

F.8 - Grade 8 Math

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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 shoul 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. Reviewer Citation from Student Edition/Workbook Criteria r/Provider Citation from Teacher Edition If Scored D: Reviewer's Evidence for Publisher Citation Standard F.8 Grade 8 Math Standards Review Score Required: Reviewer's Evidence Comments, other citations, notes Score # DOMAIN: 8.NS - The Number System Cluster: Know that there are numbers that are not rational, and approximate them by rational numbers. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion: 1 8.NS.1 for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats ventually into a rational number. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For 2 8.NS.2 example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. AIN: 8.EE - Expres ns and Equations DON Cluster: Work with radicals and integer exponents. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 8.EE.1 3 3²×3⁻⁵=3⁻³=1/3³=1/27. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational 8.EE.2 Δ number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. Use numbers expressed in the form of a single digit times an intege power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For 5 8.EE.3 example, estimate the population of the United States as 3×10^8 and the population of the world as $7 \times 10^{\circ}$, and determine that the world population is more than 20 times larger. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for 6 8.EE.4 measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. Cluster: Understand the connections between proportional relationships, line, and linear equations. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationship: 8.EE.5 7 represented in different ways. For example, compare a distance-time raph to a distance-time equation to determine which of two moving objects has greater speed. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane, 8.EE.6 8 derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b. Analyze and solve linear equations and pairs of simultaneous linear equations. Cluster: Solve linear equations in one variable. 9 8.EE.7 Give examples of linear equations in one variable with one solution infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given 10 8.EE.7.a quation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). Solve linear equations with rational number coefficients, including 11 8.EE.7.b equations whose solutions require expanding expressions using the listributive property and collecting like terms. 12 8.EE.8 Analyze and solve pairs of simultaneous linear equations. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, 13 8 FF 8 a because points of intersection satisfy both equations simultaneously. Solve systems of two linear equations in two variables algebraically. and estimate solutions by graphing the equations. Solve simple cases 14 8.EE.8.b by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no blution because 3x + 2y cannot simultaneously be 5 and 6. Solve real-world and mathematical problems leading to two linear

15	8.EE.8.c	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	MAIN: 8.F - Functions							
Cluster:	Define, evalua	ate, and compare functions.						
		Understand that a function is a rule that assigns to each input						
16	8.F.1	exactly one output. The graph of a function is the set of ordered						
		pairs consisting of an input and the corresponding output.						
		Compare properties of two functions each represented in a different						
		way (algebraically, graphically, numerically in tables, or by verbal						
17	8.F.2	descriptions). For example, given a linear function represented by a						1
		table of values and a linear function represented by an algebraic						1
		expression, determine which function has the greater rate of change.						
		Interpret the equation $y = mx + b$ as defining a linear function,						
		whose graph is a straight line; give examples of functions that are						
10	0 5 2	not linear. For example, the function $A = s^2$ giving the area of a						
10	0.1.3	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						1
		line.						
Cluster:	Use functions	to model relationships between quantities.						

