F.12 - Grade 8 Math I

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)			
Publisher/Provider Name/Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.			
Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In: (Include ONLY if submitting digital materials as part of the review set listed above.)	Website:	Username:	Password:

Section 1: Standards Review -- Math Content Standards

PUBLISHER/PROVIDER INSTRUCTIONS:

• Publisher/Provider citations for this section will refer to the **Teacher Edition (teacher-facing core material)**. The cited Teacher Edition should correspond with the title and ISBN entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.

• For this section, the publisher/provider will enter one citation per math content standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials.

o Column D: Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **If necessary,** you may enter multiple, **targeted** citations in order to address standards with multiple components. Use as few citations as needed to meet the full intent of the standard. Your citations should be concise and should allow the reviewer to easily determine that the full intent and all components of the standard have been met.

o Column E: The material will be scored for alignment with each standard as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citation provided.

o NOTE: You may not use a citation more than once across ALL sections of the rubric.

Criteria #	Standard	F.12 Grade 8 Math I Standards Review	Publisher/Provider Citation from Teacher Edition	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	Required: Reviewer's Evidence	Comments, other citations, notes
DOMAIN: 8.EE - Expressions and Equations									
Cluster: Analyze and solve linear equations and pairs of simultaneous linear equations.									
1	**8.EE.8**	Analyze and solve pairs of simultaneous linear equations.							
2	**8.EE.8.a**	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.							
3	**8.EE.8.b**	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*							
4	**8.EE.8.c**	Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*							
DOMAIN: 8.F - Functions									
Cluster: Define, evaluate, and compare functions.									
5	**8.F.1**	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.							
6	**8.F.2**	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*							
7	**8.F.3**	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*							
Cluster: Use functions to model relationships between quantities.									
8	**8.F.4**	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.							
9	**8.F.5**	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.							
DOMAIN: 8.G - Geometry									
Cluster: Understand and apply the Pythagorean Theorem.									
10	**8.G.6**	Explain a proof of the Pythagorean Theorem and its converse.							
11	**8.G.7**	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.							
12	**8.G.8**	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.							
DOMAIN: 8.SP - Statistics and Probability									
Cluster: Investigate patterns of association in bivariate data.									
13	**8.SP.1**	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.							
14	**8.SP.2**	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.							
15	**8.SP.3**	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*							
16	**8.SP.4**	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*							
DOMAIN: HS.N-Q Quantities									
Cluster: Reason quantitatively and use units to solve problems.									
17	**N.Q.1**	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.							
18	**N.Q.2**	Define appropriate quantities for the purpose of descriptive modeling.							
19	**N.Q.3**	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.							
DOMAIN: HS.A-SSE Seeing Structure in Expressions									
Cluster: Interpret the structure of expressions.									
20	**A.SSE.1**	Interpret expressions that represent a quantity in terms of its context.★							

21	**A.SSE.1.a**	Interpret parts of an expression, such as terms, factors, and coefficients.							
22	**A.SSE.1.b**	Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*							
DOMAIN: HS.A-CED Creating Equations★									
Cluster: Create equations that describe numbers or relationships.									
23	**A.CED.1**	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*							
24	**A.CED.2**	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.							
25	**A.CED.3**	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non- viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*							
26	**A.CED.4**	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*							
DOMAIN: HS.A-REI Reasoning with equations and inequalities									
Cluster: Understand solving equations as a process of reasoning and explain the reasoning.									
27	**A.REI.1**	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.							
Cluster: Solve equations and inequalities in one variable.									
28	**A.REI.3**	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.							
Cluster: Solve systems of equations.									
29	**A.REI.5**	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.							
30	**A.REI.6**	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.							
Cluster: Represent and solve equations and inequalities graphically.									
31	**A.REI.10**	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).							
32	**A.REI.11**	Explain why the *x*-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★							
33	**A.REI.12**	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.							
DOMAIN: HS.F-IF Interpreting Functions									
Cluster: Understand the concept of a function and use function notation.									
34	**F.IF.1**	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then $f(x)$ denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation $y = f(x)$.							
35	**F.IF.2**	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.							
36	**F.IF.3**	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by* $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ *for* $n \geq 1$.							
Cluster: Interpret functions that arise in applications in terms of the context.									
37	**F.IF.4**	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*★							
38	**F.IF.5**	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*★							
39	**F.IF.6**	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★							
Cluster: Analyze functions using different representations.									
40	**F.IF.7**	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★							
41	**F.IF.7.a**	Graph linear and quadratic functions and show intercepts, maxima, and minima.							
42	**F.IF.7.e**	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.							
43	**F.IF.9**	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*							
DOMAINS: HS.F-BF Building Functions									
Cluster: Build a function that models a relationship between two quantities.									
44	**F.BF.1**	Write a function that describes a relationship between two quantities. ★							
45	**F.BF.1.a**	Determine an explicit expression, a recursive process, or steps for calculation from a context.							

