

## Review Team Appraisal of Title

(K-8 Mathematics)

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

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

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

IM Title	HMH Into Math	Publisher	Houghton Mifflin Harcourt
SE ISBN	9780358153689	TE ISBN	9780358132653
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  Not Recommended

**Total Score**

Reviewer #13	Reviewer #14	Reviewer #15	Average Score
<u>98.83%</u>	<u>92.17%</u>	<u>96.83%</u>	<u>95.64%</u>

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

Reviewer #13	Reviewer #14	Reviewer #15	Average Score
<u>98.8%</u>	<u>90.11%</u>	<u>97.50%</u>	<u>95.47%</u>

Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>All reviewers agree that IM for this curriculum is aligned to the standards for Kindergarten. They are included in the TE intro page for each lesson including supporting or integrated standards. TE also includes unpacking the standards to support teacher content knowledge. The only concern regarding standards is that they are not displayed with number codes from Common Core (K.CC.A.1).</p>
Materials align to standards for mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>All reviewers agree that IM for this Kindergarten curriculum is aligned to the eight standards for mathematical practice. Scores from reviewers on this team all met criteria for every mathematical practice. The curriculum does a consistent and effective job of implementing the practices to create a positive math environment.</p>

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

All reviewers agree that IM for this Kindergarten curriculum is aligned to include all three aspects of rigor. IM encourages time spent in conceptual understanding that is developmentally appropriate for kindergarten and leads to procedural fluency through 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 #13  
\_\_100%\_\_

Reviewer #14  
\_\_92.86%\_\_

Reviewer #15  
\_\_100%\_\_

Average Score  
\_\_97.62%\_\_

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

*Statements of appraisal and supporting evidence:*

The materials support academic language, student centered learning, and provide pertinent background information to the teacher for best practices in teaching mathematics.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Materials effectively support student learning of mathematics. The materials are focused and purposeful. Into Math maximizes student growth by helping teachers deliver high quality instruction while monitoring every students' success.

**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 #13  
\_\_98.78%\_\_

Reviewer #14  
\_\_96.95%\_\_

Reviewer #15  
\_\_94.51%\_\_

Average Score  
\_\_96.75%\_\_

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

This curriculum does well in preparing students for first grade based on a solid delivery of the common core standards. There is a variety of materials, supporting content, and relevant assessments.

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

*Statements of appraisal and supporting evidence:*

This curriculum has learning objectives shaped by the standard and often the standards are connected for a deeper understanding.

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

*Statements of appraisal and supporting evidence:*

There is a flow in the lessons. There are a variety of ways to demonstrate knowledge. It is visually appealing and has good resources. Our concerns were that timing was not suggested and it covers 162 days.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> A variety of assessments are provided, both online and paper pencil. Further, there are many formative assessments and performance based activities. Our concern is that the common core state standards and mathematical practices were not referred to by number. For some, that makes it hard for record keeping.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> The materials effectively offer support in this area. There are multiple opportunities and support to explore key concepts. The materials provide students with learning material that enables them to acquire and successfully learn intended content in each module.
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> The materials offer teachers high quality and researched based support in this area. Materials support effective use of technology to enhance student learning. The digital materials are accessible and available in multiple platforms.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The materials can be easily customized for individual learners, promoting high quality and equal opportunity instruction for all students. The materials provide a range of lessons to draw from on a topic.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> The materials have several culturally relevant lessons and activities for students. The photos, illustrations, language, data, charts, and activities reflect the cultures, languages, and experience of diverse learners in the classroom.

**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 #13 background and experience: Taught K-5th grade in all subject areas (11 years), Level III teacher endorsed in TESOL, MA in Curriculum and Instruction, English as a Second Language
<i>Professional summary of material:</i> Into Math curriculum and materials show evidence of being high quality and meeting the needs of all learning styles. Into Math is more than just aligned to standards; its design appears to be built specifically to help teachers and students succeed in the classroom and on high stakes assessments.
Reviewer #14 background and experience: Regular Ed. teacher 2-5, 7th grade 20 years; 5 years K-5 Math interventionist; 4 years Reading & Math Specialist; Master's in Curriculum and Instruction
<i>Professional summary of material:</i> The curriculum Into Math looks to be high-quality instructional material. It is a student-centered curriculum that integrates growth mindset with common core state standards and best practices for teachers based on the latest math education research.
Reviewer #15 background and experience: Taught 1st - 5th general education (6 years), K - 5th Gifted Education (12 years), Level III teacher endorsed in TESOL, Library/Media and Gifted Education
<i>Professional summary of material:</i>

Into Math is a very comprehensive curriculum. Students will get an opportunity to deeply learn the standards. The IM covers rigor, math practices, discourse and growth mindset. My concern is that standards and math practices are not numbered and the amount of information will be hard to squeeze into one year.

