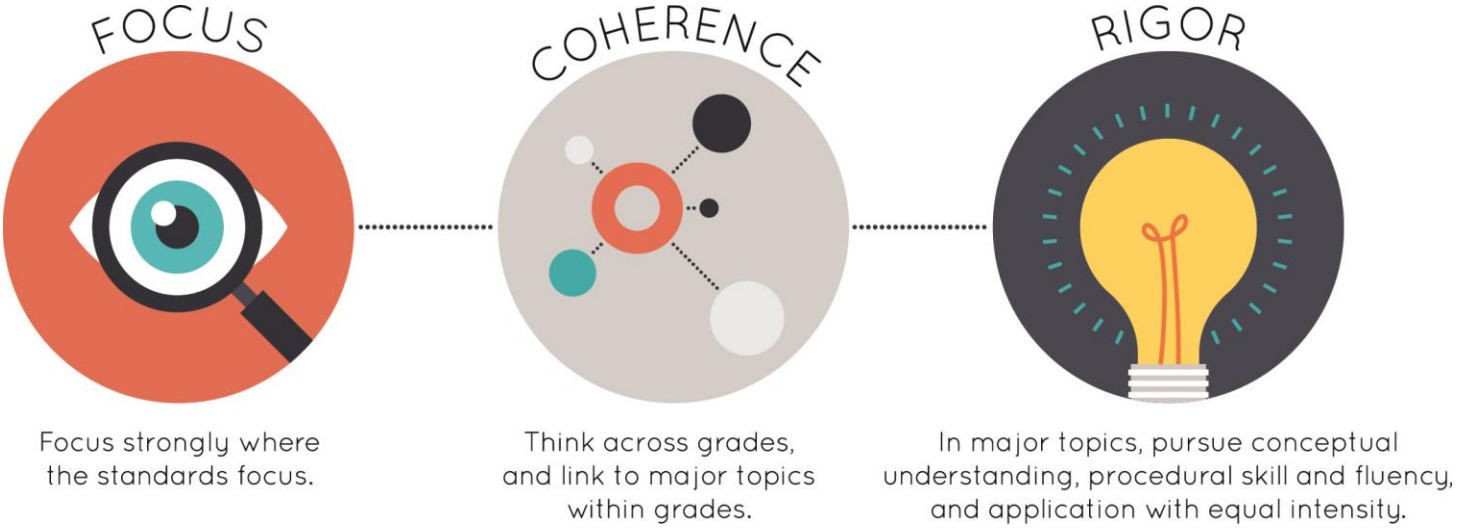
Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Strong mathematics instruction contains the following elements:



Title: **BrightThinker, Math**

Grade/Course: **Algebra I**

Publisher: **Blue Learning**

Copyright: **2015**

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
2. Consistent, Coherent Content (Non-negotiable)	1. Focus on Major Work (Non-negotiable)

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[1] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[1] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[2]:** Students and teachers using the materials as designed devote the large majority[3] of time to the major work of the grade/course. ☐ Yes ☒ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**No**	Materials do not devote a large majority of time to the major work of the course. Only 51% of instructional lessons/projects are spent on major work of the grade. Specifically, 27% of lessons/projects are spent on major standards, 24% of lessons/projects are spent on a combination of major standards and supporting/additional standards, and 12% of lessons/projects are spent on supporting or additional standards. The remaining lessons do not align with the LSSM for Algebra I. Several major standards are not addressed. For example, major LSSM F.IF.A.2, LSSM F.IF.A.3, and LSSM F.IF.B.5, all a part of the Interpreting Functions (F.IF) domain, are not addressed in the materials. Additionally, there are additional and supporting standards that are not addressed in the materials.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**No**	Materials do not spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components make students/teachers responsible for topics before the course in which they are introduced. Of the instructional

