

## 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	Reveal Math Course I	Publisher	McGraw-Hill Education
SE ISBN	9780076959747	TE ISBN	9780076818914
SW ISBN	N/A	Grade Level/Content	Grade 6

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

Recommended   x   Recommended with Reservations \_\_\_\_\_ Not Recommended \_\_\_\_\_

**Total Score**

Reviewer #76 ___90.33%___	Reviewer #77 ___95.00%___	Average Score ___92.67%___
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**Standards Review** - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #76 ___92.67%___	Reviewer #77 ___94.58%___	Average Score ___93.62%___
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Materials align with grade level standards.

*Statements of appraisal and supporting evidence:*

These materials align with the grade level standards at a high percentage rate. The material presented within this curriculum address the domains and each standard efficiently and most are covered in depth. The material provides supporting content within each lesson which enhances focus and coherence. Students are engaged by the deep level of questioning and prompts, and also by the consistent use of integrated technology to enhance learning. The material provides annotations for the teacher in every lesson or set of lessons which addresses CCSS standards vertical alignment in a clear, detailed manner, complete with references to specific standards. Teacher materials provide a comprehensive glimpse at the vertical alignment (coherence) by noting the previous skill, what students will learn now, and what students will learn next. Under the 'focus' section of every lesson, teachers are made aware of the

domain, major cluster, standards (including supporting standards) and the math practices which are addressed in the lesson.

**Materials align to standards for mathematical practice.**

*Statements of appraisal and supporting evidence:*

This material presents the mathematical practices as an integrated component, with specific teacher annotations in each lesson and unit which help enhance the teacher's delivery model for specific practices. Students will have significant opportunity to gain the targeted math skills as outlined in the practices. Students collaborate daily and several times within a class period or block. The material incorporates the Math Practices into daily instruction for students to become proficient in their ability to:

- speak and write mathematical arguments as supported by evidence;
- attend to precision both in printed and digital tasks;
- make sense of problems by using strategies and reasoning, and persevere in solving them;
- reason abstractly and quantitatively by multiple modes of presentation and student demonstration of learning;
- model with mathematics, both in print and digital materials, to demonstrate their thinking;
- use appropriate tools strategically to solve problems both in print and digital formats;
- look for and use structure throughout the course as each concept and skill is clearly connected and progresses from one lesson to the next;
- look for and express regularity in repeated reasoning through the application of skills in real-world problems.

Furthermore, this material incorporates multiple best practice strategies and accommodations, such as scaffolded questioning techniques or alternate tools, to help all students achieve the inclusion of the math practices within their daily learning.

**Materials show aspects of rigor.**

*Statements of appraisal and supporting evidence:*

These materials dedicate several pages in the teacher's edition on the importance of the aspects of rigor within math education. For example, each lesson provides several opportunities and differentiated presentations of material so that all students can gain a conceptual understanding of the content standards. Students use what they know and enhance their knowledge by investigative approaches and exploration opportunities to discover the new content or skill. As mentioned previously, these materials include a significant amount of digital resources and learning opportunities for students which teachers can assign to enhance their understanding.

Additionally, there are plenty of procedural skill and fluency opportunities within these materials. Each lesson has multiple examples with practice, guided practice, and independent practice. Again, teachers can assign additional or differentiated student or skill-specific practice sets either printed or in digital formats to encourage skill fluency.

Finally, the aspect of application was clearly evident throughout these materials in both print and digital formats. The real-world problems the authors chose are developmentally appropriate for this age, comprehensible, and low-floor to high-ceiling, meaning any student can approach these tasks using a variety of skills or knowledge.

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

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

Reviewer #76  
\_\_96.43%\_\_

Reviewer #77  
\_\_96.43%\_\_

Average Score  
\_\_96.43%\_\_

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

*Statements of appraisal and supporting evidence:*

Materials contain supports that explain the mathematical focus of each lesson within the specific grade level and how it relates to the coherence of the mathematical learning progressions. Materials list the previous, current, and future standards and explain the skills and concepts students use to understand, build fluency, and apply their understanding. Materials provide a description of the targeted concept, misconceptions, examples of student thinking, and then suggestions for follow-up. Materials provide adult-level explanations and examples of concepts with supports for language development, conceptual bridging, and mathematical background.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Materials provide supports for students to find errors, reason abstractly, make an argument, and then create real world problems. Materials encourage precise academic language using concrete or abstract representations. Materials provide ample opportunities with strategies to elicit mathematical discourse. Each module contains a family letter that introduces families to the module content and describes activities that might be helpful for families to use at home to help support student progress and achievement.

