and pair share prompts in the student edition. The teacher edition has differentiation, deeper understanding for math practices, and letters home.
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 support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms. There is an icon in the teacher guides to direct the teacher to the Toolbox. The Teacher Toolbox lets you assign material based on student readiness, and provides games, reports, tutorials, fluency & skill practice, and editable materials.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> There are editable materials in the Teacher Toolbox including practice, fluency sheets, and assessments. There is access to all grade levels in the Teacher Toolbox. Materials can be further customized if i-ready is included (A20 for adaptive diagnostic information).
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> The cultural perspectives for the curriculum are very surface level. Teaching materials offer cultural connections to tie to lessons and activities, but most ties are only in the teacher's guide. There are mini

pictures of about 6 diverse characters in the SE and the animated characters/avatars are present in the interactive online tutorials. The SE has photos and drawings that reflect real world common items.

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 #25 background and experience: Level 3 teacher, 28 years of teaching, NBCT adolescent generalist since 1995

Professional summary of material:

This curriculum covers the CCSS well and has a reasonable amount of materials to cover for a year with a well-planned order. Major content has a greater focus, as it should. Math practices are supported in the teacher wrap. There is a great amount of resources and support in the Teacher Toolbox for those who like technology. This is doable curriculum and can support a beginning teacher with the routines, supports, and suggestions provided in the teacher wrap in the TE.

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

Professional summary of material:

This curriculum covers the common core state standards, math practice standards, with online Teacher Toolbox components to support technology and support for teacher instruction. The material covers the school year with pacing guide support for teachers. The content is designed to promote and engage student learning for successful student academic growth.

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

Professional summary of material:

The Ready Mathematics Curriculum address CCSS for grade 3 to include standards for math practice and content standards. The Teacher Toolbox offers support for the print teacher's guide and online components (detailed reports connected to progress, growth mindset, math confidence, productive strategy, self-regulation) to aid in student learning personalization. The Yearly Pacing supports teachers and is manageable. There is a balance of print and digital resources for students. The Ready Mathematics curriculum will support both novice and veteran teachers as they strive to help students reach their potential.

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	NM Ready Classroom Mathematics	Publisher	Curriculum Associates
SE ISBN	9781495798580	TE ISBN	9781495799068
SW ISBN	N/A	Grade Level/Content	Grade 4

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

Recommended Recommended with Reservations Not Recommended

Total Score

Reviewer #25	Reviewer #26	Reviewer #27	Average Score
<u>97.67%</u>	<u>94.67</u>	<u>90.0%</u>	<u>94.11%</u>

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

Reviewer #25	Reviewer #26	Reviewer #27	Average Score
<u>98.87%</u>	<u>93.61%</u>	<u>90.57%</u>	<u>94.35%</u>

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Materials do align with grade level standards. The materials cover all the standards for 4th grade as shown through the Pacing Guide (TE B27-B28) and Unit Topic overviews (TE p.A4-A9) with the lessons listed with their standards of focus. Content is also identified with M (major), S (supporting), and A (additional) for type of focus on Common Core State Standards.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> Materials align to standards for mathematical practice. The materials cover all the standards for math practice (SMP) as shown in the Unit Topic overviews (TE p.A4-A9) with the lessons listed with their math

practice standards of focus. More detail about practices in this curriculum can be found on TE p.1i-1l. In the Teacher Tool Box under program implementation in the student handbook, the SMP are in kid friendly terms, along with discussion prompts and accountable talk stems.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Materials show aspects of rigor. For conceptual understanding, the Try it, Discuss it, Connect it routine builds conceptual understanding with models and support (A22-23) and in the Teacher Tool Box under program implementation called Try-Discuss-Connect Routine Resources. For procedural skill and fluency, the Teacher Tool Box has many support materials including additional support for fluency and skills practice for lesson content. For application, at the end of each unit in the TE, there are groups of activities including a Performance Assessment, a study and example problem and solution with 'try another approach', a persevere on your own, and a discuss models and strategies.