[2] For more on the major work of the grade, see Focus by Grade Level.
[3] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			lessons/projects in the materials provided, 37% of those lessons include content either above or below grade level. For example, Unit 1 contains 14 skill-based lessons that are below grade level and are not marked as optional. In Unit 7, Lesson 3, students practice scientific notation problems (LSSM 8.EE.A.4). Assessment items are present that are beyond the scope of Algebra 1. In Unit 4, Lesson 6 and in Unit 4 Test, Problems #14 and #15, students determine if lines are parallel or perpendicular or neither (LSSM Geometry G.GPE.B.5). In Unit 5, Lesson 4 and in Unit 5 Test, Problems #5 and #6, students create the equation of a line that is parallel or perpendicular to a given equation passing through a point (LSSM Geometry G.GPE.B.5). In Unit 10, Lesson 2 and in Unit 10 Test, Problem #5, students solve radical equations (Algebra II, LSSM A.REI.A.2). Instructional lessons and assessments that include material above or below the scope of the course are not labeled as optional nor is implementation guidance provided.
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards.	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. There are multiple instances where materials contain both supporting and major content throughout the year. For example, in Unit 8, Lesson 7, students solve quadratic equations

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			(major, LSSM A.REI.B.4) by factoring to reveal zeros (supporting, LSSM A.SSE.B.3a). In Unit 5, Lesson 7, students use technology to determine the line of best fit (supporting, LSSM S.ID.B.6a) including analyzing the correlation coefficient (major, LSSM S.ID.B.C.8).
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the course where these connections are natural and important. For example, in Unit 7, Lesson 7, students graph exponential functions (LSSM F.IF.C.7) and represent constraints such as range, domain, and asymptotes (LSSM A.CED.A.3), connecting the Interpreting Functions (IF) and Creating Equations (CED) domains. In Unit 6, Lesson 1, two clusters of the Reasoning with Equations and Inequalities (REI) domain are addressed: C. Solve systems of equations and D. Represent and solve equations and inequalities graphically. The lesson demonstrates that the point of intersection shown on the graph is a solution to a system of equations (LSSM A.REI.D.11) and then shows how to use the graph of another system of equations to find the solution (LSSM A.REI.C.6).
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☐ Yes ☐ No	content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.		
	Required **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.		
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **3d) *Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☐ Yes ☐ No	**Required** **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons.	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **7d)** Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **7e)** Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **7f)** Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[4]	1. Focus on Major Work	**No**	Materials do not devote a larger majority of time to the major work of the course. Materials do not spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components make students/teachers responsible for topics before the course in which they are introduced.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4. Focus and Coherence via Practice Standards	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II: Additional Alignment Criteria and Indicators of Superior Quality[5]	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Quality of Assessments	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

[4] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.
[5] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Additional Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

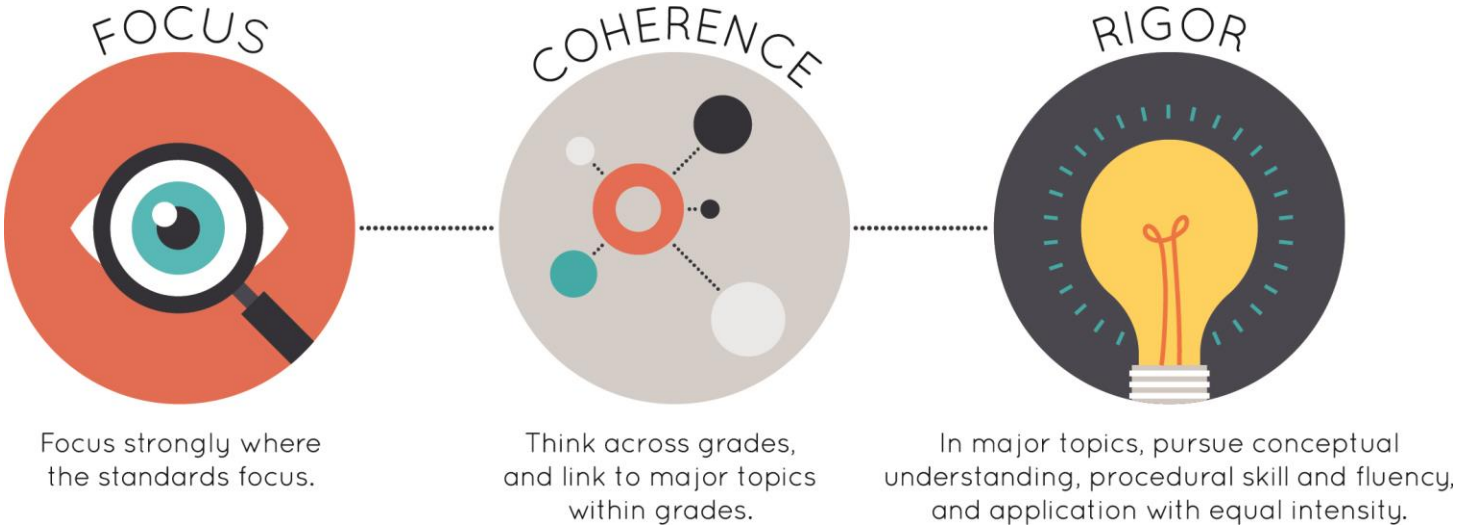
Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The 2020-2021 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades 6-12.

