2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title

(9-12 Mathematics)

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

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

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

Text Title	Illustrative Mathematics, Course 1, Student Bundle Digital and Consumable Print, 6-year subscription	Publisher	McGraw Hill LLC
SE ISBN	9780076898817	TE ISBN	9780076899043
SW ISBN		Grade Level	6

Core Instructional Material Designation *(Core Instructional 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 (90% and above)	☑	**Recommended with Reservations** (80-89%)	☐	**Not Recommended and Not Adopted** (below 80%)	☐

Total Score - *Below are the total review scores for each reviewer and the final score for the materials averaged between the team of reviewers.*

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	95%	38	96%	39	97%	96%

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

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	96%	38	97%	39	98%	97%

Materials align with grade level standards.

Grade level standards were evident throughout the materials. Each domain has a multitude of resources and activities to support students and teachers in the instruction and learning of concepts and ideas directly related to each standard. Standards are listed at the beginning of each unit as well as within assessments and activities throughout each lesson.

Materials align to standards for mathematical practice.

Each of the Standards for Mathematical Practice is found multiple times within the materials. They are easily located within the TE along with descriptions and connections to each activity. The materials promote and support the statement that "students are not just learning about Math, they are actually doing Math."

Materials show aspects of rigor.

Conceptual Understanding, Procedural Fluency and Application are all evident within the IM materials. The entire curriculum contains many examples of each aspect of rigor within each individual unit. Within the instructional routines section it states that, "some lessons may be devoted to developing a concept, others to mastering a procedural skill, yet others to applying mathematics to a real-world problem. These aspects of mathematical proficiency are interwoven. "

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

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	96%	38	96%	39	100%	98%

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

Teacher materials support using accurate mathematics, academic language, terminology and concrete and abstract representations. The material also supports how teachers can anticipate and formatively assess how students use language throughout the units. "Teacher material explain the role of the mathematical focus of each lesson and how it relates to the coherence of the mathematical learning progressions for kindergarten through grade twelve." Teacher materials are in print as well as a teacher's edition in digital materials.

Materials support student learning of mathematics.

The materials provide strategies to promote discourse among the students. The material provides various representations (eg. pictures, symbols, expressions, equations, graphics, models) in grade appropriate math. The material contains forms for informing families about the mathematics program and gives suggestions on how to help and 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 #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	92%	38	95%	39	94%	94%

Materials are consistent with the progressions in the standards.

Within the IM implementation guide, it shows the alignment and correlation of the 6th grade materials to the Mathematical Content Standards from the Common Core State Standards for Mathematics. The materials and progression of the standards align throughout the curriculum and are sequenced in a structured way.

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

The materials include learning objectives that are correlated to the 6th grade content standards. Some of the lessons, problems, and/or activities connect two or more standards. This is done where the connection is natural and important to the standard.

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

The assignments are designed to follow a sequence. Students are asked to represent their understanding in various manners. They can use tables, equations, drawings, graphics, symbols, and expressions. There are features that aid students in using the material effectively, like an incorporated glossary, footnotes, recording, pictures, and/or other features. The visual design in the material supports and engages the student thoughtfully in the mathematics.

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

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards. They offer many formative and summative assessments. They offer an online component that allows the teacher to customize assignments and assessments. The online compoenent offers immediate feedback to the students. The unit assessments include a rubric to score their work.

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

The "Support For Students with Disabilities" and "Support for English Language Learners" sections provide strategies and support that help the teacher scaffold and make the lesson accessible for all learners. Most units and activites provide these sections. Throughout the lesson, the "Support For" provides techniques for teachers to support all learners. There are an extensive amount of research based strategies included in the daily lesson, such as Think Pair Share and Number Talks.
TE: Unit 3 Unit Rates and Percentages, Lesson 3-8, Activity 8.2 Support For Students with Disabilities and Support for English Language Learners, pages 465-466

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

Teachers can access the teacher materials either in print or in a browser. A classroom with a digital projector is recommended. There are two ways students can interact with these materials. Students can aceess on apprropriate devices. However, it was not mentioned what browsers were compatible. There are a variety of tasks that can be assigned to students to assess them using technology.
Digital Resource Implementation Guide page 5

Materials can be easily customized for individual learners.

