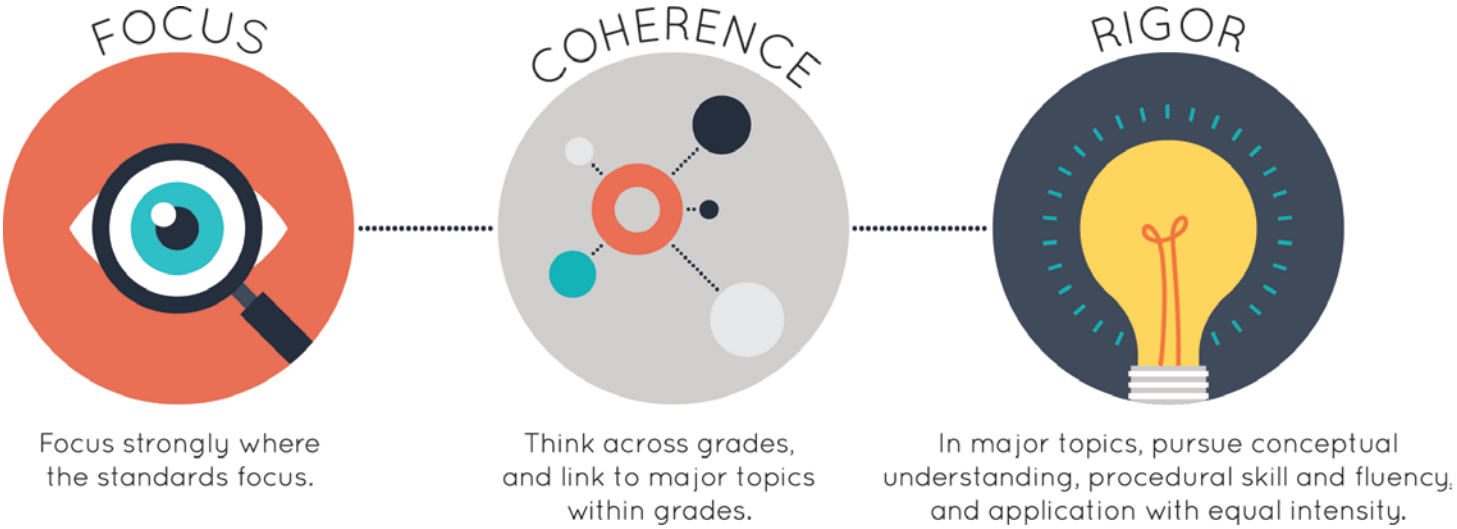
Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Strong mathematics instruction contains the following elements:



Title: **Ready Classroom Mathematics**

Grade/Course: **6-8**

Publisher: **Curriculum Associates, LLC**

Copyright: **2021**

Overall Rating: **Tier I, Exemplifies 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)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

Grade 6 (Tier 1) Grade 7 (Tier 1) Grade 8 (Tier 1)

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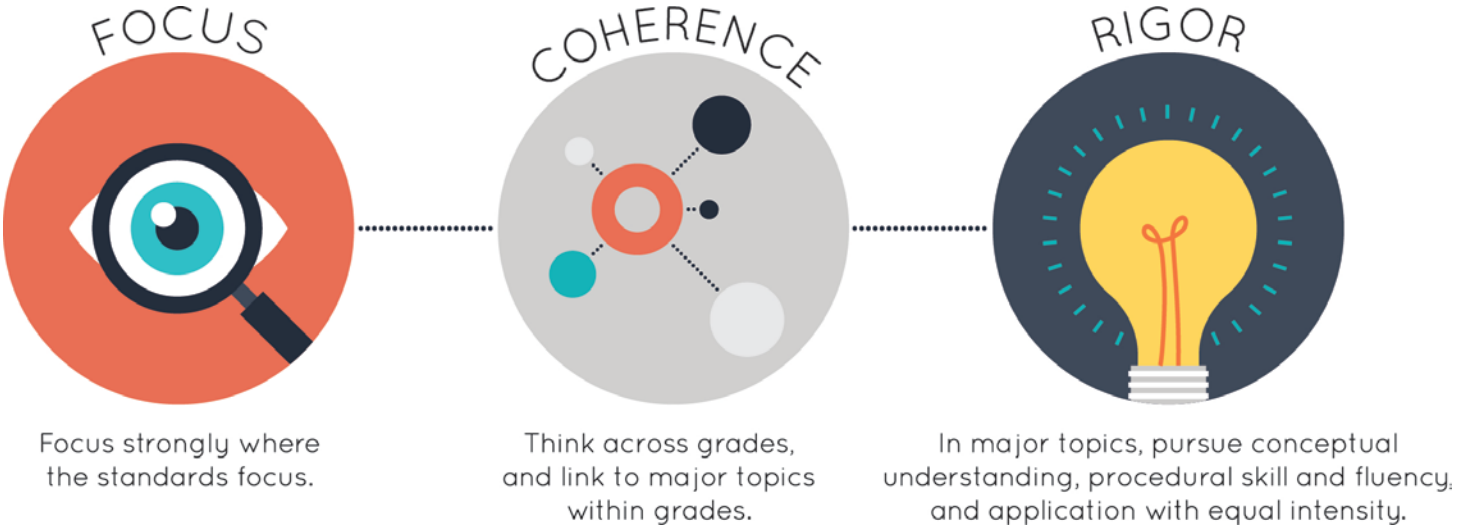

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7. Indicators of Quality	

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.	**Yes**	Materials devote a large majority of time to major work of the grade. Of the 33 instructional lessons and associated Math in Action lessons, 69% of instructional time is spent on major work of the grade. Specifically, 61% is spent on major work alone, 8% is spent on a combination of major and supporting/additional standards, and 31% is spent on supporting or additional 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.	**Yes**	Materials spend minimal time on content outside of the appropriate grade-level while assessing grade-level content. The assessment components include lesson quizzes, mid-unit assessments, and unit assessments. Each item directly correlates to the Grade 6 Louisiana Student Standards for Math (LSSM). In Unit 1, Unit Assessment, students find the total area of a polygon, evaluate expressions with defined variables, write expressions for a given real-world problem, find the volume of a parallelogram overlaid on a grid, tell the three-dimensional shape of a given net, identify the factors of an expression, choose equivalent expressions, factor numbers to find the greatest common factor, identify a

[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%.

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			rectangle with the same area as a given triangle, and give the surface area of a brick (LSSM 6.G.A.1, 6.G.A.4, 6.EE.A.1, 6.EE.A.2a, 6.EE.A.2b, 6.EE.A.2c, 6.EE.B.6, 6.NS.B.4). In Unit 5, Lesson 19, Write and Identify Equivalent Expressions, students apply the distributive property to a sum of 2 whole numbers and algebraic expressions, combine like terms (LSSM 6.NS.B.4), and recognize and generate equivalent expressions (LSSM 6.EE.A.3, 6.EE.A.4). In Unit 2, Lesson 9, Session 1 begins by connecting students to prior knowledge by dividing a whole number by a unit fraction in context (LSSM 5.NF.B.7). Problem 1 in Model It includes dividing a whole number by a fraction in a real-world context. Students then work with dividing a fraction by a fraction. The lesson spends minimal time on content prior to Grade 6 and focuses on LSSM 6.NS.A.1.
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.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. For example, in Unit 2, Lesson 11, students find the volume of rectangular prisms with fractional edge lengths (supporting LSSM 6.G.A.2). In Session 1, students develop an understanding of the relationship between edge lengths and volume when a large cube is packed with smaller cubes. In Session 2, students explore various strategies to find volume. Given a

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			problem in real world context, students fill the prism with cubes with fractional edge lengths which involves dividing whole numbers and fractions by fractions, connecting back to major LSSM 6.NS.A.1 which was developed in Unit 2, Lessons 9 and 10. Students also apply the volume formula as they solve real world problems. Students find the volume of rectangular prisms by evaluating expressions with the provided dimensions using V=lwh or V=bh, connecting back to major LSSM 6.EE.A.2c which was developed in Unit 1. For example, students solve the following problem: "Geraldo has a collection of baseballs. He keeps each baseball in a cube-shaped box with edges that are ⅓ ft. long. Geraldo keeps the boxes in a rectangular bin, as shown. How many boxes can Gearaldo keep in the bin?" The image provides the length, width, and height of the bin. Additionally, in Unit 6, Math in Action, Session 1, students choose a structure and compare the area of the structure they chose to the structure of the one given using coordinates on a coordinate plane. The original structure is in the first quadrant with all positive vertices. The structures students can choose are all in the third quadrant. With the nature of the coordinates, students solve a real-world problem by graphing coordinates and use absolute value to find the distance between the

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			coordinates, connecting supporting LSSM 6.G.A.3 to major LSSM 6.NS.C.8, which was developed in the prior lesson.
	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 grade-level where these connections are natural and important. Clusters are connected throughout the materials where connections can be made. In Unit 1, Lesson 4 there are connections between clusters within a domain. Students write an algebraic expression from a verbal description (LSSM 6.EE.A.2a), interpret expressions as verbal descriptions (LSSM 6.EE.A.2b), use mathematical language to describe the parts of an expression (LSSM 6.EE.A.2b), and evaluate expressions by replacing variables with specified values and following the order of operations (LSSM 6.EE.A.2c). Throughout the lesson, students are given opportunities to use variables to represent numbers and write expressions when solving a real-world or mathematical problem (LSSM 6.EE.B.6), again connecting clusters A and B of the Expressions and Equations (EE) domain. For example, in Session 2, Practice problem 3: “Ava has a part-time job at a store. She earns a weekly salary. She also earns a $0.60 bonus for each gift card she sells. The expression 165 + 0.60g shows Ava’s total weekly earnings. Identify any variables, coefficients, and terms in the

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			expression. Tell what each represents." In Unit 7, Lesson 29, LSSM 6.SP.A and 6.SP.B are connected in order to teach statistical questions and data distributions. In Session 1, Problem 1, students use data to create a dot plot. This data is used to complete Problem 2 which asks students about statistical questions related to the data distribution in Problem 1, connecting clusters A and B of the Statistics and Probability (SP) domain. Unit 5, Lesson 19, connects the Expressions and Equations (EE) domain with The Number system (NS) domain, as students complete a table identifying whether each pair of given expressions are equivalent or not equivalent (LSSM 6.EE.A.4). In order to determine equivalency, students apply the distributive property to the expressions (LSSM 6.NS.B.4). Each unit includes a Math in Action at the end of the unit that incorporates multiple standards that connect multiple clusters of the same domain as well as different domains of the same grade. For example, the Unit 2, Math in Action connects multiple domains. In this lesson, students apply multiple skills from the unit to solve real-world problems related to science. Problems involve calculating volumes of right rectangular prisms with fractional edge lengths (LSSM 6.G.A.2), finding quotients of fractions (LSSM 6.NS.A.1), and adding, subtracting, multiplying, and

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			dividing multi-digit decimals (LSSM 6.NS.B.3), connecting The Number System and Geometry domains. In Session 2, Discuss Models and Strategies, students are given the volume, length and width of two different aquarium tanks. Students use information and determine which tank best fits the needs for the ecosystem.
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.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. The materials develop conceptual understanding prior to application through structure of the lessons that span over multiple days. Unit 1, Lesson 5 includes four sessions that allow students to develop conceptual understanding over time. In Session 1, Explore Expressions with Exponents, students identify the base and exponent of a power to represent repeated multiplication in response to written questions. In Session 2, Develop Writing and Evaluating Expressions with Exponents, students describe how to write an expression with exponents using words and mathematical models. In Session 3, Develop Using Order of Operations with Expressions with Exponents, students use the order of operations to justify strategies for evaluating expressions with exponents. In Session 4, Refine Writing and Evaluating Expressions with Exponents, students

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			write expressions with exponents using words and mathematical models when solving problems (LSSM 6.EE.A.1). In addition, in Unit 3, Lesson 12, students develop an understanding of how ratios compare two or more quantities. They use ratio language and a variety of ratio formats to understand that ratios represent the relationship between two quantities (LSSM 6.RP.A.1). Session 1 begins with students exploring the concept of ratios through multiplication and using specific language, “for every” or “for each.” Students complete ratio problems involving real-world context comparing three guests to six tacos. Session 2 develops the understanding of ratio concepts through continuing the comparison of two quantities. Students are introduced to the concept of using “to” or a colon to separate the two quantities in a ratio. Lesson 12 ends with problems that require students to apply, analyze and evaluate ratio concepts. Problem 3 of Session 3 asks a high-quality conceptual understanding question that requires students to model their thinking. The problem states, “Bridget is filling welcome bags for several new students. Each bag gets 1 magnet. The ratio of magnets to pencils in each bag is 1:6, and the ratio of erasers to magnets is 2:1. Which statement below must be true? Use a model to explain your thinking. Bridget needs 4 more pencils than

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			erasers. Bridget needs 3 times as many pencils as erasers." In Unit 6, Lesson 25, students develop the understanding of absolute value (LSSM 6.NS.C.7, 6.NS.C.7c, 6.NS.C.7d). In Session 2, in the margin of the student materials, students are asked to discuss "How would you interpret the absolute value of a negative temperature?" The teacher's notes include support for partner discussion. After the partner discussion is done, there is guidance for the teacher on a question to facilitate whole class discussion. For this session, the question is "How does absolute value help you describe the magnitude of negative quantities?" Not only does the activity develop conceptual understanding, the questions students discuss and the suggested questions for teachers to facilitate discussion develop and refine conceptual understanding.
	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.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. Each lesson includes Fluency Skills and Practice pages that help students attain the required fluencies of Grade 6 LSSM. Unit 2, Lesson 7 extends students' conceptual understanding of addition, subtraction and multiplication of decimals from Grade 5 by "bridging from the use of concrete models and drawings to the use of standard algorithms with fluency" (LSSM 6.NS.B.3). In the lesson, students add, subtract, and multiply multi-digit decimals

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			using the standard algorithm. Session 2 focuses on learning the standard algorithm to add and subtract with decimals and includes a Practice section at the end of the lesson with five problems. There is also a Fluency & Skills Practice with additional problems for students to add and subtract multi-digit decimals. Session 3 focuses using the standards algorithm to multiply multi-digit decimals. In Unit 6, Lesson 28, Session 2, Fluency Skills and Practice, students use absolute value to practice finding the distance between two points in the coordinate plane (LSSM 6.NS.C.8). In Unit 1 Lesson 5, Session 3, Fluency Skills and Practice, students evaluate exponential expressions using the order of operation. For example, students solve $6 + 3^4$ in item 2, $(18 – 4)^2$ in item 7, and $12 + x^4 – 6$ when $x = 8$ in item 11 (LSSM 6.EE.A.2c). In Unit 6, Lesson 23, students locate integers and other rational numbers on number lines (LSSM 6.NS.C.6c). In Session 1, students illustrate what they know about whole numbers. These illustrations can include a number line. By the end of the session, students practice plotting points on a vertical and horizontal number line, including opposites. Session 2 develops the understanding of positive and negative numbers using number lines and then practice by filling in missing rational numbers on a number line.

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	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.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Students have the opportunity to apply conceptual understanding and procedural skills in contextual and real world problems. These materials include engaging application problems where students provide solutions, reasoning, and justification, in such a way to demonstrate understanding. For example, in Unit 2, Lesson 8, Session 2, students fluently divide multi-digit numbers using the standard algorithm (LSSM 6.NS.B.2), and then, in problem 7, students have the opportunity to apply procedural skills to a real world problem: "Members of a school band sell 1,680 bags of popcorn to raise money. There are 112 band members. Each band member sells the same number of bags. How many bags of popcorn does each band member sell? Show your work." Unit 3, Math in Action focuses on LSSM 6.RP.A.1, 6.RP.A.3, and 6.RP.A.3a. The Lesson at a Glance states that during this lesson, "Students apply multiple skills from the unit to solve real-world problems related to living a healthy lifestyle. Problems involve simplifying algebraic expressions, finding equivalent ratios, and comparing ratios. Students represent and compare ratios using double number lines, graphs, and tables." This is evident in Session 1 as students study one student's solution to "What is a

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			target number of heartbeats?" and then plan and solve it in a different way. In Session 2, Persevere on Your Own, students find different ways to make a sandwich, paying special attention to the fiber and carbohydrates. They must give the ratio of carbohydrates to fiber and show that this ratio is less than 10 to 1. Unit 6, Math in Action, Session 1 starts out with a real-world problem focusing on the Maya pyramids. Structure 1 is given on a coordinate grid and 3 other structures are given with just coordinates. Students must choose one of the other structures, map it, find the area, and compare it to Structure 1 (LSSM 6.G.A.3 and 6.NS.C.8).
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three components of rigor are not always treated together and are not always treated separately. Lessons are designed for students to engage in the three aspects of rigor at differing points of the lesson. For example, in Unit 2, Lesson 11, students find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism; they also apply the formulas V = lwh and V = bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical

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			problems, addressing all three components of rigor (LSSM 6.G.A.2). In Session 2, the Fluency and Skills Practice provides fluency practice where students use a formula to calculate the volumes of rectangular prisms. In Session 3, Connect It, students reason in order to develop and apply conceptual understanding in a real-world application problem. Problem 1 states: "Look at the diagram in Picture It. Describe what these two prisms represent in the context of the problem." Problem 4 states: "Another prism represents the actual batter after it is poured into the pan. What is the volume of this prism? What dimensions of this prism do you know? Explain how you could find any missing dimensions." Unit 7, Lesson 30, Use Dot Plots and Histograms to Describe Data Distributions, integrates conceptual understanding and procedural skill and fluency. Session 1 begins with an exploration of dot plots and histograms in order to understand that data can be represented in different ways. In Session 2, Problem 3, students make a frequency table in order to make a histogram of real-world data centering around calories. Students then describe the shape and tell how they can use this information to find the total number of items. Session 3 requires students to use dot plots and histograms to describe data distributions (LSSM 6.SP.A.2, 6.SP.B.4, 6.SP.B.5, and