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IM Title	HMH Into Math	Publisher	Houghton Mifflin Harcourt
SE ISBN	9780358153696	TE ISBN	9780358132660
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 #10 __85.67%__	Reviewer #11 __82.67%__	Reviewer #12 __79.83%__	Average Score __82.72%__
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**Standards Review** - *Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.*

Reviewer #10 __87.50%__	Reviewer #11 __79.12%__	Reviewer #12 __79.99%__	Average Score __82.20%__
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Materials align with grade level standards.

*Statements of appraisal and supporting evidence:*

The verbiage of the curriculum aligns with the verbiage in the 1st grade Standards, but there is no indication of the standard domain or number.

There is a well-developed Planning & Pacing Guide. On the Correlations pages towards the back, every CCSS is listed along with every lesson in the curriculum that addresses that standard. For example, OA1 has 23 lessons that address the standard. In this section, standard numbers are not given, but they are easily determined, since the entire standard is presented in written form. Curriculum is very tightly aligned to CCSS for G1. CCSS standards are actually listed on several pages of the Student Practice and Homework Journal.

The TE Planning and Pacing guide is very well written and informative as to which standards go with which unit. The materials align very well with grade level standards.

Materials align to standards for mathematical practice.

*Statements of appraisal and supporting evidence:*

The materials in the curriculum have alignment to the 1st grade standards with the exception of the cluster on Number and Operations in Base Ten. In this case, the standards were partially addressed and/or were missing fluency practice to master the standard.

SMPs are covered fairly well. We found the materials had open-ended, complex tasks in many of the lessons. There is a chart in the Planning & Pacing Guide, listing each SMP along with every lesson in the program structured to develop that SMP (according to the publisher).

The materials align to standards of mathematical practice very well.

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

The material provided some aspects of rigor by initiating lessons with building conceptual understanding, then bridging the concepts and skills through efficient procedures and strategies and then applying it to practice. This model gives opportunity for balance in rigor to take place.

Within Rigor, we see a broad variety of real world application tasks. When we look at it from the eyes of a less-experienced teacher, the curriculum does an excellent job with Rigor. For teachers unsure what Rigor is or how to implement it, this curriculum provides excellent supports.

The material covered concrete applications of rigor very well. There were many places that covered application of the student's learning as well. The students may need more time to practice their strategies to become truly fluent, but overall the rigor was very acceptable.

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

Reviewer #10

\_\_96.43%\_\_

Reviewer #11

\_\_89.29%\_\_

Reviewer #12

\_\_85.71%\_\_

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:*

All Grade 1 standards are addressed. We would like to see Geometry included prior to the very end of the curriculum. Often, teachers end up cutting out the ends of the programs they use because of end of year time constraints. If so, then it might be possible for students to have no exposure to Geometry concepts.

All 1st grade standards are addressed in depth and give the students a very concrete understanding of mathematics.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

The curriculum provides various components that support student learning, such as the use of Talk Moves strategies to elicit conversation about math reasoning. There are also cross-curricular tasks that are throughout the program including STEM with real-world problems/tasks. Lessons also provide a Mindset Works piece providing strategies that support students' SEL and developing a growth mindset behavior.

There is a section at the back of the Student Practice and Homework Journal called "My Learning Summary." Each Module has a blank page for students to write, draw, show examples and non-examples, and add vocabulary. This is an incredible way to support student learning.

**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 #10 __79.27%__	Reviewer #11 __90.24%__	Reviewer #12 __78.66%__	Average Score __82.72%__
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Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

The TE provides a Planning and Pacing Guide in which the lessons laid out are consistent with the progression in the standards, but also gives teachers flexibility in clustering lessons together from various modules if they support each other in the concept.

There do not appear to be references to future grades beyond 2nd. Plentiful connections to K and grade 2.