20 8.F.5 Quantities between two quantities values of the function from a description of a relationship between two function from a description of a relationship or from two (x, y) 19 8.F.4 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. 20 8.F.5 quantities by analyzing a graph (e.g., where the function is increasing of values.		
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qualitative features of a function that has been described verbally.		
DOMAIN: 8.G - Geometry		
Cluster Understand congruence and similarity using physical models transparencies or geometry software		
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21 8.G.1 Verify experimentally the properties of rotations, reflections, and the section of the		
translations:		
22 8.G.1.a Lines are taken to lines, and line segments to line segments of the		
same length.		
23 8.G.1.b Angles are taken to angles of the same measure.		
24 8.6.1 c Parallel lines are taken to parallel lines.		
Image: state of the s		
Understand that a two-uniteristicial right is congruent to another in		
25 8.G.2 the second can be obtained from the first by a sequence of		
rotations, reflections, and translations; given two congruent figures,		
describe a sequence that exhibits the congruence between them.		
26 8.G.3 Describe the effect of dilations, translations, rotations, and		
reflections on two-dimensional figures using coordinates.		
Understand that a two-dimensional figure is similar to another if the		
second can be obtained from the first by a sequence of rotations,		
27 8.G.4 reflections, translations, and dilations; given two similar two-		
dimensional figures, describe a sequence that exhibits the similarity		
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Section	2: Math Content Review			
PUBLISH	ERS/PROVIDERS:			
• The M	ath Content Review tab will be completed solely by the rev	viewers. Th	ey will score each criterion and provide evidence for the	ir score
from t	he material based on their overall review of the material.	You will not	provide any citations for this tab.	
• The m	aterial will be scored for alignment with each criterion as "	Meets expe	ectations", "Partially meets expectations", or	
Does	not meet expectations .		Required: Reviewer's Evidence from Material	
Criteria	Grades K-12 Math Content Criteria	Score	Include where you found the evidence in the material and what	Comments, citations, notes
#			evidence you found that supports your score.	
FOCUS A	REA 1: RIGOR AND MATHEMATICAL PRACTICES			
Materia	s support student mastery through a grade-appropriate b	alance of r	igor: conceptual understanding, procedural fluency, and	application.
Materia	s meaningfully connect the Content Standards (CCSS) with	h the Stand	lards for Mathematical Practice (SMPs).	[
	Conceptual Understanding:			
1	initiaterials support the intentional development of			
	concents			
	Procedural Skill and Eluency:			
	Materials support intentional opportunities for students			
2	to develop procedural skills and fluencies in alignment			
	with what is called for in the grade-level standards.			
	Application:			
	Materials support students' ability to leverage			
3	mathematical skills, concepts, representations, and			
	strategies across a range of contexts, (including applying			
	learning to real-world situations and new contexts).			
	Balance of Rigor:			
	With equitable intensity			
4	The three aspects of rigor are not always treated			
	together and are not always treated separately. The			
	being addressed in each grade level			
	SMPs 1 and 6			
	Materials support the intentional development of			
5	making sense of problems and attending to precision as			
	required by the mathematical practice standards 1 and			
	6.			
	SMPs 2 and 3			
	Materials support the intentional development of			
6	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.			
	Sivers 4 unu 5 Materials support the intentional development of			
7	modeling and using tools in connection to the content			
	standards, as required by the mathematical practice			
	standards, as required by the mathematical practice			
	SMPs 7 and 8			
	Materials support the intentional development of seeing			
8	structure and generalizing, in connection to the content			
	standards, as required by the mathematical practice			
	standards 7 and 8.			

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

FOCUS A	FOCUS AREA 3: INSTRUCTIONAL SUPPORTS FOR ALL STAKEHOLDERS				
different	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			
PUBLISH	ERS/PROVIDERS:			
• The Al	I Content Review tab will be completed solely by the review	vers. They	will score each criterion and provide evidence for their sc	core
from t	he material based on their overall review of the material. Σ	/ou will not	provide any citations for this tab.	
• The m	aterial will be scored for alignment with each criterion as "	Meets expe	ectations", "Partially meets expectations", or	
"Does	not meet expectations".		1	
Criteria	All Contant Critaria Baviour	Casua	Required: Reviewer's Evidence from Material	
#	All Content Criteria Review	Score	evidence you found the evidence in the material and what evidence you found that supports your score.	comments, citations, notes
FOCUS A	REA 1: COHERENCE			
Instructi	onal materials are coherent and consistent with the New	Mexico Coi	ntent Standards	
that all s	tudents should study in order to be college- and career-re	ady.		
	Instructional materials address the full content	-		
1	contained in the standards for all students by grade			
	level.			
2	Instructional materials support students to show			
2	mastery of each standard.			
	Instructional materials require students to engage at a			
3	level of maturity appropriate to the grade level under			
	review.			
	Instructional materials are coherent, making meaningful			
4	connections for students by linking the standards within			
	a lesson and unit.			
FOCUS A	REA 2: WELL-DESIGNED LESSONS			
Instructi	onal materials take into account effective lesson structure	and pacin	g.	
	The Teacher Edition presents learning progressions to			
-	provide an overview of the scope and sequence of skills			
5	and concepts. The design of the assignments shows a			
	expectations			
	Within each lesson of the instructional materials, there			
6	are clear, measurable, standards-aligned content			
-	objectives.			
	Within each lesson of the instructional materials, there			
7	are clear, measurable language objectives tied directly			
	to the content objectives.			
	Instructional materials provide focused resources to			
8	support students' acquisition of both general academic			
	vocabulary and content-specific vocabulary.			
	The visual design of the instructional materials (whether			
9	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			
11	review and practice for the purpose of retaining			
FOCUS A				
Instructi	nea 5: Resources for Planning	ning loarni	ng	
and und	erstanding of the New Mexico Content Standards	ing, icarii	"6,	
	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),			
12	cross-referencing the standards addressed and providing			
	an estimated instructional time for each lesson, chapter,			
	and unit.			
	Instructional materials support teachers with			
13	instructional strategies to help guide students' academic			
	development.			
	Instructional materials include a teacher edition/			
	teacher-facing material with useful annotations and			
14	suggestions on how to present the content in the			
	student edition/student-facing material and in the			
	supporting material.			