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			6.SP.B.5b). As with most lessons, there is a Fluency & Skills Practice to treat procedural skills separately when needed. In Unit 6, Lesson 26, students first develop an understanding of what it means to solve an inequality (LSSM 6.EE.B.5). As the lesson progresses, students have the opportunity to practice writing and graphing inequalities as evidenced in Session 2, Fluency & Skills Practice as they write and graph one-variable inequalities using < and > (LSSM 6.EEE.B.).
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.	**Yes**	Materials address the practice standards in such a way to enrich the content standards of the grade. The Standards for Mathematical Practice (MP) emphasized in each lesson are included at the beginning of each lesson in the Lesson Overview. MP.1-MP.6 are integrated into every lesson through the Try-Discuss-Connect routine. In Unit 1, Lesson 4, Try It, students make sense of the problems by using the "Three Reads" strategy before they begin trying to solve the problem (MP.1). As students complete Discuss It with their partners, teachers listen for understanding of "connecting identical cubes to form a rectangular prism and the areas of the two square faces are constant, but the areas of the other four faces depend on the number of cubes used to form the prism" (MP.3). In Connect It, students look back at the surface area that will be covered with

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			fabric to decide which strategy or model could help find an answer (MP.4, MP.5), look ahead to showing this through an algebraic expression and reflect on the formula for area by explaining what each term in the formula represents (MP.2) (LSSM 6.EE.A.2, 6.EE.B.6). In Unit 4, Lesson 18, Session 2, Picture It, students reason abstractly and quantitatively (MP.2) when exploring different ways to understand finding a percent of a quantity. Students are encouraged to think about the relationship between quantities by having them visualize how the models would reflect changes in the relationship between the quantities. (LSSM 6.RP.A.3c). In Unit 5, Lesson 20, Session 1, Model It, students explore solutions of equations (MP.2). In problem 3, they complete a model for an addition equation and a multiplication equation (MP.4). By completing the model, students are decontextualizing an abstract idea in solving for x in the equation. In problem 4, students use the models to find a solution to the two equations (LSSM 6.EE.B.5). In Unit 2, Lesson 8, Session 3, students use structure to write remainders as decimals (MP.7). Students notice that the “decimal point is always to the right of the ones digit of a whole number, and digits in places to the right of the decimal point have values that are less than 1” in order to understand that “division can be

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			continued by including a decimal point and writing zeros in the dividend after the decimal point as needed to find the quotient in decimal form" (LSSM 6.NS.B.3).
	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.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Each lesson contains a Discuss It section that provides students an opportunity to critique the work of others and engage in justifying/arguing their mathematical reasoning. In Unit 1, Lesson 1, Session 1, Discuss It, students tell how they would explain what the problem is asking in their own words. This is followed by students sharing their ideas with a partner. In Unit 4, Lesson 15, Session 1, students complete problems 1 and 2 and then Discuss It with a partner. Students ask: "How do your models show each robot's rate?" A sentence starter is provided to help students engage in viable arguments and critique the arguments of others which states: "Other rates I have heard of are dollars per pound…" (LSSM 6.RP.A.2). In Unit 5, Lesson 20 quiz, problem 1 includes an error analysis question where the student identifies a mistake the student made when he solved the equation $6x = 24$, where x is 24. The student provides a possible mistake made and explains their

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			reasoning. In Unit 6, Lesson 23, Session 1, students complete problem 4 and Discuss It with a partner: "To indicate the opposite of a number, use a negative sign (-). a. Use a negative sign to write negative 3. b. -3 means the opposite of _____. c. - (-5) means the opposite of -5. So, - (-5) is _____." The teacher then asks, "Why is 8 the opposite of -8?" Guidance is provided for teachers to encourage students to think about different ways to describe positive numbers and negative numbers. Teachers listen for students' understanding that negative signs mean opposite and opposite numbers are positive and negative (LSSM 6.NC.C.6a).
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Each lesson begins with a section labeled Vocabulary. This section gives new math and academic vocabulary, as well as review vocabulary. There is also a Support Vocabulary Development for lessons. Unit 3, Lesson 12 Vocabulary lists ratio and symbol as new terms and compare as a review term. Ratio corresponds with the precise language of the LSSM 6.RP.A.1 about ratio and using ratio language. Session 1 begins with Explore Ratio Concepts. The term is introduced almost immediately in problem 2 and used throughout the remaining portions of the lesson. Lesson Quiz, problem 3 states, "Ms. Jenkins stocks a pond with fish. For

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			every 6 bluegill fish, she puts in 1 rock bass fish. Does this ratio mean that Ms. Jenkins puts 6 bluegill fish into the pond? Explain your reasoning." Unit 6, Lesson 27, the math vocabulary is quadrant and reflection. In Session 2, Practice, students study how the provided example shows using points in the four-quadrant coordinate plane and how points are reflected (LSSM 6.NS.C.6b). Unit 7, Lesson 31, Session 1, students consider the term range. Students complete a graphic organizer to tell what it is, what they know about it, and give examples. In Session 2, in the teacher's notes, there is a section called Develop Academic Language where the word quartile is supported. Lastly, there are Vocabulary boxes throughout the student materials. For example, in the same session, in the Practice, there is a box that defines median, lower quartile, and upper quartile.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. In the teacher resources, there is a document, Standards for Mathematical Practice in Every Lesson, that explains how the practices are found throughout the course. The overview for every lesson has a section for the Standards for Mathematical Practice for the lesson. In the Student Worktext, the Learning

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			Target also highlights the MPs that are included in the lesson. The Implementing the Standards for Mathematical Practices portion of the Teacher's Guide explains how to use the Try-Discuss-Connect Routine in order to address the Mathematical Practices during every lesson. Fluency and Skills Practice focus on MP.7. Deepen Understanding activities in every Strategy Lesson give more in-depth practice of a specified practice standard. In Unit 1, Lesson 3, Session 2, Deepen Understanding, teachers "prompt students to connect the characteristics of three-dimensional figures to the shapes in the corresponding nets. Have them think about different types of prisms and pyramids, and direct their attention to rows of the table for Nets A and C." Students then tell how they know and discuss with others. Unit 5, Lesson 21, Session 2, Deepen Understanding, MP.2 is highlighted. While students see that they can use subtraction to solve for a variable in an addition equation, teachers are encouraged to prompt students to think about why subtraction is used to solve addition equations involving variables by decontextualizing the situation. The teacher asks, "If you know an addend and the sum in an equation, what operation can you use to find the other addend? Why?" and listen for "Subtraction can be used because subtracting involves taking

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			away an addend from a sum to find the addend that remains."
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.	**Yes**	Materials provide extensive work with grade-level problems focused on the Grade 6 LSSM. Each lesson consists of 3-5 sessions that also offer additional practice. The materials provide students the opportunity to work with problems in a variety of formats to help integrate and extend concepts and skills. Learning objectives are listed in the Lesson Overview and align with the Grade 6 LSSM. Each Explore Session includes Try-Discuss-Connect, Hands-on Activities and Visual Models, Exit Tickets and Prepare For pages that reinforce essential vocabulary. Each Develop Session contains Try-Discuss-Connect, Hands-on Activities and Visual Models, Exit Tickets, Additional Practice and Fluency & Skills Practice. The Refine Session is devoted to deepening understanding and practice of on-grade-level skills in Apply It. In Unit 2, Lesson 7, Session 1, students make connections to prior knowledge of adding and subtracting multi-digit decimals and explore the new concept that aligning multi-digit decimals by place value can make it easier to add and subtract multi-digit decimals to the thousandths (LSSM 6.NS.B.3). In Session 2, students develop strategies for adding and subtracting multi-digit decimals by lining up place

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			values. Students develop understanding through discourse, problem solving, and practice. In Session 4, students strengthen their skills through practice and applications with adding, subtracting, and multiplying multi-digit decimals. Digital Learning Games are provided to enrich conceptual understanding which adapt to students' individual progress. In the Teacher Toolbox, Reteach, Reinforce and Extend are provided to differentiate for individual student needs. Math In Action activities combine several standards in multi-step problems and exemplary responses in which critical thinking is used to solve tasks. Literacy Connection Reading Passages & Problems provide cross-curricular opportunities. Unit Games are included in the Teacher Toolbox that allow for students to work collaboratively and use critical thinking in the application of skills, strategies and procedures that were taught in the Unit. Finally, units culminate with a Unit Review and Performance Task which provide multi-step contextual problems that provide robust practice on standards addressed throughout the Unit. In Unit 2, Unit Review, students apply what they have learned in the entire unit that aligns to LSSM 6.NS.B.2, 6.NS.B.3, 6.G.A.2, and 6.NS.A.1. Problem 1 asks students to find the value of an expression with three defined variables. Unit 4 ends with a

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			Math in Action lesson which begins with a problem about sending fresh food to space. A chart is given with various fresh fruits and their masses in Session 1. A solution is provided for students to analyze. Next, students look at another approach to the problem. Students then are challenged to plan, solve and reflect on their own plan. Session 2 provides another problem about a spacewalk and oxygen use. Students develop their own plan, solve and reflect on their solution. The session ends with students solving open-ended, multi-step problems involving rates based on an article written about the International Space Station (LSSM 6.RP.A.2, 6.RP.A.3b, 6.RP.A.3c, 6.RP.A.3d).
	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.	**Yes**	Materials relate grade-level concepts explicitly to prior knowledge from earlier grades and courses. The materials include resources in the Teacher's Guide that explain the prior learning that should have taken place during the previous grade levels. At the beginning of each unit, a chart is provided that shows which lessons the unit is building on from the previous year and which lessons the unit is preparing students for in the next year. The Learning Progression at the beginning of each lesson provides context of previously learned mathematics. Explore sessions have an explicitly identified connection to the previous learning. Explore and Develop sessions have a Start

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			Question that specifically states: Connect to Prior Knowledge section. The Try-Discuss-Connect Routine is designed to sequence learning in a way that builds on previous learning. The Unit 1, Lesson 1 Learning Progression indicates that students have learned the area of rectangles with whole-number side lengths using unit squares as well as developed the area formula, area equals length times width. In the lesson, students investigate the area of parallelograms and develop the formula for the area of a parallelogram by decomposing into rectangles. In the next lesson, students will learn the area of triangles and other polygons by composing and decomposing. Unit 2, Lesson 9, Session 2 begins with Connect to Prior Knowledge: Same and Different. Students identify how many halves and fourths are in each number provided. The Teacher's Guide states that this is to "support students' understanding of and flexibility with halves and fourths in the numbers" (LSSM 6.NS.A.1). The Interactive Tutorials videos help to prepare students for the concept of lesson. For example, Unit 4, Lesson 15, there are four interactive videos that can assist students with mastery of the concept of the lesson, understanding rate concepts. Tutorial videos "Understand Unit Rate" and "Understand Ratio Concepts" can assist students in

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			connecting their understanding of ratios to the concept of a rate with fractions. Tools for Instruction is a reteaching option for students who require additional support. In "Find the Area of a Parallelogram" from Unit 1, Lesson 1, students decompose parallelograms by making a single cut so that the two pieces can be rearranged to form a rectangle and find the area of a parallelogram. This reteach reinforces the lesson's objectives: "Find the area of a parallelogram by composing/decomposing and use the formula A = b x h to find the area of a parallelogram."
	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.	**Yes**	In the materials, students are asked to produce answers in a variety of ways. Develop sessions in each lesson include Picture It, Model It, Analyze It, and Solve It sections when appropriate to the standards. Math discourse questions are provided in multiple areas to provide opportunities for whole class conversations, as well as, the opportunity to articulate their thinking verbally. Math in Action Lessons provide project-based scenarios to allow for hands-on products as mathematical solutions to multi-step real-world and mathematical problems. No specific tool, strategy, model or representation is required for finding solutions. Rather, students are frequently asked to show, justify or prove their thinking after being provided multiple strategies of how to do so. Unit 1, Lesson

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			3, Session 4 is a Refine lesson. Students answer questions from what was learned in the lesson. Problem 4 is a multiple choice question. In problem 5, students find the area of the cardboard in a model and have to show their work. Students can draw a picture and/or show the math used in order to solve the problem. Problem 6 specifically directs students to include a net in their explanation. In Unit 3, Lesson 14, Session 2, students draw a tape diagram to model the relationship between the parts and the total (6.RP.A.3a). Students model the same ratio in a chart. They then take this information and explain how to determine the numbers that are represented and the values of each part of the tape diagram. They must explain how the chart corresponds to the tape diagram they drew. The session ends with students reflecting on the models and representations and how they were helpful in finding the solution. At the conclusion of the session is a Hands-on Activity to model equivalent part-to-part ratios for different total amounts. In Unit 6, Lesson 28, students use graphs when appropriate which connects to LSSM 6.NS.C.8. Problem 2 in Session 2 requires students to "plot and label the locations of both towns in the coordinate plane."
	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	**Yes**	Materials include support for English Language Learners and other special populations. Language Routines are

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	the content, and if it is, additional supports (suggestions for modifications, “vocabulary to preview”, etc.,) are included.		provided in appropriate places during lessons. In the Teacher Toolbox under “Classroom Resources,” a Family Letter explains each lesson is provided in Spanish, Tagalog, Russian, Arabic, and Mandarin. Every Unit has a chart titled Language Expectations for English Language Learners at differing levels. Before each lesson, a chart labeled “Differentiation for English Language Learners” provides support and scaffolding. Language Objectives are given along with Content Objectives for each lesson. Cognate Support is provided with the Academic Vocabulary Routine with the Spanish cognate of each vocabulary word being given. Connect to Family and Community along with Connect to Culture are available for each lesson. These activities help to leverage the diverse backgrounds of students. Resources are available in Spanish with a Multilingual Glossary and Bilingual Glossary. Unit 1, Lesson 1, Connect to Culture has several opportunities to make connections. For Session 1, Try It, teachers relate the session to kite fighting in Afghanistan and other Asian/Middle Eastern countries. For Session 2, connection is made to Greek Mythology and Greek food. For Session 3, a connection is made to what students have seen in their community by asking about irregular shaped windows they have seen in local buildings. In Unit 1,

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			Lesson 4, a differentiation guide for English language learners is provided to use with Session 1 “Connect It.” For Levels 1 - 3, teachers facilitate discussion about “Connect It,” read the problem aloud and point out the Spanish cognates for coefficient and variable. Teachers model reading the expression and provide sentence frames to help students with describing algebraic expressions. For Levels 2-4, teachers facilitate discussion by allowing students to talk to a partner to define coefficient and variable. Students are asked to sketch a triangle and label the base and height and show what each variable in the formula represents. The program also offers sentence starters to help students verbalize their thinking. For Levels 3-5, the teacher facilitates discussion about “Connect It.” Students read the problem with a partner and identify coefficient and variables. Then students sketch a model of a triangle and write their answers. Students are encouraged to justify their answers by telling their partner how they know their answer is correct. In the Differentiation Chart for English Language Learners in Unit 2, Lesson 10 the math term estimate and academic term portion are defined and then levels are given in order to make sure students understand these words. The section also lists other words students might need to know in the lesson.

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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.	**Yes**	Multiple assessment opportunities are embedded into content materials that measure student mastery of standards reflecting the balance of the standards as presented in materials. Lessons include During the Lesson Assessments which help guide and inform instruction. End of Lesson Assessments are provided to check understanding at the end of the lessons. End of Lesson Checklists and Self Reflections allow for students to develop self-inventory skills. Performance Tasks give additional opportunities to practice with multi-step problems. Unit Level Assessments include Self Checks at the beginning of the unit to evaluate key understandings needed prior to the Unit and include End of Unit Assessments to check mastery at the end of each unit. Assessment Practices are grade-level standards-based and are cumulative in nature and formatted similar to state assessments. Digital Comprehensive Checks are an alternate option to Lesson Quizzes and Unit Assessments with varied types of assessment questions. At the beginning of Units 2-7, a Cumulative Practice is provided and designed to practice skills and concepts mastered in the previous unit. For example, Unit 2 Cumulative Practice is designed to practice writing, interpreting, and evaluating algebraic expressions in mathematical and real-world problems (LSSM 6.EE.A.2a, 6.EE.A.2b, 6.EE.A.2c, and

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			6.EE.B.6) from Unit 1, Lessons 1-5. Each lesson includes a quiz that assesses the standards taught throughout the sessions. For example, the lesson quiz for Unit 4, Lesson 18 consists of five problems that assess LSSM 6.RP.A.3c. Problems are varied and include multiple choice responses, recording answers using a grid, choosing true or false, and solving word problems by drawing a model and including a written justification. Unit 1, Lesson 5, Lesson Quiz, problem 2 asks students to give the value of how many times greater 3 to the 21st power is than 3 to the 19th power (LSSM 6.EE.A.1). Each unit includes 2 unit assessments: Form A and Form B. Unit Level Assessments check mastery of the standards addressed in the unit. Unit 5 Assessment, problem 3 asks for an equivalent expression for 91 + 39 (LSSM 6.NS.B.4). Students must identify 13(7 + 3). Unit 6, Lesson 25, Lesson Quiz assesses LSSM 6.NS.C.7c and 6.NS.C.7d. There are a variety of question types. Students write an explanation of how they found their solution in problem 1. In problem 2, students compare points on the number line. In problems 4 and 5, students choose correct statements.
	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	**Yes**	Assessment items include a combination of tasks that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and

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	modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		modeling in real world contexts. Assessment items require students to produce answers and solutions, arguments, explanations, and models in a grade-appropriate way. The Lesson Assessments include discourse questions, critical-thinking questions, activities, exit tickets and practice problems. Unit 7, Lesson 29, Lesson Quiz, problems 2-4 assess the conceptual understanding expectation of LSSM 6.SP.A.2. In problem 2, students interpret the data collected and select the statement that describes the data distribution. In problem 3, students describe the overall shape of the distribution of data and explain their reasoning. In problem 4, students use the set of data displayed in the dot plot to determine if statements are true or false. In Unit 1, Assessment 1, problems 1, 5, and 14 assess LSSM 6.G.A.1. In problem 1, students conceptually decompose the polygon and fluently multiply and add to find the total area. In problem 5, students apply mathematical knowledge of area and decomposing quadrilaterals and apply this concept to solve a real-world problem. In problem 14, students use conceptual understanding of the key concept of finding the area of triangles to determine all the possible answers that represent rectangular patches of the same area. Unit 7, Lesson 30 Quiz assesses standards such as LSSM 6.SPA.A.2 and 6.SPA.B.4. Problem 1 is a