The digital resources allow teachers to customize assessments and assignments. You can add and delete questions, and search for questions in their item banks as well. It also allows teachers to upload their own resources. Throughout the book, the "Support For" sections allow teachers to customize lessons and make them accessible for all learners.
Grade 6 Illustrative Math Course 1 Assessments and Assignment Links

Materials take into account cultural perspectives.

Throughout the materials, the Support for English Language Learners tries to bridge the gap between the mathematical language and the home language. However, they were limited in reflecting cultural perspectives of varying degree. They try to incorporate a variety of engaging lessons that help bring in student cultures and homelife, like surveys and recipes.
TE: Unit 8 Data Sets and Distibutions, Lesson 8-1, Activity 1.2 page 1237-1238

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

Reviewer #:	37	

Background and experience:

Level 3 Teaching license with 21 years of experience teaching grades 1-6 all subject areas, but currently Middle School Math and Spanish. I have taught in 3 northern NM districts in both public and charter schools. I have been a part of the LANL Math and Science Academy, and Math Teacher Leader Network for several years. I currently participate in the IrRational Number Institute, and am currently a Mentor Teacher through the Teacher Residency and Professional Learning Initiative (TRPLI) through NMPED and Highlands University.

Professional summary of material:

Material was well inclusive of all CCSS and provided multiple examples of Mathematical Practices as well as Rigor and Balance. The activities were well-suited for the grade level and were interesting and engaging and inclusive for all students and learning levels. The teacher materials were easy to follow and provided step by step explanations and suggestions for implementation. There were many opportunities for hands on learning, collaborative discussions, and digital learning for the students to participate in. There were also a variety of references that were culturally and linguistically appropriate and evident. Overall the material was well developed.

Reviewer #:	38	

Background and experience:

I am a Level 2 teacher with 25 years experience teaching 7th and 8th grade Math and Science. I have taught inclusion classes, ELL classes, and Pre-AP classes. I currently teach 8th grade Math and Algebra 1. I have served on the Teacher Leader Network and am currenlty the 8th grade math team leader on campus. Part of my duties include being on the school leadership committee, 90 day plan committee, and the scope and sequence (pacing guide) leader. This summer I had the honor of helping the NMPED write the Instructional Scope documents for 8th grade.

Professional summary of material:

The materials were aligned to the CCSS; they encompassed the three mathematical shifts. They were cohesive among the grades; they focused on the standards; and the rigor was balanced to include all three aspects--Conceptual Understanding, Procedural Skill and Fluency, and Applications. The lessons were wiritten to include all Standards of Mathematical Practices and the Math Language Routines and were engaging for students,

Reviewer #:	39	

Background and experience:

I am a level 3 teacher with 18 years experience teaching middle school mathematics. I teach in Southern New Mexico public schools. I am a teacher leader and department head. I have been a mentor for the POINTS program in our district. I have worked with MC2 from NMSU.

Professional summary of material:

The materials included all of the 6th grade math CCSS and Mathematical Practices. The Mathematical Practices were well labeled in the lessons. The activities were engaging and well-suited for 6th grade and were Rigorous and Balanced. The lessons contained hands-on activities to work collaboratively and opportunities for students to engage in mathematical discussions along with digital tools to support student learning. There was support for Special needs students and English Language Learners throughout the lessons. The teacher materials contained step-by-step explanations and suggestions on how to implement the curriculum. Cultural and linguistic relevance was provided throughout the material. The material was very well rounded.