The materials are consistent with the progression in the standards. They start each unit with a check to see what the students already know about a concept from the previous grade.

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

*Statements of appraisal and supporting evidence:*

Every lesson in the curriculum includes a Lesson Focus and Coherence that addresses the progression and path that the standards provide leading to the future concept of algebra. This component also gives insight to prior learning (prior grade standards) and future connections.

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

*Statements of appraisal and supporting evidence:*

The curriculum provides a pacing guide that indicates the amount of days a lesson would take. The curriculum recommends the total pacing for Grade 1 is 168 days.

Each lesson has a large amount of material. However, there are no “allotted minutes” given. It is appreciated that this program does not do this, since it suggests to the teacher that if students are not successful in 6 minutes or 11 minutes, then something is wrong. It is a subtle clue to the teacher that moving quickly is more important than deep coverage of materials. Realistically, there is way more material than a teacher can cover in one lesson, allowing teachers to build lessons that work for their students.

The recommended pacing for the entire curriculum is 168 days. This includes time for the assessments to be given. The materials are very well designed; however, a newer teacher may need more support as to time needed for each lesson.

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

*Statements of appraisal and supporting evidence:*

The TE online component offers a Data & Reports tab in which students’ reports are generated based on assessments taken and a standards report is also provided, but training would need to be provided on the navigation of these tools.

In the Student portal, where they can complete assignments from the teacher, there is a Scores tab where they can monitor themselves.

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

*Statements of appraisal and supporting evidence:*

There is very good support for ELLs and students with IEPs. The inclusion of tasks specifically geared to Tier 2 and Tier 3 instruction is helpful.

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

*Statements of appraisal and supporting evidence:*

The Student portal has a HUGE selection of interactive games and lessons.

Effective use of technology is embedded throughout the curriculum. The students are given many opportunities to enhance their learning by using offered technology.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

The TE component of the curriculum offers a Plan For Differentiated Instruction, in which teachers can use teacher guided activities in small groups and provide further scaffolding or differentiated resources. The Tabletop Flipchart provides very strong Guided Math group lessons, including how to differentiate that exact lesson for students who are struggling, students who are on level, and students ready for more. With all the information on one small chart, a teacher could differentiate for students at all levels all in the same math group.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The curriculum acknowledged cultural perspectives on a surface level, providing guidance on taking perspective of social-Emotional Learning and understanding children's mindset beliefs and behaviors, but no explicit evidence was provided on diverse ethnic and cultural perspectives.

The mathematics of the program are very strong. The Cultural and Linguistic Responsiveness we are looking for in New Mexico does not exist. The diversity of students in New Mexico is not seen within the materials. Our diverse students will not see themselves reflected.

**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 #10 background and experience: BAEd & MAEd with 12 years of teaching experience in 2 States and overseas; K, 1, 2, 4, 5 - most of my experience has been in K & 1. AddVantage Math-trained; instruction and assessments practices implemented in mathematics instruction in my classrooms.

*Professional summary of material:*

I applaud HMH for building a curriculum that is strongly correlated to CCSS and embeds very strong SMP work. I felt there were some gaps in the SMPs within NBT standards. There was not enough Geometry covered before the end of the year. The digital platforms appear to be extensive, although a little confusing to navigate in a couple of areas. I appreciate that this is not a scripted program. The teacher is provided an incredible amount of information, and then set loose with guiding questions and look-fors. As a veteran teacher, I often feel constrained by my adopted math curriculums, and start setting them aside more and more. This is the first math program I have seen in many years which I would more likely use with fidelity. CLRI is just not there, which is a shame, since everything else is so strong. Changing Jim to Jose, or putting in a picture that has a Chinese student is not sufficient.

Reviewer #11 background and experience: MAEd, 24 ½ years of teaching experience, presently K-5 Math Content Specialist 1 year

*Professional summary of material:*

HMH is very well written and offers many opportunities for students to become proficient and with a deep conceptual understanding of the math involved. The information for teachers is very informative and offers a great deal of support. The math practice standards are evident throughout the curriculum, as is growth mindset for the students. There are many supports for both teachers and students in the technology component included. There are many places that bring other content into the learning, giving students an opportunity to see applications in the real world. Overall, this is a very good math program that will be very easily implemented in a classroom.