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			multiple choice question where students are given a histogram and have to choose which statement describes the distribution. This demonstrates conceptual understanding aligning with the rigor expectation of the LSSM 6.SPA.A.2. In problem 2, students determine if there is an outlier in a data set and then have to make a display of the data, aligning to the procedural expectation of LSSM 6.SPA.B.4.
	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.	**Yes**	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. Suggestions and resources are often provided along with guiding questions throughout the Teacher Guide. The last two pages of the lesson in the Teacher's Guide include notes about the standards assessed, as well as in the Assess column for each lesson in the Teacher Toolbox. Sample rubrics are provided with Unit Assessments and comparable Comprehensive Checks. Exit tickets provided at the end of each session give common misconceptions or error analysis to interpret common mistakes students make with immediate suggestions of how to correct this thinking. Math in Action Lessons have sample solutions and scoring rubrics for multiple parts of the

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			lessons. Rubrics for short- and extended-response items are provided for Lesson Quizzes. Error Alerts are provided for some of the problems in the Cumulative Practice. For example, Unit 4, Lesson 18, Lesson Quiz includes Tested Skills with the standard, LSSM 6.RP.A.3c, as well as a description of what the problems are requiring students to do. During this assessment, "Students will need to understand and use strategies to determine a whole amount when a part is given and to find the part when the whole is given." This is followed by an Error Alert stating, "Errors may result if," with examples given. Rubrics are provided for the short responses ranging from 0-2 points. Finally, Reteach provides a description of how to assist students failing to score mastery. Unit 4, Math in Action, Session 1, Try Another Approach provides a 4-point scoring rubric for the student response which is reflective of expectations on the state assessment. Additionally, guidance is provided for teachers to interpret student results. Problem Notes are provided for each Unit Assessment and identify the LSSM each problem assesses along with justification for why answers are correct. For example, Unit 3 Assessment, Form A, problem 1 is a multiple choice question assessing LSSM 6.RP.A.1. Problem Notes contain

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			justification for why answer choices B and E are correct: "Students could solve the problem by comparing the number of peppers to the number of cups of rice. They can represent this as a part-to-part ratio using the word to and using a colon." Justification is also included for why A, C, and D are not correct.
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.	**Yes**	Materials provide comprehensive assessments (interims/benchmarks) that measure student learning up to the point of administration. Diagnostic, Standards Mastery, and Growth Monitoring Assessments are options to assess student mastery of standards. Standards Mastery assessments can be used to regularly monitor student progress of specific standards. Assessment Practice can be given throughout the year, as well as at the end of the year as a comprehensive tool to determine progress. The online iReady platform provides a diagnostic test that can be given at the beginning of the year to assess students' current mastery of grade level standards. Assessments can be scheduled to monitor progress throughout the school year to ensure students are on track for mastery by the end of the school year. Assessment Practice is included in the Teacher Toolbox and these include a variety of formats aligned to National Test, PARCC, and SBAC and include a Teacher's Guide. Each format includes multiple

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			assessments that include problems aligned to Grade 6 LSSM. National Test Assessments can be administered throughout the year to benchmark student progress.
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.	**Yes**	The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Pacing Guidance for the year is provided in the Teacher Toolbox and the Teacher's Guide. The total suggested days for each Lesson is provided, as well as days for assessments. Each session of the Lesson is predicted to take one class period. Within the Lesson Overview, a Pacing Guide is provided with Sessions broken into parts with times given for each part. Suggested pacing allows for a total of 145 instructional days and an additional 7 days for End of Unit Assessments or Digital Comprehension Checks. For example, pacing for Unit 3, Lesson 12, Understand Ratio Concepts, will take 3 sessions (45-60 minutes), Lesson 13 Find Equivalent Ratios, will take 5 sessions, Lesson 14, Use Part-to-Part-to-Whole Ratios, will take 4 sessions, Math In Action Ratios, Flexibly Scheduled will take 2 days, and Unit 3, Unit Assessment or Digital Comprehension Check will take 1 day. This is a total of 15 days for the Unit. Two additional days can be used for the Practice Test or Diagnostic Assessment. Unit 5, Lesson 22, Pacing Guide for Session 1, Explore Two-Variable

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			Relationships, breaks down the lesson as: Start (5 min), Try It (5-10 min), Discuss It (10-15 min), Connect It (10-15 min), and Close: Exit Ticket (5 min).
	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.	**Yes**	The materials are easy to use and well organized for students and teachers. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes. Each unit begins with a Unit Overview. This overview includes Pacing, Objectives and Standards, Lesson Vocabulary, and Lesson-level differentiation options. Lessons follow an intentional sequence that flows through Explore, Develop and Refine. This consistent lesson set-up with the Try-Discuss-Connect Routine gives a clear instructional path for each day. The Lesson Overviews provide teachers with the Math Focus for the lesson, Lesson Objectives, Prior Knowledge, New Vocabulary and the Learning Progression for the standards being addressed. Prepare, Reteach, Reinforce, and Extend differentiation materials are clearly labeled to provide support for students at varying degrees of mastery. The Teacher's Guide contains support in the form of Connect to Prior Knowledge, Develop Academic Language, Support Partner Discussion, Common Misconception, Select and Sequence Student Strategies, Facilitate Whole Group Discussion, Deepen Understanding, Monitor and

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			Confirm and Discourse Support. Each of these gives teachers specific guidance in targeted areas of the lesson. For example, Unit 4, Lesson 18, Session 1, Discuss It gives support for partner discussion of who has the better winning record given Carolina won 19 out of 25 games and Aniyah won 17 out of 20 games. Specific examples are given to listen for to ensure understanding. This is followed by Common Misconception which outlines how to address student misconceptions through sharing their strategies. An order for discussion is provided to help with misconceptions: drawings that compare parts to wholes, strategies that compare the number of wins without considering the total number of games, tables or double number lines that show who has more wins when the number of games is the same, and equations that convert winning records to ratios that can be compared. Unit 5 Math in Action, Expressions and Equations, provides student listen-fors for teachers based on the questions teachers are encouraged to ask. For example, in Session 2, teachers ask: "What do you need to include in your solution?" and listen for "I need to make a graph and a table showing pairs of related time and distance values. I also need to write an equation that shows how time and distance are related." Unit 7, Lesson 30, Session 1, Facilitate Whole Class Discussion directs teachers to call on

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			students to share selected strategies and prompt students to fully and clearly explain their models. Furthermore, it guides students to compare and connect the representations and encourages students to speak clearly and loudly by asking others to repeat explanations.
	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.	**Yes**	Materials include unit and lesson study tools for teachers. Math Background, which is found at the beginning of each unit in the Teacher's Guide, gives the flow of the standards and models taught within that unit. Teaching insight about the models as well as insight into prior knowledge and future learning is provided. Unit Flow and Progression Videos, available in the Teacher Toolbox, show the progression of the mathematical concepts of each Unit. Professional Learning Articles are provided in the Teacher's Guides at the beginning of every Unit. These help support teachers in meeting the needs of students with varying needs. For example, Unit 1, Expressions and Equations, Professional Learning provides teachers with a routine for academic vocabulary and cognate support. Steps for the academic vocabulary routine are to assess prior knowledge, pronounce the words, define the words and use the words. Each step has a description of what the teacher should do. Unit 2, Math Background provides models, progressions and teaching tips for this unit on decimals and

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			fractions. Teachers are given the Unit Themes and Prior Knowledge. A video is provided on Unit Flow and Progression. Insights are given in Addition and Subtraction of Decimals and Multiplying Decimals. Teachers are shown how problems were set up in Grade 5 using place-value strategies to solve addition and subtraction. Further insight is given on connecting multiplication and division of fractions using volume. Unit 3: Ratio Reasoning Professional Learning connects mathematics and language development by offering strategies that engage students in mathematical discourse.
	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.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. Within each unit, the Lesson Progression Chart shows the links between lessons within that grade and specific unit and the grades above and below. Standards for the associated lessons are listed with each lesson, identifying prerequisite skills. For example, Unit 2, Decimals and Fractions has a graphic that connects the specific prerequisite lessons and standards in Grades 4, 5, and 6 to each Grade 6 lesson in the unit. Unit 3, Lesson 12, Understand Ratio Concepts aligns to LSSM 6.R.A.1. This lesson builds on Grade 4, Lesson 6, Understand Multiplication as a Comparison (LSSM 4.OA.A.1), Grade 5, Lesson 21, Understand Multiplication as Scaling (LSSM 5.NF.B.5a, 5.NF.B.5b), and

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			Grade 5, Lesson 33, Analyze Patterns and Relationships (LSSM 5.OA.B.3). Within each lesson, the Learning Progression chart describes the context for the mathematics of the lesson and provides information on connections to previous and future learning. For example, Unit 6, Lesson 23, Learning Progression identifies that "Students located and labeled positive whole numbers, fractions, and decimals on the number line and described real-world contexts that could be represented with these quantities. In this lesson, students understand opposite numbers and locate them on horizontal and vertical number lines. They interpret positive numbers, negative numbers, and 0 in real-world situations and understand that negative numbers are less than 0. They are introduced to and begin using the terms integer and rational number. Later in Grade 6, students will understand absolute value as a distance from 0 on a number line. They will order positive and negative integers and other rational numbers and write numerical inequalities to show relationships between rational numbers and interpret these inequalities in real-world contexts."
	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.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Diagnostic Results provide a comprehensive status of students'

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			performance and targeted instructional needs, both overall and by math domains. The Prerequisite Report uses data from the Diagnostic Assessment and identifies students who need prerequisite work in order to access on-grade-level content. This report outlines each student's prerequisite skills needed to address unfinished learning that align to the lessons in the current unit. When the majority of the students require prerequisite work, linked resources are provided to adjust lesson plans and address these skills as whole class instruction if desired. Students are also grouped based on data from the Diagnostic Assessment. Recommendations are provided for each group that include skills that students will need to review in order to access grade-level content, lessons that can be used to address unfinished learning, and small group guidance for each lesson.
	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.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. The Prerequisite Report identifies essential prerequisite skills, potential grouping, and recommended resources that are aligned to the classroom instruction. If a majority of the class needs a prerequisite skill, prerequisite lessons, key concepts and On-The-Spot Teaching Tips within those lessons are provided in the linked Unit

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			and Lesson Support document. If small groups need prerequisite skills, small group materials in the Teacher Toolbox include Prerequisite Interactive Tutorials, Prerequisite Lessons, Tools for Instruction, and Math Center Activities to support unfinished learning. Reteach Lessons are provided for each lesson in the Teacher Toolbox under Small Group Differentiation, Reteach. For example, the focus standard for Unit 1, Lesson 3, Use Nets to Find Surface Area is LSSM 6.G.A.4. Prerequisite lessons are provided and aligned to the grade-level lesson that include Perimeter and Area (LSSM 4.MD.A.3) and Find the Area of Plane Figures (LSSM 6.G.A.1). Additionally, students are placed on their own instructional path based on results from the Diagnostic Assessment through the My Path platform. For a separate purchase, i-Ready Online Personalized Instruction allows teachers to assign specific interactive lessons to students needing prerequisite work in order to address unfinished learning based on their results from the built-in Adaptive Diagnostic Assessment. The data is collected on the Prerequisite Report and determines the unfinished learning for each student. The Diagnostic Assessment creates a personalized pathway (My Path) or teachers can choose to assign specific online instructional lessons to individual

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students. Guidance is provided for small group activities, ideas for addressing prerequisite work during on grade level instruction, and suggestions for i-Ready lessons for individual students that directly align with the current on-grade-level content. If teachers choose to assign students to My Path, they have the option of choosing which domains that they need their students to focus on.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	**Yes**	Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work. The Yearly Pacing for Prerequisites document found in the Prerequisite section of the online dashboard provides an alternate year-long scope and sequence with opportunities to weave prerequisite content into grade-level work and pacing suggestions to keep learning on track. Guidance is provided for various situations including “If most students have likely acquired the prerequisite skills; If small groups of students need in-depth review or additional support; If most of the class needs additional support; and If most of the class needs in-depth review.” For each lesson of the Alternate Pacing Guide, there is a suggested number of instructional days. Lessons having multiple days allow time to embed prerequisite lessons. For example, for Unit 1 preparation, 0 to 2

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			days are provided. During this time, teachers may teach the suggested prerequisite lesson, Grade 5, Lesson 16, Multiply Decimals. Some lessons are noted as not having any prerequisite skills needed as is the case with Unit 2, Lesson 7. For Unit 2, Lesson 9, the suggested number of instructional days is a total of 3, and Lesson 10 has a suggested number of 4 instructional days. To prepare for these lessons, teachers may begin the unit using Grade 5, Lesson 22, and Lesson 24. In additional pacing support, guidance is provided for individual students based on student need. The Prerequisite Report that is based on Diagnostic Data outlines each student's prerequisites needed to access grade-level content for the next unit. Teachers are provided guidance and recommendations on how to address the unfinished learning. The report analyzes the extent of support that students need for the focus skills of the grade-level lesson, including additional review and in-depth support. The report provides recommended resources that can be found in the Ready Classroom Math Teacher Toolbox. Specific prerequisite lessons are provided which include lessons from previous grade levels.
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.			

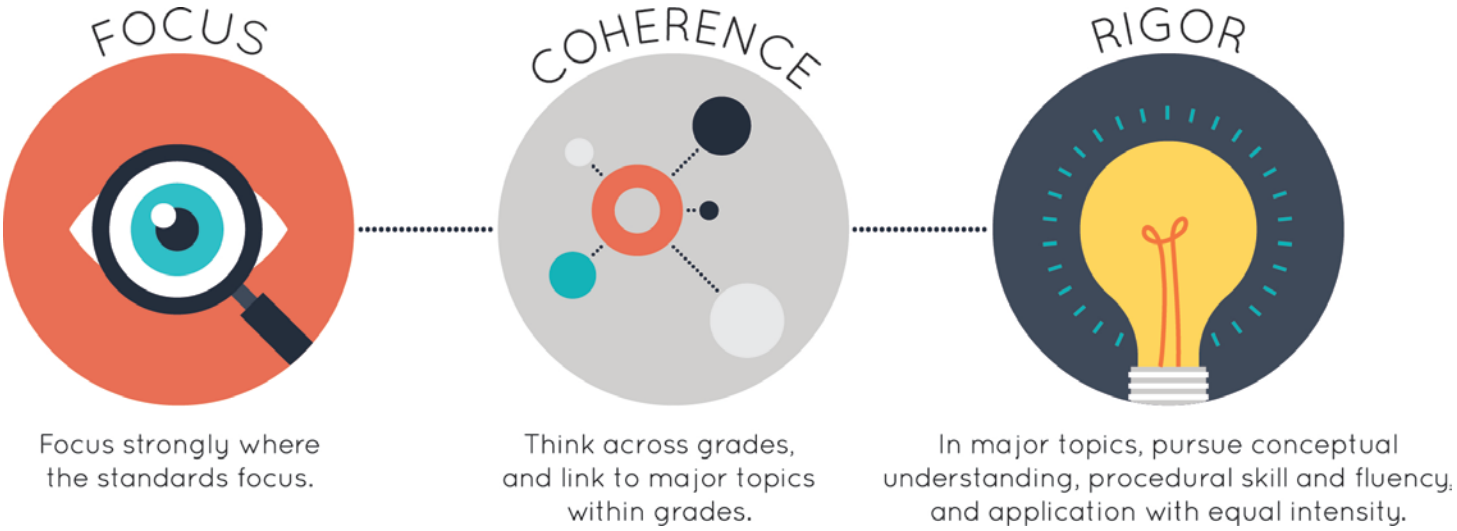
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[4]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to major work of the grade. Of the 33 instructional lessons and associated Math in Action lessons, 69% of instructional time is spent on major work of the grade. Materials spend minimal time on content outside of the appropriate grade. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade 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	**Yes**	Materials develop conceptual understanding of key mathematical concepts. Materials are designed so that students attain the fluency and procedural skills required by the Standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of

[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
			rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials address the practice standards in such a way to enrich the content standards of the grade/course.
II: Additional Alignment Criteria and Indicators of Superior Quality[5]	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Materials provide all students with extensive work with course-level problems. Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards.
	6. Quality of Assessments	**Yes**	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.
	7. Additional Indicators of Quality	**Yes**	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.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

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

Strong mathematics instruction contains the following elements:



Title: **Ready Classroom Mathematics**

Grade/Course: **7**

Publisher: **Curriculum Associates, LLC**

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Overall Rating: **Tier I, Exemplifies 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)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

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.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 33 instructional lessons and associated Math in Action lessons, 67% of instructional time is spent on major work of the grade. Specifically, 55% is spent on major work alone, 12% is spent on a combination of major and supporting/additional standards, and 33% is spent on supporting or additional 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.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level while assessing grade level content. The assessment components include lesson quizzes, mid-unit assessments, and unit assessments. Each item directly correlates to the Grade 7 Louisiana Student Standards for Math (LSSM). On the Unit 1, Lesson 4 quiz, students graph an equation, provide a written solution, and decide if statements about a graph are true or false as it relates to proportional relationships (LSSM 7.RP.A.2a). Questions are appropriate to the rigor of the standard - Conceptual Understanding and Procedural Skills & Fluency. The Unit 2, Lesson 6 quiz includes five questions that assess LSSM 7.G.B.4. In Question 3,