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

Reviewer #25	Reviewer #26	Reviewer #2	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 are consistent with grade level content, supporting the intent of the delivery and understanding of mathematics. In the teacher toolbox and the beginning unit & lesson material in the TE, the materials include vocabulary card support (SE-table of contents), concrete models, digital math tools, possible misconceptions & error alerts, letters home about lesson content for each topic, opportunities for partner and group discussion, and a learning progression to show where the lesson falls into learning continuum throughout grade levels just above and below 4th grade. At beginning Unit opener standards progression (light blue pages), the lessons are shown in progress ranges from potentially grades 2-6.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Materials support student learning of mathematics. There are suggestions with differentiation levels, ELL language suggestions, learning games, digital tools, interactive tutorials, detailed reports in the Teacher Tool Box (learning game, comprehension checks, & prerequisite reports), and personalized learning in the i-Ready features.

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

Reviewer #25	Reviewer #26	Reviewer #27	Average Score
___95.73___	___97.56%___	___87.80%___	___93.70%___

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progressions in the standards. There are 34 lessons with 3-5 days per lesson plus assessments and majority of the lessons are spent on the major content as shown by the pacing guide in TE p. B27-B28. This program uses 45-60 minutes per day for math.

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

Statements of appraisal and supporting evidence:

Materials foster coherence through connections at a single grade, where appropriate and required by the standards. When applicable, materials use learning progressions to show topics for immediate grade level before, lesson(s) prior to current lesson, current lesson, and future lessons at current grade level & possibly next grade level depending on the lesson. There is a chart at the beginning of each unit to show more scope and sequence of lesson sets in the units. Prior building lessons and future grade lessons are considered potentially for roughly grades 2-6 with majority clustered around the grade 4.

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

Statements of appraisal and supporting evidence:

Materials are well designed and take into account effective lesson structure and pacing. The teacher wrap, yearly pacing, and Teacher Toolbox provide support and structure for effective lessons and time.

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

Statements of appraisal and supporting evidence:

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards. Materials include a student self-assessment for the student to complete at beginning of lesson and end of lesson topic. The Teacher Toolbox provides reports for learning games, comprehension checks, and prerequisite skills. The teacher wrap provides look-for, listen-for, discussions, and potential misconceptions. If the i-Ready diagnostic is included, it creates a personalized learning path based on assessments.

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

Statements of appraisal and supporting evidence:

Materials give all students extensive opportunities and support to explore key concepts. The Try it, Discuss it, Connect it routines provide good introduction. The online materials provide interactive online tutorials, online tools, and pair share prompts in the student edition. The teacher edition has differentiation, deepen understanding for math practices, and letters home.

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

Statements of appraisal and supporting evidence:

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms. There is an icon in the teacher guides to direct the teacher to the Toolbox. The Teacher Toolbox lets you assign material based on student readiness, digital tools, provides games, reports, tutorials, fluency & skill practice, and editable materials.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

There are editable materials in the Teacher Toolbox including practice, fluency sheets, and assessments. There is access to all grade levels in the Teacher Toolbox. Materials can be further customized, if i-Ready is included (A18 for adaptive diagnostic information).

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The cultural perspectives for the curriculum are at a surface level. Teaching materials offer cultural connections to tie to lessons and activities, but most ties are only in the teacher's guide. There are mini pictures of diverse characters in the SE and the animated characters/avatars are present in the interactive online tutorials. The SE has photos and drawings that reflect real world common items.

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 #25 background and experience: Level 3 teacher, 28 years of teaching, NBCT adolescent generalist since 1995

Professional summary of material:

This curriculum covers the CCSS well and has a reasonable amount of materials to cover for a year with a well-planned order. Major content has a greater focus, as it should. Math practices are supported in the teacher wrap. There is a great amount of resources and support in the Teacher Toolbox for those who like technology. This is a doable curriculum and can support a beginning teacher with the routines, supports, and suggestions provided in the teacher wrap in the TE.