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Text Title	Illustrative Mathematics, Course 2, Student Bundle Digital and Consumable Print, 6-year subscription	Publisher	McGraw Hill LLC
SE ISBN	9780076898824	TE ISBN	9780076899074
SW ISBN		Grade Level	7

Core Instructional Material Designation *(Core Instructional 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 (90% and above)	☑	**Recommended with Reservations** (80-89%)	☐	**Not Recommended and Not Adopted** (below 80%)	☐

Total Score - *Below are the total review scores for each reviewer and the final score for the materials averaged between the team of reviewers.*

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	90%	38	95%	39	95%	93%

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

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	94%	38	99%	39	97%	97%

Materials align with grade level standards.

Most all grade level standards were evident throughout the materials. Each domain has a variety of resources and activities to support students and teachers in the instruction and learning of concepts and ideas directly related to the majority of the standards. Standards that are addressed are listed at the beginning of each unit as well as within assessments, activities and digital resources throughout each lesson.

Materials align to standards for mathematical practice.

Each of the Standards for Mathematical Practice are found multiple times within the materials. They are easily located within the TE along with descriptions and connections to each activity. There are often multiple MP's demonstrated in the same lesson. The materials promote and support the statement that "students are not just learning about Math, they are actually doing Math."

Materials show aspects of rigor.

Conceptual Understanding, Procedural Fluency and Application are all evident within the IM materials. The entire curriculum contains various examples of each aspect of rigor within each individual unit. Within the instructional routines section, it states that "some lessons may be devoted to developing a concept, others to mastering a procedural skill, yet others to applying mathematics to a real-world problem. These aspects of mathematical proficiency are interwoven. "

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

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	93%	38	96%	39	100%	96%

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

The teacher material supports the intent of delivery and understanding using accurate mathematics, academic language, terminology, and concrete and abstract representations. "Teacher materials explain the role of the mathematical focus of each lesson and how it relates to the coherence of the mathematical learning progressions for kindergarten through grade twelve." The material also supports how teachers can anticipate and formatively assess how students use language throughout the units. Teacher materials are in print as well as a teacher's edition in digital materials.

Materials support student learning of mathematics.

The materials provide strategies to promote discourse among the students. The material provides various representations (eg. pictures, symbols, expressions, equations, graphics, models) in grade appropriate math. The material contains forms for informing families about the mathematics program and "gives suggestions on how to help and 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 #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	80%	38	84%	39	91%	85%

Materials are consistent with the progressions in the standards.

Within the Illustrative Math digital implementation guide, you will find the alignment and correlation of the 7th grade materials to the Mathematical Content Standards from the Common Core State Standards for Mathematics. Both the teacher and student materials show progression of the standards, are aligned throughout the curriculum, and are sequenced in a structured and organized way.

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

Each Lesson contains a Standards Alignment section that shows the "Building On" Standards, "Addressing Standards", and "Building Toward" Standards. The alignment shows the coherence in the grades above and below and the coherence within the grade level standards. The Standards Alignment section helps the teacher make connections to the standards.
Citation: TE: Unit 2 Introducing Proportional Relationships, Interpreting Graphs of Proportional Relationships, Lesson 2-11 Standard Alignment page 255 and Lesson pages 256-260.
Evidence: In this lesson, more than one standard is being addressed. The students are able to see the connection between the three standards throughout the lesson. They analyze, recognize, and explain proportional relationships.

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

The assignments are designed to follow a sequence. Students are asked to represent their understanding in various manners. They can use tables, graphs, equations, expressions, graphics, and drawings. There are various features that aid students in using the material effectively. There is an incorporated glossary, footnotes, recording, pictures,digital materials, and other features. The visual design in the material engages and supports the students through the mathematics.

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

There are many resources available to help teachers and students to collect ongoing data. The "How to Assess Progress" outlines the approach the book takes to implement lessons and how to assess students. They mention the components that are available to provide feedback and have kids monitor their progress. For example, each unit has diagnostic assessments teachers can use to drive their instruction, each unit has a cool down and a summative assessment at the end. The open ended questions on the assessment include a descriptive rubric to help the teacher score the problem.
IM has a variety of online formative and summative assessment pieces. Online resources include customizable content and ongoing student assessments.
Citation: TE: How to Assess Progress page xi
Evidence: The How to Assess Progress outlines the approach the book takes to implement lessons and how to assess students. They mention the components that are available to provide feedback and have kids monitor their progress.