[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
			students find the radius of the circle and explain their reasoning when given that "the circumference of a circle is 14cm." Unit 4, Unit Review addresses LSSM 7.EE.A.1, 7.EE.A.2, 7.EE.B.3, 7.EE.B.4, 7.EE.B.4a, and 7.EE.B.4b. Problem 4 states, "Monica works at a fitness center. She sells 15 fitness class passes that each cost the same amount and one exercise mat that costs $18. The total amount of money she collects is $93. How much does each fitness class pass cost? Show your work."
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.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. For example, Unit 5, Lesson 22 connects supporting standard LSSM 7.SP.A.1 to major standard 7.RP.A.2 while addressing random sampling. Session 1, Problem 3 asks students to look at two samples of mice that are circled within two separate groups. Students determine which is the better representation of the whole group in part c and explain why. Part of understanding that A is the better sample is seeing that it is a proportional grouping of the mice by color. Unit 7, Lesson 30 focuses on supporting LSSM 7.SP.C.5 and connects back to major LSSM 7.NS.A.2d to aid in understanding probability. Knowing how to convert rational numbers into decimals is necessary in understanding whether an outcome is favorable or unfavorable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Session 2, Additional Practice, Problem 4 asks to determine the likelihood of drawing a certain color tennis ball when choosing one randomly from a group of nine balls of three different colors. Additionally, the Math in Action activities found at the end of each unit allow students to apply multiple skills and concepts to solve real-world problems. For example, in Unit 5, Math In Action, students "calculate the percent change in the population index compared to the previous year for the years 2016 to 2019" connecting supporting LSSM 7.SP.A.1 and 7.SP.A.2 to major LSSM 7.RP.A.3.
	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 grade level where these connections are natural and important. Clusters are connected throughout the materials where connections can be made. For example, Unit 1, Lesson 6 focuses on finding the area and circumference of a circle (LSSM 7.G.B.4). In Session 2, students connect the relationship between circumference and diameter (LSSM 7.RP.A.2) connecting the Geometry (G) and Ratios and Proportional Relationship (RP) domains. Unit 3, Lesson 13 connects The Number System (NS) and the Expressions and Equations (EE) domains. In Session 3, students solve the following problem: "Robert wants to make a small batch of japchae. He needs

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			4 ⅛ oz of noodles. His scale shows he has 4.18 oz of noodles. Does Robert have enough noodles? How do you know?" For this problem, students use long division to express a rational number as a terminating or repeating decimal (LSSM 7.NS.A.2d) and understand that the quotient of any two integers is a rational number and has a terminating or repeating decimal expansion (LSSM 7.EE.B. and 7.NS.A.2d). Unit 4, Lesson 16 combines clusters A (Use properties of operations to generate equivalent expressions) and B (Solve real life and mathematical problems using numerical and algebraic expressions and equations) of the Expressions and Equations (EE) domain through rewriting expressions. In Session 2, Develop, Model It, Problem 1a states, "Arturo's family hires 3 painters. Each painter charges $60 per hour. Arturo's family represents the charge for x hours of painting in different ways. Arturo's father represents the situation with the expression 60x + 60x + 60x. What does 60x represent? What does 60x + 60x + 60x represent?" Problem 1b states, "Arturo's mother represents the situation with the expression 180x. What does 180x represent?" (LSSM 7.EE.A, 7.EE.B).
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet	**Required** **3a) *Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. The materials develop conceptual understanding prior

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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.		to application through structure of the lessons that span over multiple days. In Unit 1, Lesson 3, students explore proportional relationships (LSSM 7.RP.A.2, 7.RP.A.2b, 7.RP.A.2c). Session 1 begins with a problem that includes a ratio of cans of cat food to cats and a table. Students use the ratio to find unknown cans of cat food based on the number of cats and vice versa. Students determine if the ratios are equivalent and have to explain their solution. In the practice section for Session 1, students are given a table to complete given that it "takes 16 minutes to play it 4 times." Students then describe the relationship of the ratio. In Session 2, students are given a double number line and a table and determine if they show the same constants of proportionality and then justify their solution. In the practice section, students often are required to explain their reasoning and/or show their work. Unit 2 follows the following sequence: understand addition with negative integers, add with negative integers, understand subtraction with negative numbers, add and subtract positive and negative numbers, and add positive and negative numbers (LSSM 7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1c, 7.NS.A.1d., 7.EE.B.3). Addressing addition and subtraction separately and then together provides students the opportunity to develop the conceptual

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			understanding of each operation before applying this knowledge when the two are combined at the end of the unit. Unit 2, Lesson 7, Model It uses integer chips to help students conceptualize positive and negative integers. Students use the chips to form an understanding of how an equal number of each type of chip forms 0. The materials then move on to using number lines to demonstrate the concept of adding to a negative integer. At the end of Session 3, Problem 5 asks, "How is adding 3 + (-5) similar to adding 3 + 5? How is it different? Use words and models in your explanation." Materials include high-quality conceptual problems and discussion questions. In Unit 6, Lesson 27, students describe 2-dimensional figures that result from slicing three-dimensional figures (LSSM 7.G.A.3). In Session 2, after students complete Try It, "How can you slice each of these three-dimensional figures to get a rectangular plane section?" Students turn and talk to a partner using the Discuss It questions. The teacher asks, "How do you know that your slices result in rectangular plane sections? How can you check that a rectangular plane section can be sliced from a right cylinder?"
	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	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. Each lesson includes Fluency Skills and Practice pages

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		that help students attain the required fluencies of Grade 7 LSSM. In Unit 1, Lesson 2, students "Find Unit Rates Involving Ratios of Fractions," addressing LSSM 7.RP.A.1, which focuses on procedural skill. In Session 1, students use their knowledge of fractions to develop this skill. Students rewrite a complex fraction using division and find the quotient of two fractions. Students also determine if two fractions are equivalent. Session 3 includes problems that provide the opportunity for students to refine their knowledge of unit rates to gain procedural skill. For example, Question 2 states, "Amarae runs 1/10 mile in ⅔ minute. What is his speed in miles per minute? Show your work." Unit 2, Lessons 8-10 addresses LSSM 7.NS.A.1d. In Lesson 10, it becomes the focus standard. Students begin in Lesson 8 with visual representations to help build understanding of negative integers and how to add positive integers to them. During Session 2, students add positive and negative integers to prepare for Session 3 with decimals and fractions. Lesson 9 introduces subtraction and builds understanding through multiple days. Lesson 10 combines addition and subtraction of integers in Session 1, followed by fractions and decimals in Session 2. Students continue to build fluency of LSSM 7.NS.A.1d in Unit 4, Lesson 15. During Lesson 15, students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			learn about equivalent expressions, how to expand, factor, and write equivalent expressions (LSSM 7.EE.A.1). In Unit 6, Lesson 26, students solve problems using volume (LSSM 7.G.B.6). Session 2 begins with learning how to find the volume of right prisms. The Apply It section has problems that allow students to develop the procedural skill of finding volume in real world problems. Then, the practice section provides additional problems for students to practice finding the volume of right prisms. The lesson builds in Session 3 as students find the volume of composite figures and in Session 4 as students solve additional problems involving volume.
	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.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Students have the opportunity to apply conceptual understanding and procedural skills in contextual and real world problems. These materials include engaging application problems in which students provide solutions, reasoning, and justification, in such a way to demonstrate understanding. Unit 1, Math in Action addresses LSSM 7.RP.A.1, 7.RP.A.2a, 7.RP.A.2d, 7.RP.A.3, and 7.G.B.4. The Lesson at a Glance states that, “students apply multiple skills from the unit to solve real-world problems related to art and design.” Problems involve making scale drawings, using

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			proportional reasoning to determine the amount of materials needed for a project, and finding the cost of materials. This is evident in Session 2 when students are asked to "find a solution to the Painting the Art Room problem." The problem involves mixing paint colors to a given ratio with a given amount of paint. Students work through multiple steps to reason about ratios in order to find a solution. In Unit 3, Lesson 14, students solve problems using all four mathematical operations with positive and negative numbers (LSSM 7.NS.A.3). Session 2, Additional Practice, Question 3 provides a table with the change of the sea turtle population for each of the three months: January, February, and March. Students are given the number of sea turtles at the start and how many sea turtles return to the center of the sea. Students find "how many sea turtles are returned at the end of April." In Unit 4, Lesson 18, students write equations of real-world applications and solve the equations. In Session 2, Question 10 gives the total cost of 6 pencils and a sketchpad along with the cost of the sketchpad and the fact that all of the pencils cost the same. Students write an equation and solve the equation in order to find out how much each pencil costs. In Unit 6, Lesson 25, students apply strategies for solving problems involving area and surface area (LSSM 7.G.B.6). Session 5,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Question 2 states, "Ignacio makes a display shelf from 4 wooden boards. All angles formed by the boards are right angles. Ignacio plans to stain all faces of the shelf, except the back face, which will be against the wall. What is the total area Ignacio will stain? Show your work."
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. Lessons are designed for students to engage in the three aspects of rigor at differing points of the lesson. For example, Unit 3, Lesson 12 addresses LSSM 7.NS.A.2. Parts a-d are to be taught to the conceptual component, while c-d are to be taught to the procedural and fluency component. Session 1 begins with building on prior knowledge of negative integers and their meaning in the real world as students build an understanding of multiplying and dividing negative integers. The Explore section poses this question: "Ryan is washing windows on a skyscraper. He lowers himself six times, going down an equal distance each time. In all, Ryan lowers himself 48 ft. What integer represents the change in Ryan's position each time he lowers himself? What does this integer tell you?" In Session 2, students construct models and diagrams to demonstrate multiplication and division of negative integers. Session 3 builds on the conceptual understanding

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			developed in the first two sessions by moving beyond integers to rational numbers. Students must be careful of their procedural work as they manipulate fractions and decimals. Session 4 is constructed in a way that allows students to practice their fluency of multiplying and dividing all negative numbers. Teachers are given a Check for Understanding and Monitor & Guide in the Teacher's Guide to help guide students in fluency development. In Unit 7, Lesson 33, students solve problems using compound events (LSSM 7.SP.C.8) and require all three components of rigor to fully address the standard. In Session 1, students develop conceptual understanding about compound events by investigating the outcomes of flipping two coins. Students answer questions about the possible outcomes. Students discuss why "the outcome HHT" differs from "the outcome THH" when tossing a coin three times. Session 2 continues to develop conceptual understanding by finding the probability of compound events with two events. Session 2 includes an application problem where a game is played using a spinner with three equal sections: act, sing, or draw clues. Students find "the probability that Rachel does not draw clues in her next two turns." There is Additional Practice for this session allowing students to develop the procedural skill for this LSSM. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			three components of rigor are treated together.
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.	**Yes**	Materials address the practice standards in such a way to enrich the content standards of the grade. The Standards for Mathematical Practices (MP) emphasized in each lesson are included in the beginning of each lesson in the Lesson Overview. MP.1-MP.6 are integrated into every lesson through the Try-Discuss-Connect routine. In Unit 2, Lesson 9, Session 2, Connect It, students engage with MP.2 (Reason abstractly and quantitatively) in Questions 4 and 5. Students find -2 - 5 and explain how they "use the distance between -2 and 5 to check your answer." Students reason abstractly in order to find the solution to this problem. Next, students choose a model to represent this abstract idea of subtracting integers, -1 - (-6). Unit 4, Lesson 18 identifies MP.7 (Look for and make use of structure) as the focus within the lesson, Write and Solve Multi-Step Equations (LSSM 7.EE.A.1, 7.EE.B.3, 7.EE.B.4, and 7.EE.B.4b). Session 2, Deepen Understanding explains how to incorporate MP.7 while reasoning about how the form of an equation drives solution strategies. Teachers are prompted to ask, "Suppose that Noah no longer wants to save the 15 bricks at the beginning. How does that change the task of finding the number of bricks in the arch?" Teachers are instructed to listen

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			for students to say that they "can still use the variable x for the number of bricks in the chimney and 4x for the bricks in the arch, but now the sum of x and 4x is 150". Teachers then ask, "How is this equation different from the one in the problem?" and "How would the equation change if Noah also wanted to use 10 bricks to build a staircase? How does that change the task of finding the number of bricks in the arch?" Each prompt is followed by specific details the teacher should look for. In Unit 7, Lesson 31, students reason abstractly and quantitatively (MP.2) when describing the likelihood of an event. Session 1, Question 3 states, "One box has 80 raffle tickets, of which 35 are red. Another box has 50 raffle tickets, of which 35 are red. Suppose Mia selects a raffle ticket at random from each box. From which box is she more likely to select a red raffle ticket? Show your work." (LSSM 7.SP.C.6). Students attend to precision (MP.6) in Unit 6, Lesson 28. Students are prompted to use correct language such as vertical angles, straight angles, and supplementary angles. Students are also prompted to use correct symbols and angle names.
	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	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Each lesson contains a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.		Discuss It section that allows for partner and whole group discussion and gives students an opportunity to critique the work of others and engage in justifying/arguing their mathematical reasoning. For example, in Unit 2, Lesson 7, Session 2, teacher guidance states, "After students complete problems 1 and 2, have them respond to Discuss It with a partner. Ask: How do you know if you should draw an arrow to the right or the left on the number line?" In Unit 6, Lesson 29, Session 1, Discuss It, students answer the following question with a partner: "Why did you choose that strategy to draw your triangles?" In Session 2, students solve the following problem: "Imani translates an ancient cuneiform tablet. She finds that it includes the three sets of numbers below. 3, 5, 10; 3, 7, 10; 3, 5, 7. Imani thinks each set of numbers describes the side lengths of triangular stone sculptures. Could Imani be correct? Support your conclusion with drawings." In Unit 7, Lesson 32, students begin Session 1 by reading a word problem about probability and are prompted to answer "She thinks she is equally likely to select a letter D from each bag. Show why you agree or disagree." Additional questions are provided through the lesson that support constructing viable arguments such as "How did you come to that conclusion?" in Session 2 and "What is another way to

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			show or explain that?" in Session 3. Additionally, students answer the following question in Session 4, Apply It: "Isaiah says that the spinner at the right (image shown) has 4 sections, so the theoretical probability of landing on each section is ¼. Is Isaiah correct? Explain." In Unit 5, Lesson 23, Session 2, Discuss It, students are directed to ask the question in their groups, "How do you know your answer is reasonable?" Students construct a viable argument and the other students critique that reasoning.
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Each lesson begins with a section labeled Vocabulary. This section gives new math and academic vocabulary, as well as review vocabulary. There is also a Support Vocabulary Development for lessons. Unit 1, Lesson 2, the term complex fraction is defined and an example is provided. The term complex fraction is referred to again in Session 1, Problem 2, aligning with LSSM 7.RP.A.1. Unit 2, Lesson 10, Vocabulary states that there is no new vocabulary, but reviews absolute value and opposite numbers as key terms within the lesson. In Session 1, Prepare for Subtracting Positive and Negative Numbers supports the development of absolute value through the completion of a visual diagram in which students answer the following: what is it, what I know about it, examples, and non-examples.

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			Teachers are given the option to allow students to complete the diagram in class with guidance or on their own for homework or independent practice. Unit 3, Lesson 13 utilizes language when referring to different types of decimals such as terminating and repeating. In Session 1, Question 3, students determine if a decimal is terminating or repeating and tell how they know. In Session 3, Additional Practice, Question 3 asks students if all the multiples of 1/3 are repeating decimals. In Unit 5, Lesson 20, students are expected to use terms such as markdown, markup, simple interest, percent, proportional relationship and rate as they use proportional relationships to solve multi-step percent problems (LSSM 7.RP.A.3). Teacher guidance is provided to support students in attending to the specialized language of math. For example, in Session 3, teachers are prompted to ask "What does it mean for something to be 10% off? What does it mean for something to be taxed at a rate of 6.25%?" In Session 4, Develop Academic Language guidance suggests that students take notes during their partner discussions to paraphrase the explanation. The teacher first models by writing key words and phrases as a student explains his or her ideas.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in

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			students' mathematical development. In the teacher resources, there is a document, Standards for Mathematical Practice in Every Lesson, that explains how the practices are found throughout the course. The overview for every lesson has a section for the Standards for Mathematical Practice for the lesson. In the Student Worktext, the Learning Target also highlights the MPs that are included in the lesson. The Implementing the Standards for Mathematical Practices portion of the Teacher's Guide explains how to use the Try-Discuss-Connect Routine in order to address the Mathematical Practices during every lesson. Fluency and Skills Practice focus on MP.7. Deepen Understanding activities in every Strategy Lesson give more in-depth practice of a specified practice standard. Unit 4, Lesson 15, Session 2, Deepen Understanding focuses on MP.2. Teachers are directed to "prompt students to think about the properties of operations they are using when evaluating expressions and writing equivalent expressions." Teachers are given questions with the information they should listen for in response. The Generalize section tells teachers to "have each student write an equivalent expression to the one above. Then have them compare their expressions to ones that others wrote. Encourage students to describe how they might choose which

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			properties of operations to use when writing an equivalent expression." In Unit 6, Lesson 26, Session 2, guidance suggests that teachers "prompt students to develop equations to model and solve problems involving prisms." Teachers are provided questions and sample student responses to help students develop a deeper understanding of solving problems involving volume. Later in the session, students have the option of using a concrete model to solve volume problems using cubes, sand, and a ruler (MP.4 Model with mathematics).
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.	**Yes**	Materials provide extensive work with grade-level problems focused on the Grade 7 LSSM. Each lesson consists of 3-5 sessions that also offer additional practice. The materials provide students the opportunity to work with problems in a variety of formats to help integrate and extend concepts and skills. Learning objectives are listed in the Lesson Overview and align with the Grade 7 LSSM. Each Explore Session includes Try-Discuss-Connect, Hands-on Activities and Visual Models, Exit Tickets and Prepare For pages that reinforce essential vocabulary. Each Develop Session contains Try-Discuss-Connect, Hands-on Activities and Visual Models, Exit Ticket, Additional Practice and Fluency & Skills Practice. The Refine Session is devoted to

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			deepening understanding and practice of on-grade-level skills in Apply It. Digital Learning Games are provided to enrich conceptual understanding which adapt to students' individual progress. In the Teacher Toolbox, Reteach, Reinforce and Extend are provided to differentiate for individual student needs. Math In Action activities combine several standards in multi-step problems and exemplary responses in which critical thinking is used to solve tasks. Literacy Connection Reading Passages & Problems provide cross-curricular opportunities. Unit Games are included in the Teacher Toolbox that allow for students to work collaboratively and use critical thinking in the application of skills, strategies and procedures that were taught in the Unit. Finally, units culminate with a Unit Review and Performance Task which provide multi-step contextual problems that provide robust practice on standards addressed throughout the Unit. For example, in Unit 1, Lesson 5, Session 1, Question 3 states "A formula for 6 gallons of light green paint uses three-eighths gallon of white paint. Liam has nine-sixteenths gallon of white pain. A: Does Liam have enough white paint to make 8 gallons of light green paint? If not, how much more does he need? Show your work." This problem reinforces the new concepts learned at the beginning of the lesson and aligns with LSSM 7.RP.A.3. In

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			Session 2, students identify the constant of proportionality (LSSM 7.RP.A.2) while solving multi-step ratio and percent problems from Session 1 (LSSM 7.RP.A.3). In Session 3, students solve problems that reinforce LSSM 7.RP.A.2 and 7.RP.A.3. Question 2 states “Neena is listening to a song. It has a consistent beat. She counts 11 beats in 5 seconds. What is the constant of proportionality for the relationship of beats to minutes? Show your work.” Problem 3: “Deyvi goes to a carnival with $20.00. He spends $2.00 to get in and the rest on ride tickets. Each ticket is $1.50. How many tickets does Deyvi buy?” Unit 2, Lesson 10 includes 4 sessions: Explore Adding and Subtracting with Integers, Develop Subtracting Positive and Negative Fractions and Decimals, Develop Adding and Subtracting Positive and Negative Fractions and Decimals, and Refine Adding and Subtracting Positive and Negative Numbers. Session 1, Problem 2a states, “Explain how you can use the number line to find the distance between 4.5 and -3.75.” Session 2, Problem 9, which is used for the Exit Ticket states, “Find 5.4-7.1. Show your work.” An Error Alert is given to guide teachers in common mistakes. (LSSM 7.NS.A.1, 7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1c, 7.NS.A.1d, and 7.EE.B.3).