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

Professional summary of material:

This curriculum covers the common core state standards, math practice standards, with online Teacher Toolbox components to support technology, and support for teacher instruction. The material covers the school year with pacing guide support for teachers. The content is designed to promote and engage student learning for successful student academic growth.

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

Professional summary of material:

The Ready Mathematics Curriculum address CCSS for grade 4 to include standards for math practice and content standards. The Teacher Toolbox offers support for the print teacher's guide and online components (detailed reports connected to progress, growth mindset, math confidence, productive strategy, self-regulation) to aid in student learning personalization. The Yearly Pacing supports teachers and is manageable. There is a balance of print and digital resources for students. The Ready Mathematics curriculum will support both novice and veteran teachers as they strive to help students reach their potential.

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	NM Ready Classroom Mathematics	Publisher	Curriculum Associates
SE ISBN	9781495798597	TE ISBN	9781495799075
SW ISBN	N/A	Grade Level/Content	Grade 5

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

Recommended Recommended with Reservations Not Recommended

Total Score

Reviewer #25 __97.5%__	Reviewer #26 __92.17%__	Reviewer #27 __96.0%__	Average Score __95.22%__
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Standards Review - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #25 __99.2%__	Reviewer #26 __91.96%__	Reviewer #27 __96.71%__	Average Score __95.96%__
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Materials do align with grade level standards. The materials cover all the standards for 5th grade as shown through the Pacing Guide (TE B27-B28) and Unit Topic overviews (TE p.A4-A9) with the lessons listed with their standards of focus. Content is also identified with M (major), S (supporting), and A (additional) for type of focus on Common Core State Standards.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> Materials align to standards for mathematical practice. The materials cover all the standards for math practices (SMPs) as shown in the Unit Topic overviews (TE p.A4-A9), and the lessons are listed with their

math practice standards of focus. More detail about practices in this curriculum can be found on TE p.1i-1l. In the Teacher Tool Box under program implementation in the student handbook, the SMPs are in kid friendly terms, along with discussion prompts and accountable talk stems.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Materials show aspects of rigor. For conceptual understanding, the Try it, Discuss it and Connect it routine builds the conceptual understanding with models and support (A22-28). This is assisted by the Teacher Tool Box under program implementation called Try-Discuss-Connect Routine Resources. For procedural skill and fluency, the Teacher Tool Box has many support materials including additional support for fluency and skills practice for lesson content. For application, at the end of each unit in the TE, there are a group of activities which provide support: a Performance Assessment, a study and example problem, a solution with try another approach, a persevere on your own, and a discuss models and strategies.

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

Reviewer #25

92.86%

Reviewer #26

92.86%

Reviewer #2

92.86%

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:

Materials are consistent with grade level content, supporting the intent of the delivery and understanding of mathematics. In the teacher toolbox and the beginning unit & lesson material in the TE, the materials include vocabulary card support (SE-table of contents), concrete models, digital math tools, possible misconceptions & error alerts, letters home about lesson content for each topic, and opportunities for partner and group discussion. There is also a learning progression to show where the lesson falls into the learning continuum throughout grade levels just above and below 5th grade. At beginning Unit opener standards progression (light blue pages), the lessons are shown in progress ranges from potentially grades 3-7.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Materials support student learning of mathematics. There are suggestions with differentiation levels, ELL language suggestions, learning games, digital tools, interactive tutorials, detailed reports in the Teacher Tool Box (learning game, comprehension checks, & prerequisite reports), and personalized learning in the i-Ready features. Materials are consistent with the progressions in the standards. There are 33 lessons with 3-5 days per lesson. The assessments and majority of the lessons are spent on the major content, as shown by the pacing guide in TE p. B27-B28. This program uses 45-60 minutes per day for math.