Reviewer #12 background and experience: Dual-language teacher, with experience in K, 1, 2, 3. Currently teaching math curriculum in Spanish. I have worked in collaboration with Dr. Hollie on CLRI pedagogy to advocate for an equal representation of all our diverse students, in all content areas. I've had extensive training in math curriculum such as Add+Vantage Math, Number Talks, ST Math.

*Professional summary of material:*

Overall the curriculum has potential for the students of New Mexico. Some adaptations would need to be made, but it has a layout and progression of standards that make sense to children and teachers. The curriculum also provides a user-friendly online TE platform and SE platform; the use of appropriate technology in a curriculum is an essential 21st century skill all students need. The material incorporates hands-on tasks for students with the use of math manipulatives and that is a must to foster critical thinking skills in the primary grades.

## Review Team Appraisal of Title

(K-8 Mathematics)

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IM Title	HMH Into Math	Publisher	Houghton Mifflin Harcourt
SE ISBN	9780358153702	TE ISBN	9780358132677
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 #10	Reviewer #11	Reviewer #12	Average Score
<u>  85.83%  </u>	<u>  85.50%  </u>	<u>  84.83%  </u>	<u>  85.39%  </u>

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

Reviewer #10	Reviewer #11	Reviewer #12	Average Score
<u>  86.05%  </u>	<u>  84.25%  </u>	<u>  84.27%  </u>	<u>  84.86%  </u>

Materials align with grade level standards.
<p><i>Statements of appraisal and supporting evidence:</i></p> <p>The materials in this curriculum aligned with 2nd grade standards. The curriculum’s emphasis is on mastering of the standards through given mathematical tasks in every lesson, differentiated instruction, and instructional support for teachers. Materials align nicely for the most part. However, the emphasis shifted from conceptual to abstract when addition and subtraction within 1000 became a focus standard. The standard algorithm is not a 2nd grade standard and should not be so heavily addressed. Geometry and fractions are only covered at the very end of the program, which often gets cut off by teachers facing time constraints at the end of the year. Standards are covered well in a logical progression.</p>
Materials align to standards for mathematical practice.
<p><i>Statements of appraisal and supporting evidence:</i></p>

The tasks and On Your Own practices that students complete in the SE provide a coherent and rigorous focus that lends itself to alignment with the mathematical practices. Although not all 8 practices are clearly evidenced, practice 6 and 7 were predominantly present in many modules of the curriculum, while practice 1, 8, and 4 were scarcely evident. Students should model with mathematics quite a bit more than what is evident so that they will be able to make deep connections to their learning. Teacher and Student materials reference SMPs throughout the program, keeping them in the front of teacher and student minds.

Materials show aspects of rigor.

*Statements of appraisal and supporting evidence:*

The curriculum has a very specific design and sequence that is embedded in every lesson called a Learning Arc. This design is intended to build conceptual understanding, then bridges the understanding with procedural concepts and skills and finally opportunities for application are found throughout the curriculum. This design gives way for a delivery of rigorous instruction. Materials showed aspects of rigor often. However, the fluency portion is lacking because there were not enough instances for students to make those deep connections to number sense. All of the rest of the units were well rounded in their rigor. Concepts and fluency are well developed.

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

Reviewer #10	Reviewer #11	Reviewer #12	Average Score
__100%__	__96.43%__	__92.86%__	__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:*

The curriculum contains consistent grade level content, as lessons in the curriculum include a component they call Unpacking Math Standards which explains to teachers what it means that students need to do to reach the goal of the given standard. Materials develop content at a deep conceptual level.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Students work with mathematics in many ways, and the program provides excellent information for scaffolding learners for students working at different academic levels.

**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 #10	Reviewer #11	Reviewer #12	Average Score
__82.93%__	__86.59%__	__84.76%__	__84.76%__