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	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.	**Yes**	Materials relate grade-level concepts explicitly to prior knowledge from earlier grades and courses. The materials include resources in the Teacher's Guide that explain the prior learning that should have taken place during the previous grade levels. At the beginning of each unit, a chart is provided that shows which lessons the unit is building on from the previous year and which lessons the unit is preparing students for in the next year. The Learning Progression at the beginning of each lesson provides context of previously learned mathematics. Explore sessions have an explicitly identified connection to the previous learning. Explore and Develop sessions have a Start Question that specifically states: Connect to Prior Knowledge section. The Try-Discuss-Connect Routine is designed to sequence learning in a way that builds on previous learning. In Unit 2, Lesson 7, Overview, the Learning Progression states, "In Grade 6, students learned that a negative number and its opposite are the same distance in opposite directions from 0 on a number line. They compared the values of negative numbers and placed them on horizontal and vertical number line diagrams. They also used positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation." There also is information about what students will learn in this

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			lesson, what they will learn in the next lesson, as well as in later lessons in Grade 7. In Unit 4, Lesson 15, two prerequisite videos (Equivalent Expressions & the Distributive Property and Equivalent Expressions & the Properties of Addition) are provided that help to prepare students for the concept of the lesson, Write Equivalent Expressions Involving Rational Numbers. Sessions within lessons are appropriately scaffolded throughout the materials as well. For example, Unit 5, Lesson 21 begins with Session 1, Percent Change, then is followed by Session 2, Solving Problems Involving Percent Change, then Session 3, Solving Problems Involving Percent Error, and ends with Session 4, Solving Problems Involving Percent Change and Percent Error. Additionally, the Learning Progression of the lessons states, “In Grade 6, students saw that a percent is a rate with the whole divided into 100 equal parts and connected percents to fractions. They found a given percent of a number and found the whole when given a part and percent. Earlier in Grade 7, students represented and solved proportional relationship problems in multiple ways. They used percents, including fractional percents and percent greater than 100, to solve problems with one or multiple markups and markdowns…. In this lesson, students apply their knowledge of

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			percent to find percent change and percent error."
	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.	**Yes**	In the materials, students are asked to produce answers in a variety of ways. Develop sessions in each lesson include Picture It, Model It, Analyze It, and Solve It sections when appropriate to the standards. Math discourse questions are provided in multiple areas to provide opportunities for whole class conversations, as well as the opportunity to articulate their thinking verbally. Math in Action Lessons provide project-based scenarios to allow for hands-on products as mathematical solutions to multi-step real-world and mathematical problems. No specific tool, strategy, model or representation is required for finding solutions. Rather, students are frequently asked to show, justify or prove their thinking after being provided multiple choices of how to do so. In Unit 1, Lesson 1, Session 1, Question 2c, students find the value of x and explain two different ways of finding it. In Session 2, Question 7, students draw a scale drawing from the scale of an actual court. Unit 1, Lesson 4, Session 2, Model It shows students that a proportional relationship can be modeled with an equation and with a graph. Connect It connects the equation to the graph and the coordinates for the graph. Apply It gives students the opportunity to then apply what they've learned through

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			creating graphs and equations (LSSM 7.RP.A.2.). In Unit 3, Math In Action, students apply multiple skills from the unit to solve real-world problems related to airplanes and air travel. Problems involve using positive and negative rational numbers, adding, subtracting, multiplying, and dividing with positive and negative rational numbers; and expressing rational numbers as decimals. The Session 2 task involves students making a plan for the cargo that Flight 910 should carry, showing that the plan meets the volume and weight restrictions for the flight, and explaining how they decided which cargo to include on the flight. In Unit 5, Lesson 22, Session 2, students have to explain their yes or no solution given a table of data that gives the survey results of a random sample.
	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.	**Yes**	Materials include support for English Language Learners and other special populations. Language Routines are provided in appropriate places during lessons. In the Teacher Toolbox under “Classroom Resources,” a Family Letter explains each lesson is provided in Spanish, Tagalog, Russian, Arabic, and Mandarin. Every Unit has a chart titled Language Expectations for English Language Learners at differing levels. Before each lesson, a chart labeled “Differentiation for English Language Learners'' provides support and scaffolding. Language Objectives are

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			given along with Content Objectives for each lesson. Cognate Support is provided with the Academic Vocabulary Routine with the Spanish cognate of each vocabulary word being given. Connect to Family and Community along with Connect to Culture are available for each lesson. These activities help to leverage the diverse backgrounds of students. Resources are available in Spanish with a Multilingual Glossary and Bilingual Glossary. Prepare for Unit 2 includes Cognates for Academic Vocabulary. The academic word is given with its Spanish cognate: altitude-altitud, claim-reclamacion, clarify-aclarar, counterexample-contraejemplo, elevation-elevacion, notation-notacion, relative to-relativo a, and represent-representer. In Unit 4, Lesson 19, guidance suggests for ELL students to use the Differentiation Chart to scaffold the language in each session. Guidance includes: “Levels 1-3: Read and rephrase each sentence. Clarify that an equation usually has one possible value of *x*, whereas an inequality has many possible values. Ask students to demonstrate understanding by completing the sentence starter: I know that x is _____ than _____. Levels 2-4: Support understanding of the problem. Help students process the problem using these sentence starters: The solution set of an _____ can have

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			_____. I agree. I also think _____. I disagree. I think _____. Levels 3-5: Have students explain the problem in their own words. Ask: "How is solving an inequality like solving an equation? How is it different? Have students complete the problems individually and compare their solutions with partners." In Unit 7, Lesson 31, Session 1, Support for Vocabulary is provided. Students are given three terms: event, outcome, and probability. They first explain each term in their own words and give an example of each.
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.	**Yes**	Multiple assessment opportunities are embedded into content materials that measure student mastery of standards reflecting the balance of the standards as presented in materials. Lessons include During the Lesson Assessments which help guide and inform instruction. End of Lesson Assessments are provided to check understanding at the end of the lessons. End of Lesson Checklists and Self Reflections allow for students to develop self-inventory skills. Performance Tasks give additional opportunities to practice with multi-step problems. Unit Level Assessments include Self Checks at the beginning of the unit to evaluate key understandings needed prior to the Unit and include End of Unit Assessments to check mastery at the end of each unit. Assessment Practices are grade-level standards-based, are cumulative in nature, and are formatted similar to state

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			assessments. Digital Comprehensive Checks are an alternate option to Lesson Quizzes and Unit Assessment with various types of assessment questions. For example, Unit 1, Lesson 2 Quiz assesses LSSM 7.RP.A.1. In Question 1, students select which table "shows a rate greater than 1 gallon per minute." Unit 2, Form A, Question 4 states, "Jeremy is digging a hole. The bottom of the hole is -2.8 ft from the top of the hole. Sanjay is on a deck that is 12.3 ft above top of the hole. How many feet apart are Sanjay and the bottom of the hole? Record your answers on the grid. Then fill in the bubbles." (LSSM 7.NS.A.1d). Unit 4, Lesson 18, Lesson Quiz, Question 3 asks the following, "Kaylin buys a greeting card for $3.79. She then buys 4 postcards that all cost the same amount. The total cost is $5.11. How much is each postcard?" (LSSM 7.EE.B.4a). In Question 5, students compare an equation with fractional amounts to one with dollar amounts. Students have to explain, by showing their work, if the two equations are equivalent. Unit 7, Lesson 30 Quiz contains five questions that require students to be able to model and solve problems involving probability using words and/or numbers between 0 and 1 (LSSM 7.SP.C.5). Question 3 states, Decide if the probability in each statement is described by the likelihood of the event occurring. Choose True or False for each

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			statement: a. If the probability of an event is 0, then the event is certain. b. If the probability of an event is forty-nine hundredths, then the event is likely. c. If the probability of an event is one-sixth, then the event is very likely. d. If the probability of an event is fifteen-thirtieths, then the event is equally likely as not.
	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.	**Yes**	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 contexts. Assessment items require students to produce answers and solutions, arguments, explanations, and models in a grade-appropriate way. During the Lesson Assessments include discourse questions, critical-thinking questions, activities, exit tickets and practice problems. Practice includes additional practice, refine sessions, interactive practice with technology-enhanced items, fluency and skill practice, adaptive learning games, unit games, and math center games. Common misconceptions are provided with exit tickets. End of Lesson Assessments include lesson quizzes and Math in Action. Lesson Quizzes provide an opportunity to check for mastery of the standard using different question formats. They are provided in an editable format in the Teacher Toolbox to

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			customize as needed. Math in Action Lessons combine standards from the Unit in a problem-based activity that integrates cultural and STEM related topics. Unit Assessments are provided in the middle and end of Units. These come in an editable version and assess students' understanding of the Unit standards. Digital Assessments provide alternate formats for Lesson Quizzes and Unit Assessments. In the Unit 2, Lesson 7 Quiz, there are a variety of questions that reflect a balance of the standards. All five problems assess LSSM 7.NS.A.1a and 7.NS.A.1b and focus on conceptual understanding. Students fill in the blank, explain their reasoning, choose the correct equation for the situation, and show their work. Unit 1 Assessment has two forms. On Form A, Question 9, students select all of the correct answers when given a graph that “shows the relationship between the weight and the cost of the granola.” This question assesses LSSM 7.RP.A.2d and focuses on conceptual understanding. On the Unit 7 Assessment, several items assess LSSM 7.SP.C.6. For example, Question 1 states, “Marshall works at an animal shelter. He makes sure all of the cats are vaccinated. In July, 5/6 of the cats entering the shelter had already been vaccinated. Based on this result, he predicts that if 100 cats entered the shelter, 80 of the cats would have already been vaccinated.

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			How many cats entered the animal shelter in July? Record your answer on the grid. Then fill in the bubbles." Question 14 states, "Suvaani asks a random sample of students which activity they would prefer to have at their school. Her results are shown in the table. She predicts that in the entire student body of 1,300 students, about 400 more students prefer a basketball game than a volleyball game. Is Suvaani correct? Show your work. Explain your reasoning."
	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.	**Yes**	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. Suggestions and resources are often provided along with guiding questions throughout the Teacher Guide. The last two pages of the lesson in the Teacher's Guide are notes about the standards assessed, as well as in the Assess column for each lesson in the Teacher Toolbox. Sample rubrics are provided with Unit Assessments and comparable Comprehensive Checks. Exit tickets provided at the end of each session give common misconceptions or error analysis to interpret common mistakes students make with immediate suggestions of how to correct this thinking. Math in Action Lessons have sample solutions and scoring rubric for

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			multiple parts of the lessons. Rubrics for short- and extended-response items are provided for Lesson Quizzes. Error Alerts are provided for some of the problems in the Cumulative Practice. For example, Unit 1 Assessment, Question 10 asks, "A circular coaster has a diameter of 5 inches. What is the area? Write your answer using pi. Show your work." The Teacher Notes indicate "Question 10 is worth 2 points. Possible student work: r equals 5 divided by 2 equals 2.5 in.; A = pi times 2.5 squared; A = 6.25 times pi; The area of the coaster is 6.25 pi inches squared." Unit 2, Lesson 19, Lesson Quiz includes Tested Skills with LSSM 7.NS.A.1c, as well as a description of what the problems are requiring students to do. During this assessment, students will need to "understand that subtracting a number has the same result as adding the opposite of the number. Students will identify the difference of two numbers as the positive distance between them on a number line. Students will identify and compare equations and expressions that model differences between positive and negative numbers. Students will also add negative integers and use number lines." This is followed by an Error Alert stating, "Errors may result if," with given examples. Rubrics are provided for the short responses ranging from 0-2 points. Finally, Reteach provides a description of how to assist students failing to score

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			mastery. Unit 3, Lesson 14 Quiz assesses LSSM 7.NS.A.3. There is an Error Alert for the teacher that gives the teacher various ways students might make errors on the quiz. In addition, there are notes for each problem that tell how students could solve problems. For example, in Question 3, students find the total that Kevin has in his account. The problem notes include another way students could write the expression. The teacher is also given that the item is worth 2 points. There is a rubric to score Fill-in-the-Blank questions and Short Response questions.
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.	**Yes**	Materials provide comprehensive assessments (interims/benchmarks) that measure student learning up to the point of administration. Diagnostic, Standards Mastery, and Growth Monitoring Assessments are options to assess student mastery of standards. Standards Mastery assessments can be used to regularly monitor student progress of specific standards. Assessment Practice can be given throughout the year, as well as at the end of the year as a comprehensive tool to determine progress. The online iReady platform provides a diagnostic test that can be given at the beginning of the year to assess students' current mastery of grade level standards. Assessments can be scheduled to monitor progress throughout the school year to ensure students are on track for mastery by the

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			end of the school year. Assessment Practice is included in the Teacher Toolbox and these include a variety of formats aligned to National Test, PARCC, and SBAC and include a Teacher's Guide. Each format includes multiple assessments that include questions aligned to Grade 7 standards. National Test Assessments can be administered throughout the year to benchmark student progress.
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.	**Yes**	The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Pacing Guidance for the year is provided in the Teacher Toolbox and the Teacher's Guide. The total suggested days for each Lesson is provided, as well as days for assessments. Each session of the Lesson is predicted to take one class period. Within the Lesson Overview, a Pacing Guide is provided with Sessions broken into parts with times given for each part. Suggested pacing allows for a total of 172 instructional days and an additional 4 days for End of Unit Assessments or Digital Comprehension Checks. Pacing Guidance for the Year for Unit 3, Lesson 11, Understand Multiplication with Negative Integers, takes 3 sessions, Lesson 12, Multiply and Divide with Negative Numbers, takes 4 sessions, Lesson 13, Express Rational Numbers as Terminating or Repeating Decimals, takes 4 sessions, Lesson 14, Use

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			the Four Operations with Negative Numbers, takes 3 sessions, Math in Action, Add and Subtract Rational Numbers, takes 2 sessions and The Unit 3 Assessment takes 1 day. Unit 5, Lesson 20 Pacing Guide indicates there are 5 Sessions with a Lesson 20 Quiz. Session 1 suggests 35-50 minutes while Sessions 2-5 suggest 45-60 minutes each. Each section in the session is also broken down with time. For example, Session 3 says Start (5 min), Try It (10-15 min), Discuss It (10-15 min), Connect It (15-20 min), and Close: Exit Ticket (5 min).
	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.	**Yes**	The materials are easy to use and well organized for students and teachers. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes. Each unit begins with a Unit Overview. This overview includes Pacing, Objectives and Standards, Lesson Vocabulary, and Lesson-level differentiation options. Lessons follow an intentional sequence that flows through Explore, Develop and Refine. This consistent lesson set-up with the Try-Discuss-Connect Routine gives a clear instructional path for each day. The Lesson Overviews provide teachers with the Math Focus for the lesson, Lesson Objectives, Prior Knowledge, New Vocabulary, and the Learning Progression for the standards being taught. Prepare, Reteach, Reinforce, and Extend

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			differentiation materials are clearly labeled to provide support for students at varying degrees of mastery. The Teacher's Guide contains support in the form of Connect to Prior Knowledge, Develop Academic Language, Support Partner Discussion, Common Misconception, Select and Sequence Student Strategies, Facilitate Whole Group Discussion, Deepen Understanding, Monitor and Confirm and Discourse Support. Each of these gives teachers specific guidance in targeted areas of the lesson. For example, Unit 2, Lesson 8, Session 1, Discuss It supports partner discussion by directing teachers to have students respond to the Discuss It prompt: "What did you do first to find the new temperature? Why?" Teachers are provided a Common Misconception: "Listen for students who ignore or misinterpret negative signs. They may say the temperature is 8°F because 3-5=8, or they may say that the temperature is -8 because there is a negative in the problem. As students share their strategies, ask them to apply their reasoning to a gradual rise in temperature and describe the pattern they see." To prepare students for Unit 4, Lessons 15-16, the teacher is directed to review writing and identifying equivalent expressions with positive coefficients. Grade 6, Lesson 19 is identified as a lesson to use with students prior to beginning Unit 4. Unit 5, Lesson 24,