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

Reviewer #76  
\_\_83.54%\_\_

Reviewer #77  
\_\_95.73%\_\_

Average Score  
\_\_89.63%\_\_

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

Each lesson provides a list of previous, current, and next standards addressed. Each module provides a vertical alignment showing content progression from previous, current, and future grade/standards. The materials provide real world math problems to practice and apply knowledge with foldables, “talk about it” opportunities, and an optional opportunity to complete extra practice online.

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

*Statements of appraisal and supporting evidence:*

The lesson goal is clearly related to the content standards for that lesson. Each lesson focus shows the major clusters that support the standards addressed in that lesson, providing connections that are both natural and important.

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

*Statements of appraisal and supporting evidence:*

The pacing guide is provided for the year and for each module, which shows the amount of time needed for each lesson divided into 45 or 90 minute class periods/blocks with the standards listed for each one.

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

Lessons are designed to be delivered in a specific and intentional sequence, beginning with a lesson launch (includes interactive resources for warm-up and introduction), Explore and Develop (uses both print and digital materials, includes a lesson which provides practice and application of the new content), student checks online, an exit ticket, further practice, and an opportunity for differentiation.

The materials provide practice for students which can be assigned in either print or digital format. There are suggested assignments or problem numbers which cover earlier or supporting standards to differentiate the assignments and opportunities students need to gain procedural fluency and concept through application. In addition, students are provided opportunities to practice collaboratively by making their own real world problems and then solving each other's problems. They then compare strategies and discuss effectiveness. Visuals are provided, including online animations, lined space for student notes in the Student Edition, charts and graphs to support content, and historical math facts to engage students. Both student and teacher editions include a multilingual glossary with reference to the lesson where that concept is taught in both digital and print format.

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

*Statements of appraisal and supporting evidence:*

End unit assessment is completed online and identifies the standards addressed. The teacher can access a report for each student based on the standards. Each module has a test practice component with the standards for each lesson listed and identified on each question on the test practice. The rubrics articulate the expectations for student responses to the performance task by listing the criteria and describing levels of quality. Each unit provides multiple types of formative and summative assessments, including digital checks, vocabulary tests, performance tasks, and on-level, below-level, and above-level end of unit assessments. Teachers can see student performance and data immediately with the use of digital checks and exit tickets. Included are ways which the teacher can differentiate for student(s) based on their performance. Each lesson provides a checklist for students to rate their knowledge before and after the unit and provides the opportunity for students to reflect on what they learned in a specific module. They also evaluate their own learning by drawing and writing about it clearly and with supportive evidence.

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

*Statements of appraisal and supporting evidence:*

The materials provide scaffolding for questioning, along with support on how to identify productive vs. nonproductive struggle with strategies to address both. The materials provide teachers with specific strategies for meeting the needs of learners below-level, on-level, and above-level. Available for nearly every lesson, the LEARNSMART resource is an additional resource that teachers can have one or several students, or the entire class, log on to not only assess for mastery of content, but also student-specific links and resources for additional practice based upon student answer selection. This resource can be used as a reteaching tool. Scaffolding strategies and tips are provided to strengthen instruction for English language learners and provide additional language and concept support both within the standard Teacher's Edition and in the additional resource: Language Development Handbook with both a TE and SE. The materials provide opportunities for students to investigate content beyond what is expected in the lesson through online extension activities. Interactive presentations represent students of various demographic and personal characteristics. Materials give multicultural tips to address common errors based on Latin American, Spanish, and Mexican cultures, but there is little reference to other cultures. It should be noted however, that the glossary is available in multiple languages including Arabic, Chinese, and French.

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:*

All of the instructional content can be projected or accessed via desktop, laptop, or tablet compatible with Safari and Chrome browsers and multiple operating systems including both Windows and Apple. Each unit contains multiple opportunities to assess student understanding and knowledge of procedural skills using technology through interactive presentations and online assessments. Materials integrate multiple opportunities for digital learning into the text with online activities and additional practice. Material offers multiple ways for administering both formative and summative assessment; allows for easy and instant collection of data; item analysis report; standards analysis report; activity report; and finally, teachers have the ability to design and create their own assessments by drawing from test item banks.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The materials incorporate technology-based tools to help address a wide range of knowledge gaps, set and align academic goals, and meet student individualized learning needs by providing opportunities for teachers to personalize learning. The materials provide additional opportunity to apply the concepts of the lesson to solve problems. Additionally, there are pre-made differentiated assessments for a variety of learners. Teachers can also create their own assessments by drawing from a standards aligned item bank. Students use interactive presentations but it is not clear if the materials provide opportunities for teachers and/or students to collaborate with each other. However, there is a read-aloud tool which may be beneficial for a classroom containing students with disabilities, ELLs, or any struggling reader. The computer or device will read the material for the student, so the focus is on understanding content and not have reading abilities hinder student comprehension.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The materials provide multicultural tips to address different cultural and linguistic needs of the learners and contain some media with names that reflect the gender and ethnicity balance reflecting the cultural diversity represented within the community, state, and nation. Multicultural tips offer insight into different cultures, languages, and experiences but are mostly based on Latin American, Spanish, and Mexican cultures. The materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences through historical facts about various mathematicians from different ethnic backgrounds. The materials effectively encourage students to talk about their answers and justify their responses. Like most math materials available, this curriculum did not prompt discussions of social justice.