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

<p>In the curriculum, every lesson includes a Mathematical Progression giving teachers a brief insight on prior learning of mathematical standards, current development aligned to current grade standards, and future connections allowing teachers to see what skills students will need in the upcoming grade. The connections to the previous grade level were very evident. Each unit started with a diagnostic check which will help teachers immensely by giving them a picture of where each student stands in their thinking for that upcoming lesson. Correlation charts support teacher understanding of standards progressions. Teachers are given narrative mini-articles throughout the curriculum for professional development around progressions.</p>
<p>Materials foster coherence through connections at a single grade, where appropriate and required by the standards.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The materials fostered coherence through this grade level. Some of the units could be integrated a little bit more, so that the students can make more connections, and a spiraling effect could be used more often. First grade standards are well-connected. Standards from future grades are also included.</p>
<p>Materials are well designed and take into account effective lesson structure and pacing.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The curriculum has a consistent design throughout every module. The TE provides a planning and pacing guide in which the recommendation of the total pacing for Grade 2 is 178 days, not including assessment days or re-teach days. This amount of recommended time may not be viable in a school year. The curriculum has a plethora of activities for every lesson - more than a teacher could use - allowing the teacher to customize lessons for their students.</p>
<p>Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The TE online platform provides teachers with a standards report showing progress toward mastery of each math standard for every student. The online platform also includes a module readiness and progress online assessment for students. The data from this can be used by teachers to provide ongoing differentiation and support for students. The online platform is an excellent tool to provide teachers with necessary reports from data collected throughout the modules if teachers will assign their students the lessons. This is amazingly well-developed aspect of this program.</p>
<p>Materials give all students extensive opportunities and support to explore key concepts.</p>
<p><i>Statements of appraisal and supporting evidence:</i> There are various opportunities for students to receive support to explore key concepts.</p>
<p>Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The curriculum provides an online TE platform and a SE online platform. The online TE provides interactive lessons that can be displayed on a smart board and provide students with a learning experience, but classrooms must have technology available to make use of this component of the curriculum. The online platform is a tool for teachers, students, and families to take advantage of to help the children become proficient in their math abilities. It is accessible on many platforms.</p>
<p>Materials can be easily customized for individual learners.</p>
<p><i>Statements of appraisal and supporting evidence:</i> The core curriculum in the TE offers a plan for differentiated instruction in which teachers can provide resources and more individualized support. The program divides students into three groups: the On-</p>

Track, Almost-There and Ready-For-More. Teachers can use or adapt the model at their discretion and professional judgement. There are multiple suggestions for differentiation.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The TE in the curriculum provides guidance on taking perspective of social-emotional learning and understanding children's mindset beliefs and behaviors, but does not provide explicit evidence on diverse ethnic or cultural perspectives. However, there is a Language component on TE that provides Linguistic supports for ELLs by explaining cognates, thus bridging home language Spanish with English. New Mexico's broad diversity of student populations is not represented.

**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 #10 background and experience: BAED and MAED in the 1990's. National Board Candidate. I have taught in 2 US states and overseas in 2 countries. Most of my experience is in Primary. I am AddVantage Math trained, with full implementation of assessment and instructional strategies in my classrooms.

*Professional summary of material:*

This program is among the best math curriculums I have seen. The deeply embedded SMPs took me by complete surprise. The developers worked hard to connect concept development to procedural skills. I would love to see this program piloted in New Mexico classrooms to get a real world view of it. It is not a perfect program, but it is much stronger than anything I have ever seen.

Reviewer #11 background and experience: Elementary teacher with 24 ½ years of experience in grades 1,2, and 3. CCSS experience in the classroom with 2nd and 3rd grades. 1 year K-5 math content specialist

*Professional summary of material:*

Overall this curriculum will benefit the students of New Mexico. Most of the modules are rigorous and will give the students a growth mindset and love of math. The lessons start out with rich, concrete experiences that will give the students a strong basis from which to make deep connections. There are some modules that rely heavier on the standard algorithm than should be in 2nd grade. Even though it is said that they are using a "visual model", it is still leading to the algorithm too soon. The students did not use any other strategies after that was introduced. The number line and properties of operations are big tools that will be used next year and the students were not given enough exposure to help them start next year with strong skills in those areas.

Reviewer #12 background and experience: Dual-language teacher, with experience in K, 1, 2, 3. Currently teaching math curriculum in Spanish. I have worked in collaboration with Dr. Hollie on CLRI pedagogy to advocate for an equal representation of all our diverse students, in all content areas. I've had extensive training in math curriculum such as Add+Vantage Math, Number Talks, ST Math.