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

There are extensive opportunites for all students to access the materials and be supported. In the Impementation guide, the Support For English Language Learners and the Support For Students with Disabilities provide a detailed summary of the techniques a teacher can implement to reach all learners. The teacher materials provide detailed steps to help the teacher scaffold the lesson.
Citation: TE: Unit 2 Introducing Proportional Relationships, Lesson 2-3, Support For English Languauge Learners page 187
Evidence: This section provides support for English Language Learners. Speaking, Listening, Representing: MLR8 Discussion Supports is the routine used to support whole class discussion. Students use disciplinary language functions such as detailing steps, describing and justifying reasoning, and questioning strategies. It does not bring in cultural aspects to cultivate learning.

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

Digital resources are available and can be used on compatible devices. Lessons are available online. Teachers can customize digital lessons and assign them to students.
Citation: Digital Resources Illustrative Mathematics: Overview Guide ALEKS
Evidence: ALEKS is an online personalized learning solution for grades 6–12. ALEKS can be bundled with Illustrative Mathematics to provide targeted, supplemental assessment and instruction. It uses artificial
intelligence to identify and provide instruction on the topics each student is most ready to learn. A continuous cycle of assessment, learning, and reinforcement adapts instruction to the individual needs.

Materials can be easily customized for individual learners.

Teachers can use a question bank to create assessments and assignments . They can add their own local resources as well. The digital resources are customizable, provide feedback, and can be assigned to specific students. The teacher materials provide scaffolds to help teachers modify and customize lessons to reach all learners and give equal access to the curriculum. Teachers can customize lessons and provide reports and feedback.
Citation: Digital Resources Course Assignment
Evidence: Teachers can use a question bank to create assessments. They can add their own resources as well. It is customizable and provides feedback.

Materials take into account cultural perspectives.

The materials were not very inclusive of cultural perspectives or cultural diversity. There were a few references to how a teacher can include students based on refining a students verbal and written language. The book inculded some cultural names and pictures.
Citation: TE: Unit 3 Measuring Circles, Lesson 3-8, Activity 8.3 Srpport For English Language Learners, page 387
Evidence: Students are working on a task and have to share their findings. ELL students are being encouraged to borrow ideas and language from their partner. It helps them revise and refine their verbal and written output. Does not include culture.

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

Reviewer #:	37	

Background and experience:

Level 3 Teaching license with 21 years of experience teaching grades 1-6 all subject areas, but currently Middle School Math and Spanish. I have taught in 3 northern NM districts in both public and charter schools. I have been a part of the LANL Math and Science Academy, and Math Teacher Leader Network for several years. I currently participate in the IrRational Number Institute, and am currently a Mentor Teacher through the Teacher Residency and Professional Learning Initiative (TRPLI) through NMPED and Highlands University.		
Professional summary of material:		
Materials were inclusive of most CCSS and provided examples of Mathematical Practices as well as Rigor and Balance. The activities were well suited for the grade level and were interesting and engaging for the students. The teacher materials were easy to follow and provided step by step explanations and suggestions for implementation. There were some opportunities for hands on learning, collaborative discussions, and digital learning for the students to participate in. They were, however, lacking references that were culturally and linguistically appropriate and evident, as well as Mathematical applications, especially in the Geometry domain.		
Reviewer #:	38	
Background and experience:		
Level 2 Teaching license with 25 years experience teaching grade 7-8, Math and Science. I have taught all levels from General Ed, ELL, Pre-AP and Inclusion. I currently teach 8th Grade Math and Honors Algebra 1 in Southeast New Mexico. I serve as my grade level department head. I represent my department on the leadership team and 90 Day Plan Committee. I have worked with the NMPED to develop the NM Instructional Scopes and I have taken that expertise and helped my district develop a District Pacing Guide. I have been a member of the New Mexico Teacher Leader Network.		
Professional summary of material:		
The reviewed materials were aligned to the CCSS, had a balance of the three aspects of rigor, and had clearly stated Standards of Mathematical Practices and Math Language Routines. The curriculum is a Problem-Based Curriculum where the emphasis is on students doing math. The curriculum is engaging and provides opportunities for students to work hands-on, engage in meaningful math conversations, and collaborate with classmates. The materials are available in PDFs, books, and digitally. The teacher materials provide examples, questions and step by step instructions for teachers. It provides scaffolding help for all students to have an equal opportunity to access the material.		
Reviewer #:	39	
Background and experience:		
I am a level 3 teacher with 18 years experience teaching middle school mathematics. I teach in Southern New Mexico public schools. I am a teacher leader and department head. I have been a mentor for the POINTS program in our district. I have worked with MC2 from NMSU. I have worked with NMPED to develop the NM Instructional Scope.		
Professional summary of material:		
The materials included all of the 7th grade math CCSS and Mathematical Practices. The Mathematical Practices were well labeled in the lessons. The activities were engaging and well suited for 6th grade and were rigorous and balanced. The lessons contained hands-on activities to work collaboratively and opportunities for students to engage in mathematical discussions, along with digital tools to support student learning. There wassupport for Special needs students and English Language Learners throught the lessons. The teacher materials contained step-by-step explanations and suggestions on how to implement the curriculum. Cultural and linguistic reference was provided through the material. The material was very well rounded.		

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Text Title	Illustrative Mathematics, Course 3, Student Bundle Digital and Consumable Print, 6-year subscription	Publisher	McGraw Hill LLC
SE ISBN	9780076898862	TE ISBN	9780076899081
SW ISBN		Grade Level	8

Core Instructional Material Designation -- *(Core Instructional 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 (90% and above)	☑	**Recommended with Reservations** (80-89%)	☐	**Not Recommended and Not Adopted** (below 80%)	☐

Total Score - *Below are the total review scores for each reviewer and the final score for the materials averaged between the team of reviewers.*

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	95%	38	97%	39	97%	96%

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

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	100%	38	99%	39	100%	99%

Materials align with grade level standards.

Grade level standards were evident throughout the materials. Each domain has a multitude of resources and activities to support students and teachers in the instruction and learning of concepts and ideas directly related to each standard. Standards are listed at the beginning of each unit, as well as within assessments and activities throughout each lesson

Materials align to standards for mathematical practice.

Each of the Standards for Mathematical Practice are found multiple times within the materials. They are easily located within the TE along with descriptions and connections to each activity. Often times, multiple SMPs are cited for one lesson. The materials promote and support students actually doing Math and engaging in the Math instead of just "learning" it.

Materials show aspects of rigor.

Conceptual Understanding, Procedural Fluency and Application are all evident within the IM materials. The entire curriculum contains many examples of each aspect of rigor within each individual unit. Within the Instructional Routines section it states that, "some lessons may be devoted to developing a concept, others to mastering a procedural skill, yet others to applying mathematics to a real-world problem." Altogether, the material shows multiple examples of how each aspect of rigor is incorporated into the curriculum.

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

Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	100%	38	100%	39	100%	100%

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

The teacher material supports the intent of delivery and understanding using accurate mathematics, academic language, terminology, and concrete and abstract representations. "Teacher material explains the role of the mathematical focus of each lesson and how it relates to the coherence of the mathematical learning progressions for kindergarten through grade twelve." The material also supports how teachers can anticipate and formatively assess how students use language throughout the units. Teacher materials are in print as well as a teacher's edition in digital materials. Citation: TE: Unit 2 Dilations, Similarity, and Introducing Slope, Work in this Unit, pages 185-186. Evidence: Work in this unit contains support that explains the role of the mathematical focus of each lesson within the specific grade-level and how it relates to the coherence of the mathematical learning progressions for kindergarten through grade twelve.