Appendix I.

Publisher Response

Strong mathematics instruction contains the following elements:



Title: **BrightThinker, Math**

Grade/Course: **Algebra I**

Publisher: **Blue Learning**

Copyright: **2015**

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Focus on Major Work (Non-negotiable)
	2. Consistent, Coherent Content (Non-negotiable)

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[1] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[1] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.				
Non-negotiable **1. FOCUS ON MAJOR WORK[2]:** Students and teachers using the materials as designed devote the large majority[3] of time to the major work of the grade/course. ☐ Yes ☒ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**No**	Materials do not devote a larger majority of time to the major work of the course. Only 29% of instructional lessons/projects are spent on major work of the grade. Specifically, 22% of lessons/projects are spent on major standards, 7% of lessons/projects are spent on a combination of major standards and supporting/additional standards, and 24% of lessons/projects are spent on supporting or additional standards. The remaining lessons do not align with the LSSM for Algebra I. Many lessons are not correctly identified with LSSM standards, or are not identified with LSSM standards at all. For example, Unit 2, Lesson 5, lists LSSM N.Q.A.1, LSSM N.Q.A.2, LSSM A.SSE.A.1a, LSSM A.SSE.A.1b, LSSM F.IF.C.7b, LSSM F.IF.C.9, and LSSM F.IF.A.2 as standards in the objectives for the lesson. However, this lesson corresponds to LSSM A.REI.B.3 as students solve equations in one variable with addition and subtraction. Unit 8, Lesson 1 does not list any LSSM mathematics content standards associated with the lesson. The lesson corresponds to LSSM F.LE.A.2 as students construct exponential functions.	We believe there is a miscommunication in how Blue Learning creates alignment documentation. We do not list every place in the course that a standard is taught. We list the standard once to show it is met or partially met. All of our lessons are focused on major standards. From the reviewer comments, Unit 8, Lesson 1, doesn't see a standard listed. That is because the standard was already in the course. This lesson is additional time on the standard. The standards LSSM F. IF.A.2, LSSM F.IF.A.3 and F.IF.B.5 are in Unit 4, Lessons 1 and 2. The F. IF standards are also in Unit 7, Lesson 5, Unit 9, Lesson 1, 3 and 6. The review lists LSSM N.Q.A.1 in Unit 2, Lesson 5. It is also in Unit 1 Skills 1-4 and Unit 10, Lessons 1 and 2. If there are others not seen in the review, we can list them as well. The instructional design of BrightThinker is to spiral content so students see skills and major concepts repeatedly with increasing difficulty or in a review fashion. Therefore, alignment documents that list every standard in every lesson would be