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			Session 1 includes a Facilitate Whole Class Discussion section that directs teachers to "Call on students to share selected strategies. As they present, remind students to start at the beginning and use complete sentences in their explanations. Guide students to Compare and Connect the representations. Have students turn and talk about their strategies for determining which battery has more consistent battery life before facilitating a whole-class discussion. Ask: How do all the strategies determine consistency? Listen for: They use range to represent consistency. They can determine range by just looking, subtracting the shortest battery life in hours from the longest, or finding the medians and calculating IQR.
	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.	**Yes**	Materials include unit and lesson study tools for teachers. Math Background, which is found at the beginning of each Unit in the Teacher's Guide, gives the flow of the standards and models taught within that Unit. Teaching insight about the models, as well as insight into prior knowledge and future learning is provided. Unit Flow and Progression Videos, available in the Teacher Toolbox, show the progression of the mathematical concepts of each Unit. Professional Learning Articles are provided in the Teacher's Guides at the beginning of every Unit. These help support teachers in meeting the needs of students with varying needs. Unit 2,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Professional Learning is labeled "Establishing Classroom Environments That Support Mathematical Discourse for All Learners." Seven Strategies are provided that can be integrated into the materials at predetermined points like Connect It or Discuss It. Unit 4, Lesson 19, Session 2 gives a Common Misconception for teachers when the students engage in the Discuss It section. Unit 5, Proportional Reasoning, Math Background provides teachers with Models, Progressions and Teaching Tips prior to teaching the Unit. Insight is given on simple interest: "In this unit, students begin to explore common applications of percents, many of which, like simple interest, are linked to financial literacy."
	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.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. Within each unit, the Lesson Progression Chart shows the links between lessons within that grade and specific unit and the grades above and below. Standards for the associated lessons are listed with each lesson, identifying prerequisite skills. Prerequisite lessons are identified in the Prerequisite Column of the Teacher Toolbox for that specific lesson. Lesson Progression Charts show the links between lessons within that grade and the grades above and below. Learning Progression sets the context for the mathematics of the Lesson and provides information on connections to previous

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and future learning. A Prerequisite Report is provided and is based on Diagnostic Data. It provides links to Unit and Lesson Support. Prerequisite Interactive tutorials are provided in the Teacher Toolbox for each lesson and identify prerequisite skills and concepts. Unit 1, Lesson 3 focuses on LSSM 7.RP.A.2, a major content standard for Grade 7. The Overview for the lesson identifies four concepts under Prior Knowledge. One of them states, "Recognize and generate equivalent ratios." At the bottom of the Overview, there is a Learning Progression which states that "In Grade 6, students studied the concept of ratios and used reasoning to generate equivalent ratios and find rates and unit rates." (6.RP.A.2). There is also information about what students did earlier in grade 7. Unit 2, Lesson Progression connects Grade 6, Lesson 23, Understand Positive and Negative Numbers (LSSM 6.NS.C.5, 6.NS.C.6a, and 6.NS.C.6c), to Grade 6, Lesson 25, Understand Absolute Value (LSSM 6.NS.C.7c and 6.NS.C.7d), to Grade 7, Lesson 7, Understand Addition with Negative Numbers (LSSM 7.NS.A.1a and 7.NS.A.1b), to Grade 7, Lesson 9, Understand Subtraction with Negative Integers (LSSM 7.NS.A.1c), and to Grade 7, Lesson 10, Add and Subtract Positive and Negative Numbers (LSSM 7.NS.A.1d). To help students prepare for Unit 7, Probability, there is an activity that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			introduces students to the concept of probability. Students sort events into four categories by how likely they are to happen in the next math class: Definitely, Probably, Probably Not, Definitely Not. Then students explain why they decided an event would probably happen and probably not happen.
	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.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Diagnostic Results provide a comprehensive status of students' performance and targeted instructional needs, both overall and by math domains. The Prerequisite Report uses data from the Diagnostic Assessment and identifies students who need prerequisite work in order to access on-grade-level content. This report outlines each student's prerequisite skills needed to address unfinished learning that align to the lessons in the current unit. When the majority of the students require prerequisite work, linked resources are provided to adjust lesson plans and address these skills as whole class instruction if desired. Students are also grouped based on data from the Diagnostic Assessment. Recommendations are provided for each group that include skills that students will need to review in order to access grade-level content, lessons that can be used to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			address unfinished learning, and small group guidance for each lesson.
	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.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. The Prerequisite Report identifies essential prerequisite skills, potential grouping, and recommended resources that are aligned to the classroom instruction. If a majority of the class needs a prerequisite skill, prerequisite lessons, key concepts and On-The-Spot Teaching Tips within those lessons are provided in the linked Unit and Lesson Support. If small groups need prerequisite skills, small group materials in the Teacher Toolbox include Prerequisite Interactive Tutorials, Prerequisite Lessons, Tools for Instruction, and Math Center Activities to support unfinished learning. Reteach Lessons are provided for each lesson in the Teacher Toolbox under Small Group Differentiation, Reteach. The Yearly Pacing for Prerequisites: Alternate Pacing Guide provides an alternate pacing guide in order to accommodate for the time needed to teach prerequisite skills by providing a range of days for each lesson. For example, Unit 6, Lesson 24 addresses LSSM 7.SP.B.3 and 7.SP.B.4. In the lesson, students compare populations using measures of centers and measures of variability. Under the Prepare, Prerequisite tab in the Teacher Toolbox,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			several prerequisite lessons are provided including: Grade 5, Lesson 18, Understand Multiplication by a Fraction (LSSM 5.NF.B.3), Grade 6, Lesson 10, Divide Fractions (LSSM 6.NS.A.1), and Grade 7, Lesson 23, Reason About Random Samples (LSSM 7.SP.A.2). Additionally, students are placed on their own instructional path based on results from the Diagnostic Assessment through the My Path platform. For a separate purchase, i-Ready Online Personalized Instruction allows teachers to assign specific interactive lessons to students needing prerequisite work in order to address unfinished learning based on their results from the built-in Adaptive Diagnostic Assessment. The data is collected on the Prerequisite Report and determines the unfinished learning for each student. The Diagnostic Assessment creates a personalized pathway (My Path) or teachers can choose to assign specific online instructional lessons to individual students. Guidance is provided for small group activities, ideas for addressing prerequisite work during on grade level instruction, and suggestions for i-Ready lessons for individual students that directly align with the current on-grade-level content. If teachers choose to assign students to My Path, they have the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			option of choosing which domains that they need their students to focus on.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	**Yes**	Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work. The Yearly Pacing for Prerequisites document found in the Prerequisite section of the online dashboard provides an alternate year-long scope and sequence with opportunities to weave prerequisite content into grade-level work and pacing suggestions to keep learning on track. Guidance is provided for various situations including “If most students have likely acquired the prerequisite skills; If small groups of students need in-depth review or additional support; If most of the class needs additional support; and If most of the class needs in-depth review.” For each lesson of the Alternate Pacing Guide, there is a suggested number of instructional days. Lessons having multiple days allow time to embed prerequisite lessons. For example, in the Yearly Pacing Guide for Prerequisites, for Unit 2, Numbers and Operations: Add and Subtract Rational Numbers, teachers are directed to prepare for Lessons 7 and 8 by teaching Grade 6, Lesson 23, Understand Positive and Negative Numbers. To assist teachers with helping students with Lessons 11 -

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			14 in Unit 3 (LSSM 7.NS.A.2 and 7.EE.B.3), three on-the-spot teaching tips are provided: Use absolute value to reason about products (LSSM 6.NS.C.7), review division of fractions (LSSM 6.NS.A.1), and review decimal multiplication and division (LSSM 6.NS.B.3). In additional pacing support, guidance is provided for individual students based on student need. The Prerequisite Report that is based on Diagnostic Data outlines each student's prerequisites needed to access grade-level content for the next unit. Teachers are provided guidance and recommendations on how to address the unfinished learning. The report analyzes the extent of support that students need for the focus skills of the grade-level lesson, including additional review and in-depth support. The report provides recommended resources that can be found in the Ready Classroom Math Teacher Toolbox. Specific prerequisite lessons are provided which include lessons from previous grade levels.

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
	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 33 instructional lessons and associated Math

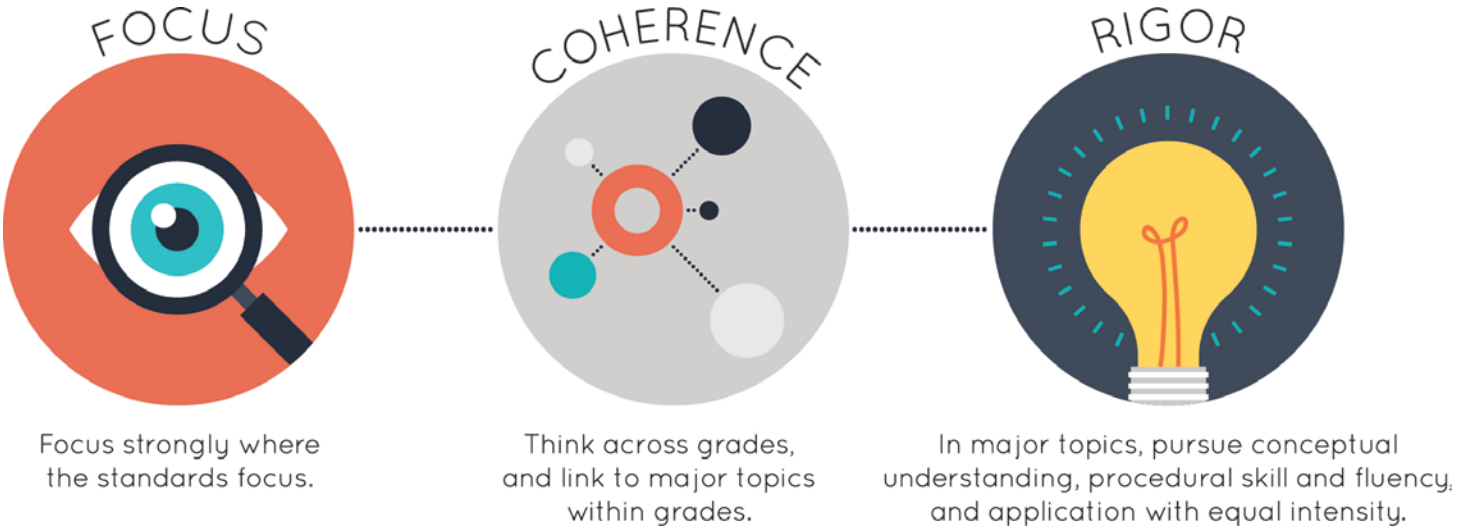
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
I: Non-negotiable Criteria of Superior Quality[4]			in Action lessons, 67% of instructional time is spent on major work of the grade. Materials spend minimal time on content outside of the appropriate grade. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade 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	**Yes**	Materials develop conceptual understanding of key mathematical concepts. Materials are designed so that students attain the fluency and procedural skills required by the Standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials address the practice standards in such a way to enrich the content standards of the grade/course.

[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
II: Additional Alignment Criteria and Indicators of Superior Quality[5]	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Materials provide all students with extensive work with course-level problems. Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards.
	6. Quality of Assessments	**Yes**	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.
	7. Additional Indicators of Quality	**Yes**	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.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

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

Strong mathematics instruction contains the following elements:



Title: **Ready Classroom Mathematics**

Grade/Course: **8**

Publisher: **Curriculum Associates, LLC**

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Overall Rating: **Tier I, Exemplifies 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)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

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.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 32 instructional lessons and associated Math in Action lessons, 86% of instructional time is spent on major work of the grade. Specifically, 74% is spent on major work alone, 12% is spent on a combination of major and supporting/additional standards, and 14% is spent on supporting or additional 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.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level while assessing grade level content. The assessment components include lesson quizzes, mid-unit assessments, and unit assessments. Each item directly correlates to the Grade 8 Louisiana Student Standards (LSSM). On the Unit 2, Lesson 5 quiz, students perform dilations along with translations, reflections, and rotations in the coordinate plane (LSSM 8.G.A.3 and 8.G.A.4). Unit 2, Lesson 6 quiz assesses LSSM 8.G.A.5. Students "draw the lines and label all possible angle measures" of the two lines described. The Unit 3 assessment assesses LSSM 8.EE.B.5, 8.EE.B.6, 8.EE.C.7a, 8.EE.C.7b, 8.EE.C.8a, 8.EE.C.8b and 8.EE.C.8c. On

[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
			question 1, students determine what the slope means in the given situation about the number of shirts and their cost (LSSM 8.EE.B.5). The Unit 5 assessment assesses LSSM 8.EE.A.1, 8.EE.A.3, and 8.EE.A.4. Question 2 asks "which expressions are equivalent to 42^{-5}. Choose all the correct answers." This item aligns to 8.EE.A.1 which states "know and apply the properties of exponents." Instructional lessons outside of 8th grade are identified as Cumulative Practice Correlations. The Cumulative Practice pages consist of problem sets organized by topic that review major content taught in prior units. Unit 1 practices major content from grade 7 while the other units are organized by topics that review major content taught in prior units. However, guidance on when and how to use the Cumulative Practice pages was not evidenced.
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.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. For example, Unit 4, Lesson 16 connects supporting LSSM 8.F.B.4 to major standards 8.EE.B.6, 8.F.A.2, and 8.F.A.3. Slope and rate of change are a natural way to work with writing linear equations. In Session 2, students develop an understanding that the initial value and rate of change for a linear function are related to the graph and the equation of the function. Problem

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			3a states, “Explain how to write an equation of a linear function when you know the rate of change and the initial value of the function.” Unit 6, Lesson 25 connects supporting standards LSSM 8.NS.A.1 and 8.NS.A.2 to major LSSM 8.EE.A.2 as students find rational approximations for irrational numbers. Knowing that the square root of 2 is irrational is part of the major standard. Understanding what an irrational number is and how to find the decimal approximation aligns to the supporting standards. In Session 1, Prepare For, students define a rational number, repeating decimal, and terminating decimal by using words, numbers, and/or pictures. Students are prompted to give examples of each. Problem 7 gives students three side lengths expressed as square roots. Two of the three are perfect squares and one is irrational. Students must identify the irrational side length and give a decimal approximation to the nearest tenth.
	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 grade level where these connections are natural and important. Clusters are connected throughout the materials where connections can be made. For example, Unit 3 connects several Expressions and Equations (EE) standards to Geometry (EE) standards. Lesson 8

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			connects LSSM 8.EE.B.5 and 8.EE.B.6 to 8.G.A.4 as students graph proportional relationships and define slope. Unit 4, Lesson 17 connects the Functions (F) and Expressions and Equations (EE) domains. Session 2, Question 7 states, "The table shows the amount of water in a large pool as it drains. The graph shows the rate at which a small pool fills. Does the large pool drain or the small pool fill at a faster rate? Show your work." Students compare rates of change and initial values of linear functions, compare inputs and outputs of linear functions (LSSM 8.F.A.2), and solve problems that require comparing linear functions represented in different ways (LSSM 8.EE.B.5). Unit 4, Lesson 17 also connects clusters A (Define, evaluate, and compare functions) and B (Use functions to model relationships between quantities) of the Functions (F) domain by integrating the instruction of LSSM 8.F.A.2, 8.F.A.3, 8.F.B.4 and 8.F.B.5. The lesson is structured so that students explore different representations of proportional relationships, compare representations of functions, compare increasing and decreasing linear functions, compare functions at different values, and compare different representations of functions. Additionally, each unit includes a Math in Action at the end of the unit that incorporates multiple standards that often connect multiple clusters of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			same domain, as well as different domains of the same grade. For example, Unit 3, Math in Action connects clusters B (Understand the connections between proportional relationships, lines, and linear equations) and C (Analyze and solve linear equations and pairs of simultaneous linear equations) of the Expressions and Equations (EE) domain. In Session 2, students apply multiple skills and concepts from the unit when solving the real-world problem, Analyze Coral Growth Data (LSSM 8.EE.C.7). In the task, students make a graph showing growth over time for two specimens (LSSM 8.EE.B.5); interpret the slopes, *y*-intercepts (LSSM 8.EE.B.5), and any points of intersection shown on the graph (LSSM 8.EE.C.8); and write a statement that compares the growth rates of the two specimens (LSSM 8.EE.C.8).
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.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. The materials develop conceptual understanding prior to application through structure of the lessons that span over multiple days. Unit 3 develops linear relationships and systems of equations through seven lessons: Graph Proportional Relationships and Define Slope, Derive and Graph Linear Equations of the Form y=mx+b, Solve Linear Equations in One Variable, Determine the Number of Solutions to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			One-Variable Equations, Understand Systems of Linear Equations in Two Variables, Solve Systems of Linear Equations Algebraically, Represent and Solve Problems with Systems of Linear Equations, and Linear Relationships and Systems of Equations (LSSM 8.EE.B.5, 8.EE.B.6, 8.EE.C.7a, 8.EE.C.7b, 8.EE.C.8a, 8.EE.C.8b, and 8.EE.C.8c). Through this progression, the conceptual understanding of equations is established before moving to linear relationships and systems of equations. The Unit 3, Lesson 9 focus standard is LSSM 8.EE.B.6. In Problem 6 from Session 2 students apply their learning in the following problem: "Liam's class is planting bamboo seedlings in the school garden. The line represents the average height of a bamboo plant after it has been planted. Write an equation in slope-intercept form that Liam could use to predict the height *y* of his bamboo after *x* days. Explain what the slope and the *y*-intercept mean in this situation." In Unit 4, Lesson 15, Understand Functions, students explore functions in Session 1 by completing input and output tables of real-world applications (LSSM 8.F.A.1). Students are given the definition of a function and have to explain why the rules are functions. Students then look at graphs to understand functions using input and output language throughout. Session 2 develops understanding with linear and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			nonlinear functions. The Unit 6, Lesson 24 focus standard is LSSM 8.NS.A.1. In the Session 1, Try It, students determine whether the fractions in the problem are repeating decimals by dividing and then explain how their model or strategy shows whether a decimal is a repeating decimal. Students build on this thinking as they consider the fraction ½. Students determine that the terminating decimal is also a repeating decimal because the digit 0 repeats without end. Students reflect on this idea by answering the following question in Problem 3: "Explain why you can think of every rational number as a number whose decimal expansion repeats eventually."
	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.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. Each lesson includes Fluency Skills and Practice pages that help students attain the required fluencies of Grade 8 LSSM. Throughout Unit 3, Lesson 10, students have ample procedural skill and fluency practice with rational numbers as coefficients as well as using distributive property to solve linear equations (LSSM 8.EE.C.7b). Specifically, in Session 1, Additional Practice, problem 3, students write and solve a linear equation with the decimal 0.75 as a coefficient. Students use the distributive property to solve the linear equation. Session 2 begins with students solving a linear function, ¼ x + 20 = ½ (x + 20). Unit