46	**F.BF.1.b**	Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*							
47	**F.BF.2**	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★							
Cluster: Build new functions from existing functions.									
48	**F.BF.3**	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*							
DOMAIN: HS.F-LE Linear, Quadratic, and Exponential Models ★									
Cluster: Construct and compare linear, quadratic, and exponential models and solve problems.									
49	**F.LE.1**	Distinguish between situations that can be modeled with linear functions and with exponential functions.							
50	**F.LE.1.a**	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.							
51	**F.LE.1.b**	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.							
52	**F.LE.1.c**	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.							
53	**F.LE.2**	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).							
54	**F.LE.3**	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.							
Cluster: Interpret expressions for functions in terms of the situation they model.									
55	**F.LE.5**	Interpret the parameters in a linear or exponential function in terms of a context.							
DOMAIN: HS.G-Co - Congruence									
Cluster: Experiment with transformations in the plane.									
56	**G.CO.1**	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.							
57	**G.CO.2**	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).							
58	**G.CO.3**	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.							
59	**G.CO.4**	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.							
60	**G.CO.5**	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.							
Cluster: Understand congruence in terms of rigid motions.									
61	**G.CO.6**	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.							
62	**G.CO.7**	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.							
63	**G.CO.8**	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.							
Cluster: Make geometric constructions.									
64	**G.CO.12**	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*							
65	**G.CO.13**	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.							
Cluster: Use coordinates to prove simple geometric theorems algebraically.									
66	**G.PE.4**	Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, $\sqrt{3}$) lies on the circle centered at the origin and containing the point (0, 2).*							
67	**G.GPE.5**	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).							
68	**G.GPE.7**	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★							
DOMAIN: HS.S-ID - Interpreting Categorical and Quantitative Data									
Cluster: Summarize, represent, and interpret data on a single count or measurement variable.									
69	**S.ID.1**	Represent data with plots on the real number line (dot plots, histograms, and box plots).							
70	**S.ID.2**	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.							
71	**S.ID.3**	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).							
Cluster: Summarize, represent, and interpret data on two categorical and quantitative variables.									
72	**S.ID.5**	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.							
73	**S.ID.6**	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.							

74	**S.ID.6.a**	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*								
75	**S.ID.6.b**	Informally assess the fit of a function by plotting and analyzing residuals.								
76	**S.ID.6.c**	Fit a linear function for a scatter plot that suggests a linear association.								
Cluster: Interpret linear models.										
77	**S.ID.7**	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.								
78	**S.ID.8**	Compute (using technology) and interpret the correlation coefficient of a linear fit.								
79	**S.ID.9**	Distinguish between correlation and causation.								

Section 2: Math Content Review				
PUBLISHERS/PROVIDERS: • The Math Content Review tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab. • The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations".				
Criteria #	**Grades K-12 Math Content Criteria**	Score	Required: Reviewer's Evidence from Material *Include where you found the evidence in the material and what evidence you found that supports your score.*	Comments, citations, notes
FOCUS AREA 1: RIGOR AND MATHEMATICAL PRACTICES **Materials support student mastery through a grade-appropriate balance of rigor: conceptual understanding, procedural fluency, and application.** **Materials meaningfully connect the Content Standards (CCSS) with the Standards for Mathematical Practice (SMPs).**				
1	***Conceptual Understanding:*** Materials support the intentional development of students' conceptual understanding of key mathematical concepts.			
2	***Procedural Skill and Fluency:*** Materials support intentional opportunities for students to develop procedural skills and fluencies in alignment with what is called for in the grade-level standards.			
3	***Application:*** Materials support students' ability to leverage mathematical skills, concepts, representations, and strategies across a range of contexts, (including applying learning to real-world situations and new contexts).			
4	***Balance of Rigor:*** *With equitable intensity* The three aspects of rigor are not always treated together and are not always treated separately. The three aspects are balanced with respect to the standards being addressed in each grade level.			
5	***SMPs 1 and 6*** Materials support the intentional development of making sense of problems and attending to precision as required by the mathematical practice standards 1 and 6.			
6	***SMPs 2 and 3*** Materials support the intentional development of reasoning abstractly and quantitatively, along with developing viable arguments and critiquing the reasoning of others, in connection to the content standards, as required by the practice standards 2 and 3.			
7	***SMPs 4 and 5*** Materials support the intentional development of modeling and using tools, in connection to the content standards, as required by the mathematical practice standards 4 and 5.			
8	***SMPs 7 and 8*** Materials support the intentional development of seeing structure and generalizing, in connection to the content standards, as required by the mathematical practice standards 7 and 8.			