[2] For more on the major work of the grade, see Focus by Grade Level.
[3] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			Several standards were not addressed at all. For example, major LSSM F.IF.A.2, major LSSM F.IF.A.3, and major LSSM F.IF.B.5, all a part of the Interpreting Functions (F.IF) domain, were not addressed in the materials. There are also additional and supporting standards that are not addressed in the curriculum.	clunky and lead to confusion in the review. 100% of our content is related to the major standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**No**	Materials do not spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components make students/teachers responsible for topics before the course in which they are introduced. Of the instructional lessons/projects in the materials provided, 48% of those lessons include content either above or below grade level. For example, in Unit 5, Lesson 2, students practice scientific notation problems (LSSM 8.EE.A.4). Assessment items are present that are beyond the scope of Algebra 1. For example, Unit 9, Lessons 3 - 6, associated quizzes and tests, address Algebra 2 LSSM N.RN.A.2 and A.REI.A.2 as students work with rational equations. Unit 1, Skill 12 (Greatest Common Factor) is aligned to LSSM 6.NS.B.4. In Unit 8, Lesson 6, students solve radical equations (Algebra II, LSSM A.REI.A.2). Unit 10 addresses a number of Geometry course standards, such as LSSM G.SRT.C.8, as students solve triangles using the Pythagorean Theorem in Unit 10, Lesson 2. Instructional lessons and assessments that include material above	Unit 5, Lesson 2 was updated to remove scientific notation and replaced it with slope intercept form. https://www.screencast.com/t/A6Pvhoisxe In online courses, students may not have a teacher to do the typical lesson "set" to remind students of skills from the previous year they are about to build on; therefore, the BrightThinker content is written for students who need a quick review. How would a teacher teach factoring quadratics if a student doesn't have a recall of basic factoring? The geometry skills were removed. BrightThinker content does contain character education as theme throughout all the courses. This is by design and is minimal in time, less than 5 minutes a week. In considering online curriculum, how would students learn about socialization and social emotional learning? Those aren't skills in standards; however, they are skills for being a productive student and citizen. In a brick school, would a teacher be allowed to provide a motivational

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			or below the scope of the course are not labeled as optional nor is implementation guidance provided. Many lessons include content that does not pertain to mathematics. For example, in Unit 6, Lesson 2, students watch a motivational video based on using the wind with the following advice "Do not give up when faced with change or inconveniences. Find ways to work with the circumstances instead of against them. Allow for delays by including extra time in your schedule." This video does not align with any of the LSSM for Algebra I.	comment to a student or show grace and kindness to classmates? The courses are designed to be comprehensive for the learner.
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☐ Yes ☒ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**No**	Materials do not connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. There are instances where materials contain both supporting and major content; however, the connections are not made consistently throughout the materials. The Algebra I LSSM includes 22 supporting standards. The materials connect supporting content to major content four times throughout the course. For example, in Unit 3, Project 3, students graph linear equations (Supporting, LSSM F.IF.C.7a) and calculate as well as interpret the average rate of change (Major, LSSM F.IF.B.6). In Unit 6, Lesson 7, students solve quadratic equations (Major, LSSM A.REI.B.4) by factoring to reveal zeros (Supporting, LSSM A.SSE.B.3a). In the introduction of Unit 3, Project 5, students are introduced to	Additional content was added to make the connections more pronounced. Examples: Unit 2: Activity; Unit 4: Lesson 2; Unit 5: Lesson 1, 5, Project; Unit 6: Lessons 1, 3, 6, 7; Unit 7, Lesson 5; Unit 8: Lessons 1,2,4,6,7; Unit 9: Lesson 2