**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 #76 background and experience:

I am a dual licensed, Level III teacher (PreK-12 Special Education and K-8 Elementary Education) and am Highly Qualified in math content. I have been a licensed teacher for ten years. My teaching experience has occurred in a variety of places, from the south valley in Albuquerque to the northwest side of Albuquerque, and finally in my hometown, Rio Rancho. I have taught in a variety of classroom settings, including the intensive support, small group, emotionally fragile, and inclusion settings.

*Professional summary of material:*

The material met a variety of criteria, including standards alignment, addressing and enhancing math practices, encouraging all aspects of rigor, and integrating technology into the classroom easily and in a structured manner. The curriculum also allows for true differentiation. There are supports within it to address the many learning styles and needs of students. There are components in every lesson for below-level students, on-level, and those exceeding grade level expectations. As mentioned previously, there are a significant amount of supports, strategies, tools, and resources for ELL students. The pacing guide is very detailed and clear. The materials prove standard alignment frequently throughout a lesson or assessment by including references. Each unit provides a look at the vertical alignment for a concept or skill as well. Both of these tools will be especially helpful for new teaching staff. The amount of digital integration within each lesson, digital resources, and availability of eTools is remarkable and will be beneficial to students and classes who have access to technology. The material tries to include families by providing a letter home on each unit which describes the skills and content to be learned, along with helpful hints. This curriculum is also well-suited for teachers to keep and track data electronically, which means less time spent on grading and data collection or analysis, which can be a challenge in a mathematics classroom. Overall, I would definitely recommend this material to any teacher looking to enhance, challenge, and meet the needs of students.

Reviewer #77 background and experience:

I am a Level 3 teacher and hold a dual license in Early Childhood and K-8 Elementary Education with National Board Certification in Literacy. I am certified in ESL and working on my gifted certification. I have taught in a variety of settings including full inclusion, multi-grade level, special education gifted, and single grade level content specific classrooms. I am currently teaching middle school science but have taught gifted ELA and elementary grades K through 4 and have served as SAT and Grade Level Chair. I am a certified support provider for National Board Candidates wishing to achieve National Board Certification.

*Professional summary of material:*

This curriculum addresses the standards for the grade level and provides a sufficient amount of practice including real world math application problems. The digital aspect of the program provides engaging interactive presentations, digital tools for students to use and manipulate during lessons, and numerous assessment opportunities. Students monitor their progress through the use of before and after lesson charts and unit reflections. Materials provide ample opportunities and guidelines for teachers to assess the needs of students and differentiate instruction both in digital and print format for below level and above level learners. There are additional resources for both the teacher and the students for ELLs that provide some insight into common misconceptions based on cultural differences. Materials provide many opportunities for student discourse and lessons focus on conceptual understanding, fluency, and application. Overall, I would recommend this curriculum as it provides ample support for both teachers and students.

## Review Team Appraisal of Title

(K-8 Mathematics)

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IM Title	Reveal Math Course II	Publisher	McGraw-Hill Education
SE ISBN	9780076959754	TE ISBN	9780076818945
SW ISBN	N/A	Grade Level/Content	Grade 7

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

Recommended  Recommended with Reservations  Not Recommended

**Total Score**

Reviewer #31 ___93%___	Reviewer #33 ___92.7%___	Reviewer #77 ___90.9%___	Average Score ___92.22%___
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**Standards Review** - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Reviewer #31 ___95.41%___	Reviewer #33 ___92.5%___	Reviewer #77 ___91.34%___	Average Score ___93.08%___
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Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i> Materials are aligned to grade level standards. Connections are made to prior learning, current learning, and what will come next, in the launch section of each module.</p>
Materials align to standards of mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i> The Teacher Edition provides mathematical practices that are used within the lesson at the beginning of each module and lesson. The TE provides "talk about it", online activities, connections to theater, opportunities for modeling with manipulatives, and hands-on foldables to engage students. Mathematical practices are listed in the conceptual understanding section and shows how the practice is achieved through activities within the lesson.</p>

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

Students can build conceptual understanding through working collaboratively with each other on the “Explore” activities. Different tools and strategies are used throughout the lessons to build procedural fluency, such as the tool “Web Sketchpad”. To apply new content and skills, real world examples and practice problems are presented in lessons. Every lesson has a chance for students to integrate applications of skills such as the ignite activities, which cultivates curiosity, inquiry, and engages students through differentiated challenges. Evidence of this is located in the digital portion of the materials in the launch section.