FOCUS AREA 2: STUDENT CENTERED INSTRUCTION Materials contain embedded resources (routines, strategies, and pedagogical suggestions) to support all students in developing a positive mathematical identity, cultivating self-efficacy, and seeing themselves as a contributor to the math community.				
9	Materials provide students with opportunities to develop self-efficacy and a positive mathematical identity through opportunities to engage in grade-level tasks using various sharing strategies and approaches.			
10	Materials provide opportunities for students to see themselves as contributors to the math community.			

FOCUS AREA 3: INSTRUCTIONAL SUPPORTS FOR ALL STAKEHOLDERS **Materials provide guidance and resources to support educators in internalizing the mathematical content and providing responsive and differentiated instruction to all students. Materials contain helpful resources to support implementation and instruction (e.g. materials for leaders, teachers, students, families/ caregivers, etc).**				
11	Teacher materials contain full, adult-level explanations and examples of the mathematics concepts within lessons so teachers can improve their own knowledge of the subject. Materials are in print or clearly distinguished/accessible as a teacher's edition in digital materials.			
12	The materials provide guidance for unit/lesson preparation to support use of the materials as intended and to further develop the teachers' own understanding of the mathematical approach.			
13	Teacher materials provide insight into students' ways of thinking with respect to important mathematical concepts, especially anticipating a variety of student responses.			
14	Materials contain strategies for informing parents or caregivers about the mathematics program and suggestions for how they can help support student progress and achievement.			

Section 2: All Content Review				
PUBLISHERS/PROVIDERS: • The All Content Review tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab. • The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations".				
Criteria #	**All Content Criteria Review**	Score	**Required:** Reviewer's Evidence from Material *Include where you found the evidence in the material and what evidence you found that supports your score.*	Comments, citations, notes
FOCUS AREA 1: COHERENCE **Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.**				
1	Instructional materials address the full content contained in the standards for all students by grade level.			
2	Instructional materials support students to show mastery of each standard.			
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.			
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.			
FOCUS AREA 2: WELL-DESIGNED LESSONS **Instructional materials take into account effective lesson structure and pacing.**				
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments shows a purposeful sequencing of teaching and learning expectations.			
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.			
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.			
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.			
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.			
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.			
FOCUS AREA 3: RESOURCES FOR PLANNING **Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.**				
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/ accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit.			
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.			
14	Instructional materials include a teacher edition/ teacher-facing material with useful annotations and suggestions on how to present the content in the student edition/student-facing material and in the supporting material.			

15	Instructional materials integrate opportunities for digital learning, including interactive digital components.			
FOCUS AREA 4: ASSESSMENT **Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**				
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. *(Adopted New Mexico Content Standards for 2024: NM STEM Ready Science Standards)*			
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, and/or acceleration.			
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.			
FOCUS AREA 5: EXTENSIVE SUPPORT **Instructional materials give all students extensive opportunities and support to explore key concepts.**				
21	Instructional materials can be customized or adapted to meet the needs of different student populations.			
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.			
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement.			
25	Instructional materials include opportunities for all students that encourage and support critical and creative thinking, inquiry, and complex problem-solving skills.			
FOCUS AREA 6: CULTURAL AND LINGUISTIC PERSPECTIVES **Instructional materials represent a variety of cultural and linguistic perspectives.**				
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.			
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.			
FOCUS AREA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS **Instructional materials highlight diversity in culture and language through multiple perspectives.**				

29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			

Standards for Mathematical Practice	
1	Make sense of problems and persevere in solving them.
2	Reason abstractly and quantitatively.
3	Construct viable arguments and critique the reasoning of others.
4	Model with mathematics.
5	Use appropriate tools strategically.
6	Attend to precision.
7	Look for and make use of structure.
8	Look for and express regularity in repeated reasoning.