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			different types of correlations (Supporting, LSSM S.ID.B.6), and in the example of the lesson, students use technology to determine the line of best fit including analyzing the correlation coefficient (Major, LSSM S.ID.B.C.8). Although there are some examples where supporting content is connected to major content, these connections are not found consistently throughout the materials so that focus and coherence are enhanced throughout the year.	
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the course where these connections are natural and important. These problems and activities are found within the projects that appear in various units. For example, in Unit 8, Project 4, students graph exponential functions (LSSM F.IF.C.7) and represent constraints such as range, domain, and asymptotes (LSSM A.CED.A.3), connecting the Interpreting Functions (IF) and Creating Equations (CED) domains. In Unit 2, Lesson 4, a function is described with a given domain and range (LSSM F.IF.A.1) and connected to an equation in two variables which is then graphed on a coordinate plane to show all the possible solutions (LSSM A.REI.D.10), connecting the Interpreting Functions (IF) and Reasoning with Equations and Inequalities (REI) domains. In Unit 4, Lesson 1, two clusters of the	

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			Reasoning with Equations and Inequalities (REI) domain are addressed: C. Solve systems of equations and D. Represent and solve equations and inequalities graphically. The lesson demonstrates that the point of intersection shown on the graph is a solution to a system of equations (LSSM A.REI.D.11) and then shows how to use the graph of another system of equations to find the solution (LSSM A.REI.C.6).	
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☐ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	Required **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.			
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☐ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Section II: Additional Alignment Criteria and Indicators of Superior Quality				
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics.	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions,	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
☐ Yes ☐ No	arguments, explanations, and models, in a grade/course-appropriate way.			
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Non-negotiable Criteria of Superior Quality[4]	1. Focus on Major Work	**No**	Materials do not devote a larger majority of time to the major work of the course. Materials do not spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components make students/teachers responsible for any topics before the course in which they are introduced.	We believe there is a miscommunication in how Blue Learning creates alignment documentation. We do not list every place in the course that a standard is taught. We list the standard once to show it is met or partially met. All of our lessons are focused on major standards. From the reviewer comments, Unit 8, Lesson 1, doesn't see a standard listed. That is because the standard was already in the course. This lesson is additional time on the standard. The standards LSSM F. IF.A.2, LSSM F.IF.A.3 and F.IF.B.5 are in Unit 4, Lessons 1 and 2.

[4] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				The F. IF standards are also in Unit 7, Lesson 5, Unit 9, Lesson 1, 3 and 6. The review lists LSSM N.Q.A.1 in Unit 2, Lesson 5. It is also in Unit 1 Skills 1-4 and Unit 10, Lessons 1 and 2. If there are others not seen in the review, we can list them as well. The instructional design of BrightThinker is to spiral content so students see skills and major concepts repeatedly with increasing difficulty or in a review fashion. Therefore, alignment documents that list every standard in every lesson would be clunky and lead to confusion in the review. 100% of our content is related to the major standards.
	2. Consistent, Coherent Content	**No**	Materials do not connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.	Unit 5, Lesson 2 was updated to remove scientific notation and replaced it with slope intercept form. https://www.screencast.com/t/A6Pvhoisxe In online courses, students may not have a teacher to do the typical lesson "set" to remind students of skills from the previous year they are about to build on; therefore, the BrightThinker content is written for students who need a quick review. How would a teacher teach factoring quadratics if a student doesn't have a recall of basic factoring? The geometry skills were removed. BrightThinker content does contain character education as theme throughout all the courses. This is by design and is

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				minimal in time, less than 5 minutes a week. In considering online curriculum, how would students learn about socialization and social emotional learning? Those aren't skills in standards; however, they are skills for being a productive student and citizen. In a brick school, would a teacher be allowed to provide a motivational comment to a student or show grace and kindness to classmates? The courses are designed to be comprehensive for the learner. Additional content was added to make the connections more pronounced. Examples: Unit 2: Activity; Unit 4: Lesson 2; Unit 5: Lesson 1, 5, Project; Unit 6: Lessons 1, 3, 6, 7; Unit 7, Lesson 5; Unit 8: Lessons 1,2,4,6,7; Unit 9: Lesson 2
	3. Rigor and Balance	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	4. Focus and Coherence via Practice Standards	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
II: Additional Alignment Criteria and Indicators of Superior Quality[5]	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Quality of Assessments	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

[5] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	7. Additional Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

Appendix II.

Public Comments

There were no public comments submitted.