*Professional summary of material:*

Overall the curriculum has potential for the students of New Mexico. The content is clearly aligned with Grade 2 standards, it provides real-world relevance in the tasks given, and mathematical practice standards to some degree were evident. Students are able to use hands-on materials to solve complex problems and are encouraged to persevere when solving such problems, which in my opinion are best practices. The online platform is also a great tool to have for teachers for planning and delivery of

instruction. There were components that were not clearly identifiable, such as Culturally Linguistically Relevant strategies.

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IM Title	HMH Into Math	Publisher	Houghton Mifflin Harcourt
SE ISBN	9780358153719	TE ISBN	9780358132684
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 \_\_\_\_\_ Recommended with Reservations   X   Not Recommended \_\_\_\_\_

**Total Score**

Reviewer #22	Reviewer #23	Reviewer #24	Average Score
<u>  87.67%  </u>	<u>  79.50%  </u>	<u>  85.67%  </u>	<u>  84.28%  </u>

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

Reviewer #22	Reviewer #23	Reviewer #24	Average
<u>  96.99%  </u>	<u>  82.61%  </u>	<u>  90.03%  </u>	<u>  89.88%  </u>

Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Although the curriculum aligns with the standards, it requires more time from the teacher, because it is not coded for teachers to easily reference which standard the assignment or assessment is addressing.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> The math practices are evident, but they are surface level and a few of the math practices were overly identified in each lesson. The manner in which problems and tasks are presented to students limits opportunities for critical thinking by students.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

Procedural understanding was very strong, but conceptual understanding was very scaffolded. There were limited opportunities for true application of real world problems.

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

Reviewer #22	Reviewer #23	Reviewer #24	Average Score
__89.29%__	__85.71%__	__71.43%__	__82.14%__

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

*Statements of appraisal and supporting evidence:*

The material is consistent with grade level content. However, it is lacking math tasks that show an advanced mastery of the standards. There was very little chance for student ownership/choice, because of the very set pattern of the lessons.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Students were given very little opportunities to work with math manipulatives to explore and deepen understanding of math concepts. The students were rarely able to create their own models, because models were provided for them. Even after students were introduced to various models, they were instructed which models to use instead of independently determining an appropriate model.

**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 #22	Reviewer #23	Reviewer #24	Average
__64.02%__	__70.73%__	__77.44%__	__70.73%__

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

The lessons followed a progression that showed evidence of standard progression.

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

*Statements of appraisal and supporting evidence:*

There was little evidence of this due to the lack of labeling regarding where multiple standards were being used concurrently to help strengthen understanding. There were a lot of stand-alone lessons.

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

*Statements of appraisal and supporting evidence:*

The lessons had a recognizable structure to students. However, the structure relied heavily upon workbook pages during all aspects-whole group, independent, online, and progress monitoring. The Publisher speaks to pacing by listing the number of days needed to complete each lesson. However, the Publisher does not provide an estimate of the number of minutes needed to complete each component of the lesson.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> The materials provide teachers with tools to collect student data on the mastery of particular standards. Students are also provided with individual tracking sheets to maintain a personal record of standard mastery.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> There is limited evidence that students are given opportunities to explore independently with tasks that support math concepts. The lessons are very surface level and scaffolded for the 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> The premade digital material does allow teachers to differentiate according to levels, but is not presented in an engaging way. There is a way that teachers can create their own digital materials that may be more culturally relevant and less obvious when students are doing differentiated work. Some of the digital platforms were lacking full functionality at the time of this review.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The materials provided by the Publisher can be easily customized on the digital platform.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> The materials address cultural perspectives with generic pictures that would be diverse in any culture, and also included limited word problems that might address New Mexico directly. The word problems are not real world significant/engaging to the diverse New Mexico culture.

**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 #22 background and experience: Level 3 teacher, 17 years teaching experience, Master's Degree in Teaching Mathematics
<i>Professional summary of material:</i> While this material addresses NM State Standards, overall it does not have the tasks needed to support true understanding of concepts and their application. The lessons do not provide time for students to have deep discourse about math concepts presented. It is a very structured curriculum that has little room for deviating from the timeline.
Reviewer #23 background and experience: Level 3 Teacher, 12 years' experience in education. Five years as an Instructional Coach. Master's Degree in Education with a Specialization in Bilingual Education, National Board Certification with a Concentration in English as a New Language; Early/Middle Child.
<i>Professional summary of material:</i> Although this material provides a correlation to the Common Core State Standards for New Mexico, it provides limited opportunity for authentic student engagement. The curriculum does not identify each standard by domain and cluster, making the lessons and student practice materials difficult to follow. Each module has its own book, making it difficult to keep track of all materials.