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

Reviewer #31  
\_\_\_89.29%\_\_\_

Reviewer #33  
\_\_\_89.29%\_\_\_

Reviewer #77  
\_\_\_92.86%\_\_\_

Average Score  
\_\_\_90.48%\_\_\_

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

*Statements of appraisal and supporting evidence:*

Materials have adult explanations that explain concepts and lessons and list targeted misconceptions and next steps based on student responses. The TE shows vertical alignment of previous, now, and next standards and explains the progression of conceptual understanding, fluency, and application for that lesson. Materials provide questions at three different levels to elicit mathematical discourse among students and a list of targeted misconceptions and next steps based on student responses. Additionally, there are ample opportunities for teachers to engage in online Professional Development. Teachers can offer resources to the website.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Materials offer some support using and encouraging precise and accurate mathematics, academic language, terminology, and concrete or abstract representations. Online and printable student vocabulary support is geared toward all learners and as language support for ELL. Materials provide some supports to create structures for grade-appropriate arguments and explanations, diagrams, mathematical models, etc. to strengthen student learning. Module family letters provide strategies for families to support the student.

**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 #31  
\_\_\_87.8%\_\_\_

Reviewer #33  
\_\_\_93.9%\_\_\_

Reviewer #77  
\_\_\_89.63%\_\_\_

Average Score  
\_\_\_90.45%\_\_\_

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*



Lessons are aligned to grade level standards. The progression from prior learning to current learning, followed by what comes next, is available at the launch of each lesson.
Materials foster coherence through connections at a single grade, where appropriate and required by the standards.
<i>Statements of appraisal and supporting evidence:</i> Lessons are aligned to grade level standards. The standards seem to be taught in isolation without connections to other standards within a module. Vertical alignment of standards is coherent in a linear fashion from one standard to the next.
Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> A proposed pacing guide for block or traditionally timed classes is included in the materials for effective planning. In the overall online planning resource, the publisher has suggested a pacing guide in order to meet all grade level standards effectively. At the beginning of each lesson, a proposed pacing guide is suggested.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> Teachers have the option of sharing strategies and resources on the web portal. Feedback is available after completion of assignments. Students have an online “before and after” checklist. In addition, students have the opportunity to use “Learnsmart,” which helps student’s increase awareness of their own learning.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Practice problems are available in print as well as online. Additional practice is available to be assigned. Differentiated instruction strategies are proposed within the materials. Online adaptive support through the ALEKS program will aid students at their individual level. Differentiated resources are available for teachers to use as needed. They are comprehensive in order to support various levels of students. These are embedded as mini-lessons. Within the Teacher Edition, strategies are provided to assist approaching, on level, and above level students.
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> Resources for the materials are available online, such as the Desmos on-line calculator. However, it is not as precise as a physical hand-held graphing calculator. Students can access the materials with multiple platforms, e.g, PCs, tablets, and mobile phones- both Android and iPhones. Reference to digital tools is included within the lessons.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The material includes reference to ELL resources and suggestions for teachers. Teachers can create and assign online assessments to students that provide feedback after completion. “Learnsmart” is available to provide students with a resource for help in mastery of content. Materials provide differentiation opportunities for remediation and extra or extension activities for below level, on level, and beyond level learners.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i>

There are some picture references to culture throughout the materials. Multicultural Teacher Tips provide insight on academic and cultural differences teachers may encounter in the classroom. Cultural perspective appear to be at the additive level, focusing on ELL structures for Latino culture only. It caters primarily to mainstream American traditions.

**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 #31 background and experience: I am a level 3 instructor licensed for K-8 and Middle School. With eleven years experience, I have taught grades 5-Algebra 1 and served as an Instructional Coach. I hold a Bachelor's degree in Elementary Education and a Master's Degree in teaching Mathematics. I have worked with MC2 as a teacher leader and was a member of the first LIFT (Leadership Institute for Teachers) cohort. I have been a member of the Staff advisory team, Math Team Lead and Teacher Mentor team.

*Professional summary of material:*

Overall, the curriculum is comprehensive, but lacks cultural sensitivity in regard to multiple cultures and beyond an "additive" approach. The greatest challenges for schools using strictly digital materials would be in accessing the online features. The online textbooks are difficult to maneuver as they are accessible one page at a time or through slow searches. Pages load slowly and "jump" during loading.