Materials support student learning of mathematics.

The materials provide strategies to promote discourse among the students. The material provides various representations (eg. pictures, symbols, expressions, equations, graphics, models) in grade appropriate math. The material contains forms of informing families about the mathematics program and "gives suggestions on how to help and support student progress and achievement." Citation: DM: Course Tab, Teaching Resources, Family Support Material, Evidence: These material provide family support by informing families about the mathematics in the upcoming unit.

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 #	Reviewer Score	Reviewer #	Reviewer Score	Reviewer #	Reviewer Score	Average Score
37	82%	38	91%	39	91%	88%

Materials are consistent with the progressions in the standards.

Each Lesson contains a Standards Alignment section; it shows the "Building On" Standards, "Addressing " Standards, and "Building Toward" Standards. The alignment shows the coherence in the grades above and below and the coherence within the grade level standards. The Standards Alignment section helps the teacher make connections to the standards.
Citation: TE Unit Planners
Each Unit contains a planner with the standards that are being taught and assessed throughout the unit. Each unit does contain grade level content. All standards are grade level. The Building on, Addressing and Building Towards standards are referenced in each Lesson.

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

The materials include learning objectives that are correlated to the 8th grade content standards. Some of the lessons, problems, and/or activities connect two or more standards. This is done where the connection is natural and important to the standard. Each Lesson contains a Standards Alignment section; it shows the "Building On" Standards, "Addressing " Standards and "Building Toward" Standards. The Standards Alignment section helps the teacher make connections to the standards. Citation: TE: Unit 7 Exponents and Scientific Notation, Lesson 7-11 Representing Small Numbers on the Number Line, Standard Alignment page 1040. Evidence: In this lesson, more than one standard is being addressed. The students are able to see the connection between the three standards throughout the lesson. Students have to convert a decimal to a multiple power of 10 and plot it on a number line.

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

The assignments are designed to follow a sequence. Students are asked to represent their understanding in various manners. They can use tables, graphs, equations, expressions, graphics, and drawings. There are various features that aid students in using the material effectively. There is an incorporated glossary, footnotes, recording, pictures, digital materials, and other features. The visual designs in the material engages and supports the students through the mathematics. Citation: TE: Unit 5 Functions and Volume, Lesson 5-1, pgs. 622-629. Evidence: Students start this lesson by using previous knowledge of division and multiplication to solve for ratios where the denominator is zero. Then the students are to figure out input and output rules. Then the students are to create input and ouptput tables. The students are to describe the relationship between the input/output rules and the tables.

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

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards. They offer many formative and summative assessments. They offer an online component that allows the teacher to customize assignments and assessments. The online component offers immediate feedback to the students. The unit assessments include a rubric to score their work. Citation: DM: Grade 08 Illustrative Mathematics Course 3, Assessments. Evidence: The material provides multiple types of formative and summative assessments. Teachers are also given the opportunity to create their own assessments.

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

The curriculum is Problem-Based, which allows students to do math while completing tasks. They explore keys concepts with a hands-on approach. In the Implementation guide, the Support For English Language Learners and the Support For Students with Disabilities provide a detailed summary of the techniques a teacher can implement to reach all learners.
Citation TE: Unit 7 Exponents and Scientific Notation, Definition of Scientific Notation Lesson 7-13 pages 1053-1060
Evidence: This section provides support for English Language Learners. Speaking, Listening, Representing: MLR8 Discussion Supports is the routine used to support whole class discussion. Students use disciplinary language functions such as detailing steps, describing and justifying reasoning, and questioning strategies.

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

Digital resources are available and can be used on compatible devices. Lessons are available online , as well as a Geometry Toolbox that helps with the Geometry Standards. Teachers can customize digital lessons and assign them to students as needed. Some of the student tasks are available online as denoted in the lessons.
Citation: TE: Unit 2 Dilations, Similarity, and Introducing Slope, Similarity, Lesson 2-2 pages 204.
Evidence: The Launch activity is available for the students to do online. The activity references the online version to do the activity. It is suggested that students will learn to use new online tools.