Reviewer #24 background and experience: Level II Elementary Teacher; 8 years of classroom teaching experience

*Professional summary of material:*

The material covers the third grade Math CCSS, and the sequencing of standards does indicate thoughtful design in regards to pacing. Additionally, the curriculum does devote the majority of instructional time to the major content of the grade. The materials would likely benefit from better alignment to the math practices, as they appear to be over-identified in the curriculum and often do not fully attend to the practice. If more attention were paid by the publisher to creating an authentic alignment to the MP, it could benefit the curriculum overall. This would likely allow for the inclusion of a greater variety of classroom materials/manipulatives (less reliant on print and digital workbook pages), more student choice in learning (aside from printed and digital workbook pages), and tasks with which students can genuinely engage, as they find ways to clarify their understanding.

## Review Team Appraisal of Title

(K-8 Mathematics)

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

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

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

IM Title	HMH Into Math	Publisher	Houghton Mifflin Harcourt
SE ISBN	9780358153726	TE ISBN	9780358132691
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   X   Not Recommended \_\_\_\_\_

**Total Score**

Reviewer #22 ____ 89.0% ____	Reviewer #23 ____ 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 #22 ____ 95.37% ____	Reviewer #23 ____ 86.34% ____	Average Score ____ 90.85% ____
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Although the curriculum aligns with the standards, it requires more time from the teachers. It is not coded for teachers to easily reference the standard the assignment or assessment is addressing.
Materials align to standards of mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> The Math Practices are evident, but they are surface level and a few of the math practices were overly identified in each lesson. The manner in which problems and tasks are presented to students limits opportunities for critical thinking by students.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

Procedural understanding was very strong, but conceptual understanding was very scaffolded and there was limited opportunities for true application of real world problems.

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

Reviewer #22	Reviewer #23	Average Score
__96.43%__	__92.86%__	__94.64%__

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

*Statements of appraisal and supporting evidence:*

The material is consistent with grade level content. However, it is lacking math tasks that show an advanced mastery of the standards. There was very little chance for student ownership/choice, because of the very set pattern of the lessons.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Students were given very few opportunities to work with math manipulatives to explore and deepen understanding of math concepts. The students were rarely able to create their own models, because models were provided to them. Even after the students were introduced to various models, they were instructed on which models to use instead of independently determining an appropriate model.

**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 #22	Reviewer #23	Average Score
__71.95%__	__73.17%__	__72.56%__

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

The material was consistent with the progression of the standards, but there was a lack of coding of the standards to inform the teacher of specific domains, standards, and strands that were being addressed.

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

*Statements of appraisal and supporting evidence:*

There was little evidence, due to lack of labeling, where multiple standards were being used concurrently to help strengthen understanding. There were a lot of standalone lessons.

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

*Statements of appraisal and supporting evidence:*

The lessons had a recognizable structure to students. However, the structure relied heavily upon workbook pages during all aspects- whole group, independent, online, and progress monitoring. The Publisher speaks to pacing by listing the number of days needed to complete each lesson. However, the Publisher does not provide an estimate of the number of minutes needed to complete each component.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> The materials provide teachers with tools to collect student data on the mastery of particular standards. Students are also provided with individual tracking sheets to maintain a personal record of standard mastery.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> There is limited evidence that students are given opportunities to explore independently with tasks that support math concepts. The lessons are very surface level and scaffolded for the 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> The premade digital material does allow teachers to differentiate according to levels, but is not presented in an engaging way. There is a way that teachers can create their own digital materials that may be more culturally relevant and less obvious when students are doing differentiated work. Some of the digital platforms were lacking full functionality at the time of this review.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The materials provided by the Publisher can be easily customized on the digital platform.
Materials take into account cultural perspectives.
<i>Statements of appraisal and supporting evidence:</i> The materials address cultural perspectives with generic pictures that would be diverse in any culture, and also include limited word problems that might address New Mexico directly. The word problems are not real world significant/engaging to the diverse New Mexico culture.