Reviewer #33 background and experience: I am a level 2 licensed educator. I have a license in K-8, 7-12 secondary, and SPED. I have several earned Masters' Degrees. I earned a Master of Arts in Sociology and a Master of Education- Curriculum and Instruction from New Mexico State University. I earned a Master of Arts in Secondary Education from Eastern New Mexico University. I am the Math Department Head at my current high school. I am AP certified to teach AP Calculus AB/BC. I am a current Golden Apple Award Nominee. I am currently working on National Board Certification. I was a mentor for a new teacher.

*Professional summary of material:*

*Overall, I found the materials to be well aligned. However, the online platform was a bit frustrating as the loading and presenting of the material was delayed.*

Reviewer #77 background and experience:

I am a National Board Certified teacher and hold a Level III Early Childhood and K-8 dual license with endorsements in Gifted and ESL. I have a Master of Science in Education and have taught for 10 years in various subjects including Science, Math, Social Studies, and Language Arts in grades ranging from K through 8th. I have occupied various leadership roles including Grade Level Chair and SAT Chair. In addition, I am a Certified Support Provider for National Board Candidates.

*Professional summary of material:*

Overall, this material aligns with grade level standards and provides ample opportunities for students to learn and apply mathematical concepts. In addition, it provides support for students, teachers, and families with online practice and unit module letters. Short videos and interactive math tools help engage students and provide multiple opportunities for assessment. All in all, I would recommend this curriculum if you have access to adequate technology.



## Review Team Appraisal of Title

(K-8 Mathematics)

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IM Title	Reveal Math Course III	Publisher	McGraw-Hill Education
SE ISBN	9780076959785	TE ISBN	9780076818952
SW ISBN	N/A	Grade Level/Content	Grade 8

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

Recommended  Recommended with Reservations  Not Recommended

**Total Score**

Reviewer #28 __80%__	Reviewer #29 __94%__	Reviewer #30 __95%__	
Reviewer #37 __93%__	Reviewer #38 __93%__	Reviewer #39 __93%__	Average Score __91%__

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

Reviewer #28 __84%__	Reviewer #29 __98%__	Reviewer #30 __98%__	Average Score __93%__
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Materials align with grade level standards.

*Statements of appraisal and supporting evidence:*

The curriculum meets expectations because all standards have been addressed and the materials are aligned to them. The curriculum focuses on three critical areas to support the CCSS at 8<sup>th</sup> grade: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with linear equations, and solving linear equations and systems of linear equations, 2) grasping the concept of a function and using functions to describe quantitative relationships, and 3) analyzing two-and-three dimensional space and figures using distance, angle, similarity and congruence and understanding and applying the Pythagorean Theorem. The 8th Grade course includes modules on

exponents and scientific notation, real numbers, solving equations with variables on each side, linear relationships and slope, functions, systems of linear equations, triangles and the Pythagorean Theorem, Transformations, Congruence and Similarity, Volume and Scatter Plots and two-way tables.

Materials align to standards for mathematical practice.

*Statements of appraisal and supporting evidence:*

The curriculum meets expectations of alignment to the standards for mathematical practice. Throughout the course, there is a focus on mathematical processes and practices, and all 8 practices are represented in the materials. Each lesson has a section called *Teaching with Mathematical Practices*. These strategies range from a simple focus on a mathematical standard to detailed application of several. For example, in TE lesson 7-2 (page 395), students find missing angle measures in triangles. This focus on MP2 (Reason Abstractly and Quantitatively) encourages students to represent the relationship among the angles shown in the flag in example 1 with the correct equation. In MP6 (Attend to Precision), students adhere to the angle sum formula of triangles to accurately calculate the value of  $x$  in the equation created for the same problem. This encourages the teacher to make sure students understand that, while the value of  $x$  is 34 (with no units), the measure of the angle is 34 degrees (with units).

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

The curriculum shows balance in the three aspects of rigor overall: conceptual understanding, procedural skills and fluency, and the application of mathematics. There were some standards that were not balanced in all three areas. Conceptual understanding is routinely developed in the explore sections of each module, as evidenced in Module 8 (Transformations) in which students draw on their knowledge of graphing in the coordinate plane to develop understanding of four types of transformations. This is where students use embedded technology to manipulate shapes that are translated, rotated, reflected and dilated through animation and interactive slides. Procedural skills and fluency are routinely practiced and developed in the Learn, Examples, and Practice Sections. In the case of Module 8, students work through examples either in the student workbook or using online tools, in which they are guided through problems they have recently explored. Applications of mathematics are reinforced in practice, Apply Tasks, and assessments by giving a variety of mathematical, single and multi-step contextual problems that attend thoroughly to the content standards, as evidenced in the practice problems. Some modules focus more heavily on one aspect of rigor over another. For example, Module 8 (Transformations) has a heavy focus on conceptual understanding and Module 9 (Congruence and Similarity) transitions the understanding from 8 to 9 with Application using those skills as a means to problem solve.