		1		1
15	Instructional materials integrate opportunities for digital			
	learning, including interactive digital components.			
FOCUS A	REA 4: ASSESSMENT			
Instruction	onal materials offer teachers a variety of assessment reso	urces and 1	tools	
to collec	t ongoing data about student progress related to the stan	dards.		
	Instructional materials provide a variety of assessments			
16	ctandards for the content under review			
10	Standards for the content under review.			
	(Adopted New Mexico Content Standards)			
	STEW Reduy Science Standards			
	cummative assessments, clearly defining which			
17	standards are being accessed through content and			
	language objectives			
	Instructional materials provide scoring guides for			
	assessments that are aligned with the standards they			
18	address, and that offer teachers guidance in interpreting			
10	student performance and suggestions for further			
	instruction differentiation and/or acceleration			
	Instructional materials provide appropriate assessment			
	alternatives for English Learners, Culturally and			
19	Linguistically Diverse students, advanced students, and			
	special needs students			
	Instructional materials include opportunities to assess			
20	student understanding and knowledge of the standards			
	using technology.			
FOCUS A	REA 5: EXTENSIVE SUPPORT		4	
Instruction	onal materials give all students extensive opportunities a	nd support	to explore key concepts.	
24	Instructional materials can be customized or adapted to			
21	meet the needs of different student populations.			
	Instructional materials provide differentiated strategies			
22	and/or activities to meet the needs of students working			
	below proficiency and those of advanced learners.			
	Instructional materials provide appropriate linguistic			
	support for English Learners and Culturally and			
22	Linguistically Diverse students, and accommodations			
25	and modifications for other special populations that will			
	support their regular and active participation in learning			
	content.			
	Instructional materials provide strategies and resources			
	for teachers to inform and engage parents, family			
24	members, and caregivers of all learners about the			
	program and provide suggestions for how they can help			
	support student progress and achievement.			
	Instructional materials include opportunities for all			
25	students that encourage and support critical and			
	creative thinking, inquiry, and complex problem-solving			
	skills.			
FOCUS A	REA 6: CULTURAL AND LINGUISTIC PERSPECTIVES			
Instruction	onal materials represent a variety of cultural and linguisti	c perspecti	ves.	1
	Instructional materials inform culturally and linguistically			
26	responsive pedagogy by affirming students' backgrounds			
	in the materials themselves and in the student			
	discussions.			
	Instructional materials provide a collection of images,			
27	stories, and information, representing a broad range of			
	demographic groups, and do not make generalizations			
	or reinforce stereotypes.			
	Instructional materials provide context, illustrations, and			
28	activities for students to make interdisciplinary			
	connections and/or connections to real-life experiences			
	and diverse cultural and linguistic backgrounds.			
FOCUS A	REA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY F	RESPONSIV		
Instruction	onal materials highlight diversity in culture and language	inrough m	uitipie perspectives.	

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

Stan	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.				