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			3, Lesson 13 fluency practice, Solving Systems of Linear Equations by Elimination, aligns to the required grade 8 fluency standard of solving simple two variable linear systems by inspection. Students find the solution to each system of equations. For example, Problem 1: $4x - 12y = -8$ and $-3x + 12y = 12$ (LSSM 8.EE.C.8b). In Unit 5, Lessons 19 and 20 address LSSM 8.EE.A.1 in which students know and apply the properties of integer exponents to generate equivalent numerical expressions. Lesson 19 progresses from exponent properties for positive integer exponents to applying properties for powers with the same base and the same exponent to applying exponent properties for positive integer exponents. Lesson 20 extends learning to zero as an exponent and negative exponents. As part of Session 2, Applying Properties of Negative Exponents, students are given an additional Fluency & Skills Practice page with twelve problems. Unit 6, Lesson 27 develops procedural skill and fluency with the Pythagorean Theorem (LSSM 8.G.B.7 and 8.G.B.8). The entire lesson focuses on working procedural skill problems involving the Pythagorean Theorem. For example, in the Additional Practice for Session 2, Problem 3, students are given a triangle with side lengths to find the height of the triangle.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Students have the opportunity to apply conceptual understanding and procedural skills in contextual and real world problems. These materials include engaging application problems in which students provide solutions, reasoning, and justification, in such a way to demonstrate understanding. In Unit 3, Lesson 14, students solve systems of equations in real-world context that lead to application problems (LSSM 8.EE.C.8c). For example, Additional Practice, Session 1, Problem 3 gives the number of community service hours two people earn over the course of a week; however, one person has already completed some hours when the other person begins to work. Students use a table and a graph to find the point when both have worked the same amount of hours. In Unit 6, Lesson 28, students solve problems in real-world context using volume of cylinders, cones, and/or spheres (LSSM 8.G.C.9). Specifically, in Session 2, Problem 6, students find the volume of a cylindrical pool in order to find how long it will take to fill up the pool. In Problem 8, students are given a picture of a cylindrical container that holds three tennis balls and are given the diameter of a tennis ball. Students find how much empty space is in the can.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. Lessons are designed for students to engage in the three aspects of rigor at differing points of the lesson. Unit 2, Lesson 4 addresses LSSM 8.G.A.4. In Session 1, Explore, students develop the conceptual understanding that a dilation is a transformation that makes a scale copy of a figure and that it has the same shape as the original but may be a different size. Problem 3 states, "A dilation may change a figure's size. In a dilation, corresponding angles are congruent and corresponding side lengths are related by the same scale factor. Complete the table to determine whether figures *Q, R,* and *S* are dilations of figure P." In Session 2, Develop, some problems require students to explain the idea that a dilation creates an image that is similar to, or the same shape as, the original figure. Problem 3 states, "Choose two figures below that appear to be similar and write a similarity statement for them." In Session 3, Refine, the aspects of rigor are treated together. Problem 1 says, "Veda draws figures *A* and *B* and their dilations. Then she uses quotients to compare the area of each image with the area of its original figure. Veda says the quotient of the area is equal to the scale factor. Is Veda correct? Explain." Problem 2 says, "Tyrone draws trapezoid K and its

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			dilation trapezoid K'. Draw the center of dilation. What is the scale factor? Show your work." Problem 3 states, "Mr. Lin draws triangles *STU* and *XYZ* on the board. Then he writes the quotients of the corresponding side lengths as fractions. Mr. Lin says that (triangle) *XYZ* is not a dilation of (triangle) STU. Is Mr. Lin correct? How do you know?" Unit 3, Lesson 8 addresses LSSM 8.EE.B.5. Session 1 begins with students exploring the conceptual understanding of proportional relationship and slope. Session 2 develops the concept that slope is a constant. Session 3 provides the opportunity to develop procedural skill and fluency of finding the slope of lines. Session 4 applies what has been learned by having students graph proportional relationships and define the slope for each. In Unit 7, Lesson 31, students "understand two-way tables." In Session 1, students make two-way tables and are asked questions to understand them. Problem 4 states, "Is it possible for a number in one of the center cells of a two-way table to be greater than the total for that row or column? Explain." There is an Additional Practice with Session 1 that focuses on conceptual understanding and procedural skill. Session 2 focuses on conceptual understanding and application as students use the two-way tables to answer real-world questions. For example, Problem 4 says, "Look at the

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			data in the center cells of the table in problem 3a above. Does the data change your recommendation for which facility the city should build on the lot from problem 1b? Explain." Students are also given an Additional Practice that puts all three components of rigor together, which is called for in LSSM 8.SP.A.4.
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.	**Yes**	Materials address the practice standards in such a way to enrich the content standards of the grade. The Standards for Mathematical Practices (MP) emphasized in each lesson are included in the beginning of each lesson in the Lesson Overview. MP.1-MP.6 are integrated into every lesson through the Try-Discuss-Connect routine. In Unit 1, Lesson 2, Session 4, students engage in MP.2 (Reason abstractly and quantitatively) when developing understanding about rigid motion. For example, Problem 3 asks students, "In problem 2, can you tell whether a reflection or a rotation was used to transform (triangle) XYZ just by looking at the image? Explain." Students must reason abstractly in order to answer the question and explain their thinking. Unit 2, Lesson 5, Deepen Understanding addresses MP.3 (Construct viable arguments and critique the reasoning of others). Students analyze sequences of transformations involving dilations. The teacher prompts students to consider how changing the order of the transformations would affect the final

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			image through the following discussion: "Ask-How would the table in Model It change if the dilation had been applied before the reflection? Would the final image be the same? Listen For-The second and third column heading would be switched. The coordinates in column 2 would be (1, -1), (3, -1), (2, -3). The coordinates in column 3 would match those in the current table. The final image would be the same. Ask-What would happen if this were a translation of 4 units up followed by the same dilation? Would switching the order of these transformations change the image? Listen For-Translating and then dilating gives final coordinates (1, 1), (3, 1), (2, -1). Dilating and then translating gives (1, 3), (3, 3), (2, 1). The images are not the same." Teachers are then asked to challenge students to explain why the order matters in the second case followed by examples of what students may say. Unit 6, Lesson 28, Session 3, Deepen Understanding addresses MP.7 (Look for and make use of structure) as students use structure to extend understanding of surface area. Teachers are prompted to ask students to consider which pieces of information in Picture It are needed in order to find volume and whether the remaining information can be used for anything else. Teachers ask, "What information is necessary to calculate the volume of the cone?" Students should

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			reply that the radius and height or area of the base and height are needed. Teachers then ask, "Which piece of information in the triangle is not needed in the formula for volume?" Students should respond that the hypotenuse of the right triangle is not needed. The teacher is to explain how the hypotenuse is related to the cone as its slant height. Teachers then ask, "What is the surface area of the conical corn pile?" Students should be able to identify that it is approximately 942.5 square feet using the formula.
	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.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Each lesson contains a Discuss It section that allows for partner and whole group discussion and gives students an opportunity to critique the work of others and engage in justifying/arguing their mathematical reasoning. For example, in Unit 3, Lesson 8, Session 1, Model It, students draw segments for vertical and horizontal distances between points on a coordinate plane. After drawing the models, students are encouraged to connect the models to those presented in class. Question prompts are found in the teacher notes that can be used for students to critique the work and/or arguments of others, "Ask-Comparing the two Model Its, what

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			is the same about each model? What is different? Listen For-Both use transformed triangles. One uses dilation to show similar triangles, and one uses translation to show congruent triangles." In Unit 3, Lesson 11, Session 2, Problem 6, students are told that Gabriel solves a one-variable equation and gets 0 as his solution and concludes that there is no solution. Students are asked "Is Gabriel correct? Explain your reasoning." Unit 7, Lesson 29, Session 1, Discuss It supports partner discussion. The teacher is prompted to ask students, "How did you decide which variable should go on the x-axis and which variable should go on the y-axis?" Students share with their partners. Teachers are to listen for, "either variable can go on either axis, but usually, the independent variable goes on the x-axis and the test score depends on the screen time, so screen time is the independent variable."
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Each lesson begins with a section labeled Vocabulary. This section gives new math and academic vocabulary, as well as, review vocabulary. There is also a Support Vocabulary Development for lessons. In Unit 1, Lesson 3, the terms sequence of transformations and congruent are defined in the Family Letter and then referred to in Question 2: "You already know that you can transform a figure. You

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			can also transform the image of a figure. This is called performing a sequence of transformations on a figure. Figures that are the same size and shape are congruent. When a figure is translated, reflected, or rotated, the image is always congruent to the original figures. Write a congruence statement for the pentagons A"B"C"D"E" and A'B'C'D'E'." In Unit 4, Lesson 16, the math and academic vocabulary for the lesson is given on the Overview. At the end of Session 1, students are given the math vocabulary phrase, slope-intercept form, and are instructed to write the following four things about it: "What Is It? What Do I Know About It? Examples, and Non-Examples." The important words are also in bold print within the materials. Unit 4, Lesson 18, Vocabulary identifies new Math Vocabulary as qualitative description and review vocabulary as nonlinear function. Academic vocabulary is constant, interval, and varying. Vocabulary development is for the term nonlinear function. Students identify what it is, what they know about it, and give examples. Students then identify three given examples as linear or nonlinear. A real-world connection is made through ornithologists and how they may use or make graphs to illustrate a qualitative description. Students then identify parts of a nonlinear graph and what they may relate to in a given

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			situation. Session 2 then develops using graphs to describe functions qualitatively.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. In the teacher resources, there is a document, Standards for Mathematical Practice in Every Lesson, that explains how the practices are found throughout the course. The overview for every lesson has a section for the Standards for Mathematical Practice for the lesson. In the Student Worktext, the Learning Target also highlights the MPs that are included in the lesson. The Implementing the Standards for Mathematical Practices portion of the Teacher's Guide explains how to use the Try-Discuss-Connect Routine in order to address the Mathematical Practices during every lesson. Fluency and Skills Practice focus on MP.7. Deepen Understanding activities in every Strategy Lesson give more in-depth practice of a specified practice standard. In Unit 1, Lesson 4, Session 2, Discuss It following Problem 3 allows students to make use of structure (MP.7). Students must discuss how they decided which two figures are similar. The teacher notes under Support Partner Discussion has these questions to get students started, "How is each figure like figure A?, How can you use angle measures to compare figures?, and How do you decide

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			if a figure is NOT a dilation of figure A?" Unit 1, Lesson 5 addresses MP.3, MP.7, and MP.8. The Reflect questions in each session reinforce the Mathematical Practices. Session 3, Problem 5 states, "Think about all the models and strategies you have discussed today. Describe how one of them helped you better understand how to solve the Try It problem. This reinforces MP.7." Unit 3, Lesson 11, Session 2, Deepen Understanding identifies MP.8 as the focus Mathematical Practice. Students use repeated reasoning to analyze equations with no solution. Students look at a given equation in Model It. A volunteer is to explain what each side of the equation means. The teacher asks students to identify what the variable represents. Teachers ask whether any positive number could possibly be substituted into both sides to make the equation true. The teacher is to listen for students identifying that the right side will always be 2 more than the left. Students then identify other situations where this will be true.
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	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.	**Yes**	Materials provide extensive work with grade-level problems focused on the Grade 8 LSSM. Each lesson consists of 3-5 sessions that also offer additional practice. The materials provide students the opportunity to work with problems in

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grades/courses by staying consistent with the progressions in the Standards. ☒ Yes ☐ No			a variety of formats to help integrate and extend concepts and skills. Learning objectives are listed in the Lesson Overview and align with the Grade 8. LSSM. Each Explore Session includes Try-Discuss-Connect, Hands-on Activities and Visual Models, Exit Ticket and Prepare For pages that reinforce essential vocabulary. Each Develop Session contains Try-Discuss-Connect, Hands-on Activities and Visual Models, Exit Ticket, Additional Practice and Fluency & Skills Practice. The Refine Session is devoted to deepening understanding and practice of on-grade-level skills in Apply It. Digital Learning Games are provided to enrich conceptual understanding which adapt to students' individual progress. In the Teacher Toolbox, Reteach, Reinforce and Extend are provided to differentiate for individual student needs. Math In Action activities combine several standards in multi-step problems and exemplary responses in which critical thinking is used to solve tasks. Literacy Connection Reading Passages & Problems provide cross-curricular opportunities. Unit Games are included in the Teacher Toolbox that allow for students to work collaboratively and use critical thinking in the application of skills, strategies and procedures that were taught in the Unit. Finally, units culminate with a Unit Review and Performance Task which provide multi-step contextual problems

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			that provide robust practice on standards addressed throughout the Unit. Unit 3, Lesson 8 has 4 sessions. The lesson focuses on LSSM 8.EE.B.5 and 8.EE.B.6. Session 1 focuses on finding slope/rate of change. The Exit Ticket asks "How can you find the slope of the line on a graph?" Session 2, Model It uses similar triangles to find the slope of the line; thus showing that the slope is the same between any two points on the line. Session 4 provides problems for students to Refine concepts learned in Sessions 1 through 3. For example, Problem 1 gives a graph of a real-world scenario and students answer the question, "How can you show that the slope is constant?" Unit 6, Lesson 24 focuses on LSSM 8.NS.A.1 and has 3 sessions. Session 1 ends with this Reflect question: "Explain why you can think of every rational number as a number whose decimal expansion repeats eventually." The teacher guide gives a Common Misconception for the teacher. Session 2 continues developing the idea that every number has a decimal expansion and how to write a repeating decimal as a fraction. Session 3 reinforces Sessions 1 and 2 as students complete nine Apply it problems. Unit 5, Lesson 22 includes 5 Sessions and addresses LSSM 8.EE.A.4. In Session 1, students explore scientific notation. In Session 2, students write numbers in scientific notation, and then add and subtract with scientific

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			notation in Session 3, and multiply and divide with scientific notation in Session 4. In Session 5, students refine what they have learned as they complete eleven Apply It problems. Throughout the lesson, students complete several Model It, Connect It and Apply It problems. In addition, students complete accompanied Fluency and Skills Practice sheets as evidenced in Session 2, Writing Numbers in Scientific Notation, Session 3, Adding and Subtracting with Scientific Notation, and Session 4, Multiplying and Dividing with Scientific Notation.
	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.	**Yes**	Materials relate grade-level concepts explicitly to prior knowledge from earlier grades and courses. The materials include resources in the Teacher's Guide that explain the prior learning that should have taken place during the previous grade levels. At the beginning of each unit, a chart is provided that shows which lessons the unit is building on from the previous year and which lessons the unit is preparing students for in the next year. The Learning Progression at the beginning of each lesson, provides context of previously learned mathematics. Explore sessions have an explicitly identified connection to the previous learning. Explore and Develop sessions have a Start Question that specifically states: Connect to Prior Knowledge section. The Try-Discuss-Connect Routine is designed to sequence learning in a way that builds on

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			previous learning. In Unit 2, Lesson 4, Overview, the Learning Progression states, “In Grade 7, students used proportional reasoning to identify relationships and solve problems. They used scale factors to describe these relationships. Earlier in Grade 8, students explored congruence using rigid transformations. In this lesson, students learn how to use dilations to enlarge or reduce figures. They use properties of similar figures to discover that two figures are similar if there is a sequence of transformations that map one onto the other.” The Teacher’s Guide provides a learning progression chart that identifies which lessons students are building upon within the unit. The chart provides the grade level, lesson number, lesson title, and standards of lessons. For example, in Unit 1, Lesson 2, Work with Single Rigid Transformation in the Coordinate Plane (LSSM 8.G.A.3), students build upon Grade 6, Lesson 28, Solve Problems in the Coordinate Plane (LSSM 6.NS.C.8, 6.G.A.3), Grade 7, Lesson 29, Draw Plane Figures with Given Conditions (LSSM 7.G.A.2), and Grade 8, Lesson 1, Understand Rigid Transformations and Their Properties, (LSSM 8.G.A.1a,b,c). In Unit 7, Lesson 30, three prerequisite videos (Linear Functions - Level H, Linear Equations and Slope - Level H, and Scatter Plots - Level H) are provided that help to prepare students for the content of the

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			lesson, Write and Analyze an Equation for Fitting a Linear Model to Data. Sessions within lessons are appropriately scaffolded throughout the materials, as well. For example, Unit 6, Lesson 23, Find Square Roots and Cube Roots to Solve Problems, begins with Session 1, Square Roots, then is followed by Session 2, Finding a Square Root to Solve Problems, then Session 3, Finding a Cube Root to Solve Problems, and ends with Session 4, Finding Square Roots and Cube Roots to Solve Problems.
	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.	**Yes**	In the materials, students are asked to produce answers in a variety of ways. Develop sessions in each lesson include Picture It, Model It, Analyze It, and Solve It sections when appropriate to the standards. Math discourse questions are provided in multiple areas to provide opportunities for whole class conversations, as well as, the opportunity to articulate their thinking verbally. Math in Action Lessons provide project-based scenarios to allow for hands-on products as mathematical solutions to multi-step real-world and mathematical problems. No specific tool, strategy, model or representation are required for finding solutions. Rather, students are frequently asked to show, justify or prove their thinking after being provided multiple choices of how to do so. In Unit 2, Lesson 5, Session 1, students are introduced to dilations in the coordinate plane. In the