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

Reviewer #28

\_\_\_82%\_\_\_

Reviewer #29

\_\_\_85%\_\_\_

Reviewer #30

\_\_\_82%\_\_\_

Average Score

\_\_\_83%\_\_\_

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

*Statements of appraisal and supporting evidence:*

The curriculum supports students in their understanding of the conceptual connections between the picture (graph) and numerical values. Students make grade level appropriate arguments and propose explanations for their learning that strengthen their learning. The materials support some precise and accurate mathematics using appropriate diagrams and models with concrete and abstract

representations. The materials offer students opportunities for showing their thinking and response (ie. SE Lesson 10-4 p.563. Apply Shopping and Talk about it). The teacher edition includes dependable print and digital components. There weren't many extension problems for students.

**Materials support student learning of mathematics.**

*Statements of appraisal and supporting evidence:*

The curriculum supports learning in mathematics. Explanations of each module contain a Module Goal, Focus, Coherence and statement of Rigor along with a Pacing guide. Materials are in print and digital form and contain supports that explain the math objective for each lesson and how it relates to the coherence of math learning progressions throughout the course. The materials provide insight into student ways of thinking with respect to important math concepts (ie. Formative Assessment Math Probes, Practice Problems). Strategies are provided to elicit mathematical discourse among students (ie. Questions for Mathematical Discourse, Differentiate, Think About It, Talk About It). The curriculum has a parent letter that can be sent out at the beginning of each module that contains different topics (ie. *What did students learn previously, What will students learn in this module, What vocabulary terms will they use, and How Can You Provide Support*). There are also many online options that can be pushed out to students, including a workbook for ELL students and extra example videos.

**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 #28  
\_\_\_67%\_\_\_

Reviewer #29  
\_\_\_82%\_\_\_

Reviewer #30  
\_\_\_87%\_\_\_

Reviewer #37  
\_\_\_92%\_\_\_

Reviewer #38  
\_\_\_93%\_\_\_

Reviewer #39  
\_\_\_93%\_\_\_

Average Score  
\_\_\_86%\_\_\_

**Materials are consistent with the progressions in the standards.**

*Statements of appraisal and supporting evidence:*

The professional support offers a comprehensive scope and sequence. The scope and sequence document offers instructional material, lessons in a consistent flow, and covers the content of each grade. The materials offer supporting content that enhances focus and coherence. The curriculum is developed according to the grade-by-grade progressions in the standards and provides activities for students to enjoy in their grade-level content. The scope and sequence relates back to the previous grade working with representing and interpreting data and making connections (ie. Student Edition, Module 2, Real Numbers, p.67a Coherence).

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

*Statements of appraisal and supporting evidence:*

The curriculum includes a *Coherence* section which clearly aligns the current standards being addressed with ones in previous modules and ones to come in future modules. Each lesson gives a learning objective that aligns with these standards. For example, Module 8 (Transformations) sets up the foundational skills needed for Module 9 (Congruence and Similarity). The materials include problems and/or activities that serve to connect two or more standards in cases where these connections are natural and important, and are noted in the *Focus* section of each module introduction. For example,

Module 11( Scatter Plots and Two-Way Tables) addresses 8.SP.A.4, but states that 8.F.B.4, 8.SP.A.2 and 8.SP.A.3 will also be addressed within the lessons.

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

*Statements of appraisal and supporting evidence:*

The curriculum includes learning objectives that are visibly shaped by the content standards seen in the majority of the course content and professional support. The materials provide a list of lessons that support cross-reference standards, and provides a connection among real-world problems among some standards. Applications of mathematics was not addressed in every standard. There was partial evidence of promoting activities that gave students the opportunity to use math to make meaning of the standards.

The materials include problems and/or activities that serve to connect two or more standards. Materials provide strategies for gathering information on students' prior knowledge and across grade levels. Professional Learning provides partial opportunities to engage students with important mathematical ideas to deepen their understanding of mathematical concepts. The materials offer online and printed support for teachers through the use of curriculum and instructional resources, how-to videos, webinars, and online advice for teachers. The digital version is not very teacher friendly. It is difficult to use and find the materials that are offered to both teachers and students.