Materials can be easily customized for individual learners.

Teachers can use a question bank to create assessments and assignments. They can add their own local resources as well. The digital resources are customizable, provide feedback, and can be assigned to specific students. The teacher materials provide scaffolds to help teachers modify and customize lessons to reach all learners and give equal access to the curriculum. Teachers can customize lessons and provide reports and feedback.
Citation:Digital Resources Course Assignment
Evidence: Teachers can use a question bank to create assessments. They can add their own resources as well. It is customizable and provides feedback.

Materials take into account cultural perspectives.

The Materials did not provide many references to promote a culturally diverse society. They had a few references that offered support for ELL students. There were a few pictures in the book that provided a glimpse into different cultures.
Citation: TE: Unit 3 Linear Relationships, Graphs of Proportional Relationships Lesson 3-2, Support for English Language Learners, Three Reads
Evidence: The purpose of this routine is to support students' reading comprehension as they make sense of mathematical situations and information through conversation with a partner. This strategy helps develop language and the suggested learning.

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

Reviewer #:	37	

Background and experience:

Level 3 Teaching license with 21 years of experience teaching grades 1-6 all subject areas, but currently Middle School Math and Spanish. I have taught in 3 northern NM districts in both public and charter schools. I have been a part of the LANL Math and Science Academy and Math Teacher Leader Network for several years. I currently participate in the IrRational Number Institute, and am currently a Mentor Teacher through the Teacher Residency and Professional Learning Initiative (TRPLI) through NMPED and Highlands University.		
Professional summary of material:		
Material was well inclusive of all CCSS and provided multiple examples of Mathematical Practices as well as Rigor and Balance. The activities were well-suited for the grade level and were interesting and engaging for the students. The teacher materials were easy to follow and provided step by step explanations and suggestions for implementation. There were many opportunities for hands on learning, collaborative discussions and digital learning for the students to participate in. There were not many references that were culturally and linguistically appropriate or evident, but overall, the material was well developed.		
Reviewer #:	38	
Background and experience:		
I am a level 2 teacher with 25 years experince teaching 7th and 8th grade Math. I have taught all levels in both grades, inclusion, English Language Learners, General Ed. and Honors. I am currently the department head at my school. I had the opportunity to work on the NM Instructional Scopes this summer, I have been on the New Mexico Teacher Leader Network and I have worked locally to develop Pacing Guides for the district I work in.		
Professional summary of material:		
The reviewed materials were aligned to the CCSS, had a balance of the three aspects of rigor, had clearly stated Standards of Mathematical Practices and Math Language Routines. The curriculum is a Problem-Based Curriculum where the emphasis is on students doing math. The curriculum is engaging and provides opportunities for students to work hands-on, engage in meaningful math conversations and collaborate with classmates. The materials are available in PDFs, books and digital. The teacher materials provide examples, questions and step by step instructions for teachers. It provides scaffolding help for all students to have an equal opportunity to access the material.		
Reviewer #:	39	
Background and experience:		
I am a level 3 teacher with 18 years experience teaching middle school mathematics. I teach in Southern New Mexico public schools. I am a teacher leader and department head. I have been a mentor for the POINTS program in our district. I have worked with MC2 from NMSU. I have worked with NMPED to develop the NM Instructional Scope.		
Professional summary of material:		
The materials included all of the 8th grade math CCSS and Mathematical Practices. The Mathematical Practices were well labeled in the lessons. The activities were engaging and well-suited for 8th grade and were Rigorous and Balanced. The lessons contained hands-on activities to work collaboratively and opportunities for students to engage in mathematical discussions, along with digital tools to support student learning. There were supports for Special needs students and English Language Learners throughout the lessons. The teacher materials contained step-by-step explanations and suggestions on how to implement the curriculum. Cultural and linguistic reference was provided through the material. The material was very well rounded.		