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

Reviewer #25
__93.90%__

Reviewer #26
__92.68%__

Reviewer #27
__95.12%__

Average Score
__93.70%__

Materials are consistent with the progressions in the standards.

Statements of appraisal and supporting evidence:

Materials are consistent with the progressions in the standards. There are 33 lessons with 3-5 days per lesson plus assessments and majority of the lessons are spent on the major content as shown by the pacing guide in TE p. B27-B28. This program uses 45-60 minutes per day for math.

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

Statements of appraisal and supporting evidence:

Materials foster coherence through connections at a single grade, where appropriate and required by the standards. When applicable, materials used learning progressions to show topics for immediate grade level before, lesson(s) prior to current lesson, current lesson, and future lessons at current grade level & possibly next grade level depending on the lesson. There is a chart at the beginning of each unit to show more scope and sequence of lesson sets in the units. Prior building lessons and future grade lessons are provided to support grade ranges, potentially from 3-7, with majority clustered around the 5th grade.

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

Statements of appraisal and supporting evidence:

Materials are well designed and take into account effective lesson structure and pacing. The teacher wrap, yearly pacing, and Teacher Toolbox provide support and structure for effective lessons and time.

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

Statements of appraisal and supporting evidence:

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards. Materials include a student self-assessment for the student to complete at beginning and end of lesson topic. The Teacher Toolbox provides reports for learning game, comprehension checks, & prerequisite skills. The teacher wrap provides look-for, listen-for, discussions, and potential misconceptions. If the i-Ready diagnostic is included, it creates a personalized learning path based on assessments.

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

Statements of appraisal and supporting evidence:

Materials give all students extensive opportunities and support to explore key concepts. The Try it, Discuss it, Connect it routines provide good introduction. The online materials provide interactive online tutorials, online tools, and pair share prompts in the student edition. The teacher edition has differentiation, deepen understanding for math practices, and letters home.

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

Statements of appraisal and supporting evidence:

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms. There is an icon in the teacher guides to direct the teacher to the Toolbox. The Teacher Toolbox lets you assign material based on student readiness, digital tools, provides games, reports, tutorials, fluency & skill practice, and editable materials.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

There are editable materials in the Teacher Toolbox including practice, fluency sheets, and assessments. There is access to all grade levels in the Teacher Toolbox. Materials can be further customized, if i-Ready is included (A18 for adaptive diagnostic information).

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The cultural perspectives for the curriculum are at a surface level. Teaching materials offer cultural connections to tie to lessons and activities, but most ties are only in the Teacher's guide. There are mini pictures of diverse characters in the SE and the animated characters/avatars are present in the interactive online tutorials. The SE has photos and drawings that reflect real world common items.

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 #25 background and experience: Level 3 teacher, 28 years of teaching, NBCT adolescent generalist since 1995

Professional summary of material:

This curriculum covers the CCSS well and has a reasonable amount of materials to cover for a year with a well-planned order. Major content has a greater focus, as it should. Math practices are supported in the teacher wrap. There is a great amount of resources and support in the Teacher Toolbox for those who like technology. This is doable curriculum and can support a beginning teacher with the routines, supports, and suggestions provided in the teacher wrap in the TE.

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

Professional summary of material:

This curriculum covers the common core state standards and math practice standards, with online Teacher Toolbox components to support technology and support for teacher instruction. The material covers the school year with pacing guide support for teachers. The content is designed to promote and engage student learning for successful student academic growth.

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

Professional summary of material:

The Ready Mathematics Curriculum address CCSS for grade 5 to include standards for math practice and content standards. The Teacher Toolbox offers support for the print teacher's guide, online components (detailed reports connected to progress, growth mindset, math confidence, productive strategy, self-regulation) to aid in student learning personalization. The Yearly Pacing supports teachers and is manageable. There is a balance of print and digital resources for students. The Ready Mathematics curriculum will support both novice and veteran teachers as they strive to help students reach their potential.