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

*Statements of appraisal and supporting evidence:*

At the beginning of each module, students take a *Formative Assessment Math Probe* for the purpose of assessing what students are coming into the module knowing or needing. In addition, a *What Will You Learn* page has students self-assess skills before and after the module, look at vocabulary and complete a Quick Review and Quick Check. Within each lesson, there are interactive presentations which allow students to explore and learn about concepts using technology, *Talk About It* prompts focusing on mathematical discourse, *Differentiate* activities, *Learn, Explore and Example* problems as well as a *Check and Apply* activity. Each lesson ends with *Practice* and *Homework* problems, which can be assigned as needed. These activities are available in both written and digital form. Each module ends with an assessment available in the digital tools, along with a Test Practice page, which aligns problems with standards addressed.

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

*Statements of appraisal and supporting evidence:*

The glossary offers clear and concise definitions, including labeled models or diagrams and examples, when appropriate. It is easily accessible in English and Spanish. It is offered both in print and online. The Teacher Guide offers examples of how concepts connect, and suggests what a teacher can say or ask at a given point of the lesson to help students make connections (ie. Explore and Develop, Mathematical Discourse). The material gives the list of objectives, lesson goals, what standards the lesson focuses on, and vertical alignment. It tells which of the three pillars of rigor the lesson will focus on and how it will balance out the lesson. There was partial evidence of extensive opportunities for students. There seems to be more offered online, but teachers will need resources in their classroom to be able to use them. The materials provide little to no evidence of opportunities for students to investigate content beyond what is expected in the unit or lesson. There is little to no evidence for a balanced portrayal of various demographic and personal characteristics.

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:*

All materials can be easily accessed, although there are so many options and supplementary tools that it can be difficult to find what you want to use. The images load adequately and the interactive tools and videos play at a normal speed and do not freeze up the computer system. There are a variety of problems available for students to practice the skills they are learning, including problems where the students are asked to fill in tables or manipulate and interact with graphs. Each module offers an assessment and extra problems that can be assigned. The digital materials appear to be platform neutral and can be accessed on PC, tablet, or mobile device.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The curriculum offers resources that are differentiated for students who may need to review the concepts in a different way using “checks”. Resources are available for students at approaching level, on level, or beyond level. Additionally, students can access extra practice and tutorial videos to view, in case they need support, as well as spiral reviews or customized assessments the teacher may have assigned. Online homework options are listed in the Teacher Guide, and are divided into levels for students. The assignments are technology-based and are auto-scored. Materials can also be customized for ELLs. The Math Language-Building Activities and Spanish Personal Tutors offer support for those students while simultaneously building grade-level math skills. Students also receive individualized instruction through online tools, such as learnsmart and aleks, which both have adaptive technology that measure student learning and topic mastery and provide real-time reports for the teacher.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The curriculum reflects cultural diversity and multiculturalism, mostly in the illustrations, pictures, and names used in the problems. Most of the print materials do not include pictures at all, but the digital resources have videos that are inclusive. There are limited examples of a sensitivity regarding religion, socioeconomic status, orientations, and views, and limited evidence of the integration and promotion of democratic values within the curriculum. For example, the materials offer a *Math History Minute* that shows up sporadically and gives a short summary of how a mathematician influenced the mathematical community. These individuals are from all over the world and not usually from the USA, but they are an example of different cultures. There was some evidence within the context of the materials that would help a teacher draw upon home language and culture in the Language Development Handbook (Teacher Edition) where some tips were given about relating concepts that may be unfamiliar to ELL students. The curriculum reflects an additive approach in that some of the names and illustrations are multicultural. However, there is no change to the basic structure of the curriculum, and there were no specific examples of the diverse culture in the state of New Mexico.

**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 #28 background and experience: background and experience: Reviewer 28 has been teaching for 19 years. She has taught both elementary and middle school. She has also been the math content leader at her school for the last 4 years.

*Professional summary of material:*

The McGrawHill materials meet most of the expectations, but lack in certain areas. The materials provided a list of lessons that support cross-reference standards, and provided a connection among real-world problems among some standards. All three aspects of rigor were not supported in this material.



Applications of mathematics was not addressed in every standard. There were partial evidence of promoting activities that gave students the opportunity to use math to make meaning of the standards. It lacked in rigor balance. There was conceptual understanding, little fluency, and very little application to real-world problems. Some standards balanced out and other standards were too heavy in the conceptual understanding and no application. All eight mathematical practices meet expectations and are aligned with the standards. The scope and sequence has a significant and smooth flow.

The McGrawHill material supports students in their understanding of the conceptual connections. Students make a grade appropriate argument and explanations of their learning that strengthen students' learning. I did not see many extension problems for students. The material does offer students opportunities for showing their thinking and response. The digital version is not so teacher friendly and is difficult to use and find the materials offered to both teachers and students. One of my concerns with this material is the lack of the state connection, the component for culturally and linguistically instruction. There were no specific examples of the diverse culture in the state of New Mexico.