**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 #22 background and experience: Level 3 teacher, 17 years teaching experience, Master's Degree in Teaching Mathematics
<i>Professional summary of material:</i> While this material addresses NM State Standards, overall it does not have the tasks needed to support true understanding of concepts and their application. The lessons do not provide time for students to have deep discourse about math concepts presented. It is a very structured curriculum that has little room for deviating from the timeline.
Reviewer #23 background and experience: Level 3 teacher, 12 years experience in education. Five years as an Instructional Coach. Master's Degree in Education with a Specialization in Bilingual Education, National Board Certification with a Concentration in English as New Language; Early/Middle Child.
<i>Professional summary of material:</i> Although the material provides a correlation to the Common Core State Standards for New Mexico, it provides limited opportunity for authentic student engagement. The curriculum does not identify each standard by domain and cluster, making the lessons and student practice materials difficult to follow. Each module has its own book making it difficult to keep track of all materials.



## Review Team Appraisal of Title

(K-8 Mathematics)

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

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IM Title	HMH Into Math	Publisher	Houghton Mifflin Harcourt
SE ISBN	9780358153733	TE ISBN	9780358132707
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   X   Not Recommended \_\_\_\_\_

**Total Score**

Reviewer #22 ___90.33%___	Reviewer #23 ___81.67%___	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 #22 ___97.21%___	Reviewer #23 ___85.43%___	Average Score ___91.32%___
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Materials align with grade level standards.
<i>Statements of appraisal and supporting evidence:</i> Although the curriculum aligns with the standards, it requires more time from the teachers because it is not coded for teachers to easily reference which standard the assignment or assessment for which they are addressing. The standards were all addressed and easily readable.
Materials align to standards for mathematical practice.
<i>Statements of appraisal and supporting evidence:</i> The Math Practices are evident, but they are surface level and a few of the math practices were overly identified in each lesson. The manner in which problems and tasks are presented to students limits opportunities for critical thinking by students.
Materials show aspects of rigor.
<i>Statements of appraisal and supporting evidence:</i>

Procedural understanding was very strong, but conceptual understanding was very scaffolded. There were also limited opportunities for true application of real world problems.

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

Reviewer #22	Reviewer #23	Average Score
__92.86%__	__89.29%__	__91.07%__

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

*Statements of appraisal and supporting evidence:*

The material is consistent with grade level content. However, it is lacking math tasks that show an advanced mastery of the standards. There was very little chance for student ownership/choice because of the very set pattern of the lessons. The progression of the Lessons and the Standards allow for a smooth delivery of Math Instruction.

Materials support student learning of mathematics.

*Statements of appraisal and supporting evidence:*

Students were given very little opportunities to work with math manipulatives to explore and deepen understanding of math concepts. The students were rarely able to create their own models, because models were provided to them. Even after the students were introduced to various models, they were instructed on which models to use instead of independently determining an appropriate model. The technology component is teacher-friendly for adapting the lessons, which in turn makes this a better learning opportunity for students.

**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 #22	Reviewer #23	Average Score
__72.56%__	__70.73%__	__71.65%__

Materials are consistent with the progressions in the standards.

*Statements of appraisal and supporting evidence:*

The material was consistent with the progression of the standards, but there was a lack of coding of the standards to inform the teacher of specific domains, standards, and strands that were being addressed.

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

*Statements of appraisal and supporting evidence:*

Due to lack of labeling, there was little evidence about where multiple standards were being used concurrently to help strengthen understanding. There were a lot of stand-alone lessons.

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

*Statements of appraisal and supporting evidence:*

The lessons had a recognizable structure to students. However, the structure relied heavily upon workbook pages during all aspects-whole group, independent, online, and progress monitoring. The Publisher speaks to pacing by listing the number of days needed to complete each lesson. However, the Publisher does not provide an estimate of the number of minutes needed to complete each component.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
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Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The materials provided by the Publisher can be easily customized on the digital platform.
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<i>Statements of appraisal and supporting evidence:</i> The materials seem to address cultural perspectives with generic pictures that would be diverse in any culture, and also include limited word problems that might address New Mexico directly. The word problems are not real world significant/engaging to the diverse New Mexico culture.

**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.

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<i>Professional summary of material:</i>

Although the material provides a correlation to the Common Core State Standards for New Mexico, it provides limited opportunity for authentic student engagement. The curriculum does not identify each standard by domain and cluster, making the lessons and student practice materials difficult to follow. Each module has its own book making it difficult to keep track of all materials.