Overall, I would recommend districts to look at McGrawHill materials. There are plenty of good resources, both printed and online for teachers and students. The materials will support teachers by offering classroom strategies that emphasize understanding of reasonableness and computation, and give students the ability to grow in their learning.

Reviewer #29 background and experience: Reviewer #29 has 11 years of teaching experience in the state of New Mexico and has taught middle school mathematics for 9 years, she has a Master's degree in Curriculum and Instruction with an emphasis in mathematics and leadership. She has worked as a Teacher Leader with NMSU for 8 years, and has been the math content leader at her school for 3 years.

*Professional summary of material:*

The McGraw Reveal Math Course 3 meets the expectations of high quality teaching materials. Overall, the course covers the math standards at grade-level and provides scaffolded examples and many opportunities for students to practice the skills they are developing in 8th grade. The course focuses on the three critical areas of 8th grade mathematics, and provides a good pace, as well as lessons that are engaging. The Teacher Guide is helpful to teachers. It cites the progression of the standards, includes a pacing guide, provides prerequisite activities before each lesson, and offers strategies for teachers to use as they deliver instruction.

The online tools provides a lot of support. The interactive tools for modeling mathematics are purposeful and engaging, and the assessment tools are especially impressive. Reveal Math provides many resources for differentiating instruction, as well as resources for English Language Learners. One of the best components is the Math Language-Building Activities provided in the Handbook. The Standards for Math Practices are clearly identified and labeled in each lesson, and along with the Questions for Mathematical Discourse, this helps the teacher create an environment rich in student discourse and engagement.

I appreciated the Parent Letters available before every module, as maintaining communication with families is crucial to the success of every classroom. I would love these to be available in languages other than English. While the curriculum covered all areas in aspects of rigor, I found it leaned more towards procedural fluency, and the flow of conceptual development was not as evident. I also found the curriculum lacked support in helping our multicultural students see themselves in the materials, as the illustrations, images, and scenarios used followed an additive cultural approach and may not reflect the overall population in the state of New Mexico.

Overall, the curriculum was somewhat easy to navigate, except it didn't flow as easily and there were many components to consider. The materials provided support to help any teacher, experienced or new, meet the goals and objectives in their math classrooms. I would be happy to use this curriculum in my classroom, as it would address many of the needs of teachers looking to provide rich math experiences for their students.

Reviewer #30 background and experience: Reviewer #30 has been teaching for 19 years. She is a nationally board certified teacher in the area of early adolescent mathematics and currently teaches at the middle school level. Previous experience has been in the general education department of a community college and at the elementary level but a majority of time has been in middle school.

*Professional summary of material:*

The McGrawHill Reveal Math Course 3 Materials Meets Expectations in most areas. There is an abundance of material in both the print and digital resources that made it difficult to see how it would fit together overall in the classroom. All of the components did a good job of addressing the standards for grade 8 as a whole, along with the mathematical practices. However, they did seem to skip around a lot and take several lessons to meet the requirements for a particular standard at times. There were many opportunities for students to experience problems with the mathematics in different ways, ranging from basic to multi-step, real world problems. However, I missed deep, engaging tasks. The tools available to teachers give a variety of ways to meet the needs of all students and the digital materials have many different options. The curriculum lacked a connection to New Mexico and the culture with which students would relate. It was fairly generic in context. Otherwise, it should appeal to most students. I appreciate the additional handbook for ELL students, as well as the parent letter that can be sent home for each module. My score was pretty high, which reflects my belief that the materials met expectations of solid 8th grade math materials. However, the score did not reflect my belief that the organization of the materials was overwhelming. This curriculum was good overall, and I would be able to use it in my classroom after deciding how to make all the parts work together cohesively.

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

*Professional summary of material:*

The McGraw Hill materials offered a variety of resources that were user friendly to both teachers and students. The online components were interactive and engaging for the students and there was a lot of teacher support materials available. The foundational skills, on level skills and future skills activities were abundant. There seemed to be almost too much material to be covered in one school year. The materials took into account some cultural perspectives and diversity, but not much. Overall, the curriculum had a good flow and covered almost the entire content that is required.

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

*Professional summary of material:*

McGraw Hill offered a wide range of resources. There are paper books, electronic books, and many online resources to complete their curriculum. Their online interactive materials give students the practice they need for the end of year state assessment, New Mexico Transitional Test. The book seemed to flow well in the order the standards are taught. The book offers resources to reach a variety of learners.

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

*Professional summary of material:*

The McGraw Hill materials offered a variety of resources. The curriculum was user friendly for teachers and students. The lessons included activities that would keep the students engaged. Most of the lessons addressed previous skills, grade level skills and future skills. The curriculum addressed too much material to be covered in one school year. There were electronic practices for students to practice that resemble end of year state assessment.