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			Try It section, students can use any materials such as tracing paper, graph paper, and/or transparency sheets. The solution given in the teacher material has two options, one with work shown and no diagram/graph, and another that is a solution with a graph. Students can use a graph to model their thinking and/or other materials given. During Try It in Unit 4, Lesson 16, Session 2, Develop Interpreting a Linear Function, students use a graph to determine at what height someone begins a descent and at what rate. In Model It, students use a linear equation to solve a problem. In Analyze It, students break apart the linear equation to determine the rate of change and initial value. In Apply It, students look at a new graph and write a linear equation to represent the function. Students then identify the rate of change and initial value with an explanation of what each represents in the equation. (LSSM 8.F.B.4) In Unit 7, Lesson 29, Session 2, Problem 7, students are reminded that points do not have to fall exactly on a line or curve for a scatter plot to show an association between the variables and answer the question, “Does the scatter plot show a linear association, a nonlinear association, or no association between the variables? Explain.” Students then describe relationships between variables on a scatter plot in Problem 9 which states, “The scatter plot shows the gold medal

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			times for the men's Olympic 100-meter dash for several years. Is there a linear association, a nonlinear association, or no association between the year and the winning time? Describe any relationship you see between the variables." (LSSM 8.SP.A.).
	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.	**Yes**	Materials include support for English Language Learners and other special populations. Language Routines are provided in appropriate places during lessons. In the Teacher Toolbox under "Classroom Resources," a Family Letter explains each lesson is provided in Spanish, Tagalog, Russian, Arabic, and Mandarin. Every Unit has a chart titled Language Expectations for English Language Learners at differing levels. Before each lesson, a chart labeled "Differentiation for English Language Learners" provides support and scaffolding. Language Objectives are given along with Content Objectives for each lesson. Cognate Support is provided with the Academic Vocabulary Routine with the Spanish cognate of each vocabulary word being given. Connect to Family and Community along with Connect to Culture are available for each lesson. These activities help to leverage the diverse backgrounds of students. Resources are available in Spanish with a Multilingual Glossary and Bilingual Glossary. In Unit 2, Lesson 7, guidance suggests that teachers "use the

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			Differentiation chart to scaffold the language in each session" and to "use the Academic Language routine for academic terms before Session 1." Guidance includes: "Levels 1-3: Reading/Speaking Help students interpret and discuss Connect It problem 3. Read the problem aloud as students follow along… Encourage them to use math terms, such as measure and result as they work to verify the conjecture." For Levels 2-4: Reading/Speaking, guidance includes, "Prepare students to discuss and solve Connect It problem 3. Read the problem with the students. Ask students to turn to a partner to state the measures of the angles in problem 2c and in Try It. Have them discuss the methods they used in solving each of those problems and predict whether the sum of the angle measure for any triangle is 180°." For Levels 3-5: Reading/Speaking, guidance states, "Support students to discuss and solve Connect It problem 3. Have students read the problem with a partner. Have them share their answers for problem 2c and for the Try It problem. Have them each draw another triangle to test their answer and share with their partner the method they used. Encourage one partner to draw an obtuse triangle and the other to draw an acute angle." In Unit 6, Lesson 23, Session 1, there is a Support Vocabulary Development section. Students take the word "product" and

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			have to write four things: "In My Own Words, My Illustrations, Examples, Non-Examples." There are also notes to the teacher on how to best support the activity and problem. In Session 4, a Monitor and Guide section is provided for teachers to determine who would benefit from additional support. They are guided to use the Error Analysis chart that provides possible errors and guidance to support student understanding. Additionally, teachers are guided to identify groupings for differentiation based on the Start and Problems 1-3. A recommended sequence of activities for each group is suggested for students approaching proficiency, meeting proficiency, and extending beyond proficiency.
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.	**Yes**	Multiple assessment opportunities are embedded into content materials that measure student mastery of standards reflecting the balance of the standards as presented in materials. Lessons include During the Lesson Assessments which help guide and inform instruction. End of Lesson Assessments are provided to check understanding at the end of the lessons. End of Lesson Checklists and Self Reflections allow for students to develop self-inventory skills. Performance Tasks give additional opportunities to practice with multi-step problems. Unit Level Assessments include Self Checks at the beginning of the unit to evaluate key

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			understandings needed prior to the Unit and and include End of Unit Assessments to check mastery at the end of each unit. Assessment Practices are grade-level standards-based, are cumulative in nature, and are formatted similar to state assessments. Digital Comprehensive Checks are an alternate option to Lesson Quizzes and Unit Assessment with various types of assessment questions. For example, Unit 1, Lesson 3, Quiz addresses LSSM 8.G.A.2 and 8.G.A.3. Each problem includes a diagram. Multiple choice, multiple select, short answer, true/false and modeling are required during this assessment. Problem 2 requires students to choose all the correct sequences of transformations that will prove the two triangles are congruent. Unit 6, Lesson 27 assesses LSSM 8.G.B.7 and 8.G.B.8. In Problem 2, students have to find the distance between two points and are instructed to explain their reasoning. Unit 6 Assessment addresses LSSM 8.EE.A.2, 8.NS.A.1, 8.NS.A.2, 8.G.B.6, 8.G.B.7, 8.G.B.8 and 8.G.C.9. Problem 3 asks students to find the approximate sum of the square roots of 3 and 4 to the nearest tenth and show their work. Problem 7 gives students 6 different examples of irrational and rational numbers. Unit 7, Form A, Question 10 assesses LSSM 8.SP.A.3 and states, “A record keeper records the distance from the scorer to the goal, in feet, and how long, in

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			minutes, into the game they scored. The scatter plot shows the data and a good line of fit. Write an equation for the line of fit. Show your work."
	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.	**Yes**	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 contexts. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade-appropriate way. During the Lesson Assessments include discourse questions, critical-thinking questions, activities, exit tickets and practice problems. Practice includes additional practice, refine sessions, interactive practice with technology enhanced items, fluency and skill practice, adaptive learning games, unit games, and math center games. Common misconceptions are provided with exit tickets. End of Lesson Assessments include lesson quizzes and Math in Action. Lesson Quizzes provide an opportunity to check for mastery of the standard in different question formats. They are provided in an editable format in the Teacher Toolbox to customize as needed. Math in Action Lessons combine standards from the Unit in a problem-based activity that integrates cultural and

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			STEM related topics. Unit Assessments are provided in the middle and end of Units. These come in an editable version and assess students' understanding of the Unit standards. Digital Assessments provide alternate formats for Lesson Quizzes and Unit Assessments. In Unit 5 Assessment, Problem 2 assesses the both conceptual understanding and procedural skill and fluency components of 8.EE.A.1 as students use the properties of exponents to determine which of the given expressions are equivalent to 42^{-5}. In Unit , Lesson 32 Quiz, Problem 4 assesses all three components of rigor as students engage in a real world application problem. The problem states, “A random sample of adults is asked whether they have a gym membership. The table shows the responses. A gym holds a campaign to encourage people to buy a membership. What age group should they target? Explain your reasoning. Students interpret the chart and then determine the percentage of adults younger than forty and adults forty or older. They identify the group to target and explain their reasoning. In Unit 3, Lesson 11, Session 1, Explore, students use algebra tiles and grid paper to solve equations in Try It. Students continue to use algebra tiles during the Hands-On Activity in order to solve an equation in which the variable is eliminated. Students solve equations in Problem 2. Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reflect on why Problem 2b had an answer of infinitely many solutions in Problem 3. The Exit Ticket provides an opportunity for students to demonstrate an understanding of "solving a multi-step one-variable equation, interpreting the false statement to mean that no value of x makes the equation true, and interpreting the solution in terms of the context." (LSSM 8.EE.C.7) In the Unit 3 Assessment, Problem 4, students write the equation of the line and tell what the slope and y-intercept mean in context. In addition, students are instructed to show their work (LSSM 8.EE.B.6).
	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.	**Yes**	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. Suggestions and resources are often provided along with guiding questions throughout the Teacher Guide. On the last two pages of the Lesson in the Teacher's Guide, as well as in the Assess column for each lesson in the Teacher Toolbox, are notes about the standards assessed. Sample rubrics are provided with Unit Assessments and comparable Comprehensive Checks. Exit tickets provided at the end of each session give common misconceptions or error analysis to interpret common mistakes students make with immediate

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			suggestions of how to correct this thinking. Math in Action Lessons have sample solutions and scoring rubric for multiple parts of the lessons. Rubrics for short- and extended- response items are provided for Lesson Quizzes. Error Alerts are provided for some of the problems in the Cumulative Practice. For example, Unit 1 Assessment, Form A, Problem 3 is a two-part question. Part A is a short answer response and Part B is five true/false statements. The Teacher's Guide assigns Part A 4 points, notes that it is aligned to LSSM 8.G.A.3, and provides a sample strategy that students may use to solve the problem. Part B is worth 2 points and is also aligned to LSSM 8.G.A.3. For each of the 5 statements, there is an explanation to why each statement is true or false. Unit 2 Assessment, Problem 9 asks, "Which angles are supplementary to angle 5? Explain your reasoning." The question is worth 2 points. Guidance states "Accept all reasonable explanations proving ∠2, ∠3, ∠6, and ∠7 are supplementary to ∠5. A possible explanation is also provided for teachers. Another example is in the Lesson Quiz for Unit 3, Lesson 12. Problem 1 is multiple choice. The teacher's guide notes that it is aligned to LSSM 8.EE.C.8a and assigns it 1 point. In addition, it gives the correct response and an explanation to why that is the correct response, as well as, why the other three choices are not correct.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Unit 4, Lesson 18 Quiz includes a scoring rubric for three responses. The first is for a choice matrix and includes a 0-2 point scale with 0 being no correct answers and 2 for all correct answers. The second rubric is for the short response problem. A 0-2 point scale is given with the information required for each one. Finally, a graphing coordinate grid scoring rubric is provided. Two points require a response that has a "sketch of four time intervals correctly representing each qualitative description". One point is given for a response that has a "sketch of four time intervals, but contains one time interval that incorrectly represents a qualitative description."
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.	**Yes**	Materials provide comprehensive assessments (interims/benchmarks) that measure student learning up to the point of administration. Diagnostic, Standards Mastery, and Growth Monitoring Assessments are options to assess student mastery of standards. Standards Mastery assessments can be used to regularly monitor student progress of specific standards. Assessment Practice can be given throughout the year, as well as at the end of the year as a comprehensive tool to determine progress. The online iReady platform provides a diagnostic test that can be given at the beginning of the year to assess students' current mastery of grade level standards. Assessments can be

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			scheduled to monitor progress throughout the school year to ensure students are on track for mastery by the end of the school year. Assessment Practice is included in the Teacher Toolbox and these include a variety of formats aligned to National Test, PARCC, and SBAC and include a Teacher's Guide. Each format includes multiple assessments that include questions aligned to Grade 8 standards. National Test Assessments can be administered throughout the year to benchmark student progress.
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.	**Yes**	The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Pacing Guidance for the year is provided in the Teacher Toolbox and the Teacher's Guide. The total suggested days for each Lesson is provided, as well as, days for assessments. Each session of the Lesson is predicted to take one class period. Within the Lesson Overview, a Pacing Guide is provided with Sessions broken into parts with times given for each part. Suggested pacing allows for a total of 147 instructional days and an additional 7 days for End of Unit Assessments or Digital Comprehension Checks. Unit 3, Lesson 14 has 4 sessions with 35-50 minutes allotted for Session 1, and 45-60 minutes allotted for Sessions 2-4. Each session has the breakdown of how many

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			minutes each activity within the session should take. Session 4 suggests Start (5 min), Monitor & Guide (15-20 min), Group & Differentiate (20-30 min), and Close: Exit Ticket (5 min). The Pacing Guidance for the Year for Unit 5 includes 20 total days for the unit: Lesson 19, 20, and 21 taking 4 days each and Lesson 22 taking 5 days. Math in Action is allotted 2 days. An additional day is given for the Unit 5, Unit Assessment or Digital Comprehension Check. Along with this guide, teachers are given options to reteach and reinforce as needed.
	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.	**Yes**	The materials are easy to use and well organized for students and teachers. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes. Each unit begins with a Unit Overview. This overview includes Pacing, Objectives and Standards, Lesson Vocabulary, and Lesson-level differentiation options. Lessons follow an intentional sequence that flows through Explore, Develop and Refine. This consistent lesson set-up with the Try-Discuss-Connect Routine gives a clear instructional path for each day. The Lesson Overviews provide teachers with the Math Focus for the lesson, Lesson Objectives, Prior Knowledge, New Vocabulary, and the Learning Progression for the standards being taught. Prepare, Reteach, Reinforce, and Extend

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			differentiation materials are clearly labeled to provide support for students at varying degrees of mastery. The Teacher's Guide contains support in the form of Connect to Prior Knowledge, Develop Academic Language, Support Partner Discussion, Common Misconception, Select and Sequence Student Strategies, Facilitate Whole Group Discussion, Deepen Understanding, Monitor and Confirm and Discourse Support. Each of these gives teachers specific guidance in targeted areas of the lesson. For example, in Unit 5, Lesson 19, Session 1, Discuss It supports student discussion. Teachers are directed to have students work on Try It in which they explore ways of simplifying an expression involving two powers, $(10^2)^3$. Teachers then ask "How did you find the exponent in your answer?" Teachers are guided to listen for understanding that "10 to the third power squared means 10 to the third power is multiplied by itself" and "there are 6 repeated factors of 10." In Unit 4, Lesson 18, Session 2, the student facing materials includes a Discuss It box that clearly tells students what to discuss. The teacher facing materials has the same page, but includes teacher notes around the page. Discuss It is clearly labeled in the teacher materials and gives questions to prompt students who might have a hard time getting started. In addition, there is a common misconception described for the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			teacher to look for when listening to discussions. In Unit 4, Session 1, Math In Action, when facilitating a whole class discussion around the sample solution, questions and sample listen-for responses are provided to teachers. Teachers are directed to ask, "What does it mean to arrange the stunts in a logical sequence?" Teachers are to listen for, "The order has to make sense. For example, the handbrake turn cannot be first. In that stunt, the car must already be moving." Discussion continues as teachers are to ask, "What key words in the stunt notes will help you decide the order of the stunts? Why?" Then listen for, "words like start, full stop, increase, slow down, reverse, forward, and constant that tell how fast and in what direction the car is moving."
	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.	**Yes**	Materials include unit and lesson study tools for teachers. Math Background, which is found at the beginning of each Unit in the Teacher's Guide, gives the flow of the standards and models taught within that Unit. Teaching insight about the models, as well as, insight into prior knowledge and future learning is given. Unit Flow and Progression Videos, available in the Teacher Toolbox, show the progression of the mathematical concepts of each Unit. Professional Learning Articles are provided in the Teacher's Guides at the beginning of every Unit. These help support teachers

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in meeting the needs of students with varying needs. In preparation for Unit 3, the Teacher's Guide provides Professional Learning titled, "Teacher Talk Moves that Engage Students in Discourse and Mathematical Thinking." This article is written by two prominent mathematicians. Individual Think Time, Turn and Talk, and The Four Rs-Repeat, Rephrase, Reword, Record are explained. Teachers are given direction on how to use these practices within their classroom as powerful sense-making tools. Unit 5, Lesson 21, Session 1 has a Common Misconception on what teachers should listen for. It also provides an explanation, "be sure they understand that multiplying by 10^{-3} is equivalent to multiplying by $1/10^3$, or by dividing by 10^3." The explanation continues on for teachers to have a complete understanding of the misconception. Unit 5, Math Background, Integer Exponents, includes information to help teachers unpack the learning progressions and make connections between key concepts that are taught within the unit.
	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.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. Within each unit, the Lesson Progression Chart shows the links between lessons within that grade and specific unit and the grades above and below. Standards for the associated lessons are listed with each lesson, identifying prerequisite skills.

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			Prerequisite lessons are identified in the Prerequisite Column of the Teacher Toolbox for that specific lesson. Lesson Progression Charts show the links between lessons within that grade and the grades above and below. Learning Progression sets the context for the mathematics of the Lesson and provides information on connections to previous and future learning. A Prerequisite Report is provided and is based on Diagnostic Data. It provides links to Unit and Lesson Support. Prerequisite Interactive tutorials are provided in the Teacher Toolbox for each lesson and identify prerequisite skills and concepts. The Unit 4 Lesson Progression for Lesson 15 connects Grade 7, Lesson 4 Represent Proportional Relationships (LSSM 7.RP.A.2a, 7.RP.A.2b, 7.RP.A.2d) to Grade 7, Lesson 18 Write and Solve Multi-Step Equations (LSSM 7.EE.B.4a) to Grade 8, Lesson 9 Derive and Graph Linear Equations fo the Form y=mx+b (LSSM 8.EE.B.6) to the current lesson. The Learning Progression for Lesson 15 explains how in grade 6, "students learned how to use variables to represent unknown quantities in expressions and equations. In grade 7, students extended their work with algebraic expressions and equations as they explored proportional relationships. Earlier in Grade 8, students learned to model linear relationships using tables of values, graphs, equations, and verbal

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			descriptions." During the current lesson, "students explore what it means to say that an input-output rule is a function. They learn to analyze relationships presented as equations, graphs, tables of values, or verbal rules to determine which represent functions. Students learn to classify functions as linear and nonlinear." In Unit 5, Integer Exponents, students apply exponent properties for integer exponents, express numbers using powers of 10, and work with scientific notation in Lessons 19-22 addressing LSSM 8.EE.A.1, 8.EE.A.3, and 8.EE.A.4. Prerequisite lessons are provided that address prerequisite standards such as LSSM 5.NBT.A.2, 6.EE.A.1, 7.NS.A.3, and 7.EE.B.3. The Learning Progression explains how in grade 5, "students multiplied and divided by powers of 10 and explored the patterns of products and quotients," and in Grade 6, "students evaluated expressions involving whole number exponents." This prerequisite knowledge is built upon in the lessons across the unit as students learn and apply the properties of exponents and work with scientific notation.
	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.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Diagnostic Results provide a comprehensive status of students' performance and targeted instructional

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			needs, both overall and by math domains. The Prerequisite Report uses data from the Diagnostic Assessment and identifies students who need prerequisite work in order to access on-grade-level content. This report outlines each student's prerequisite skills needed to address unfinished learning that align to the lessons in the current unit. When the majority of the students require prerequisite work, linked resources are provided to adjust lesson plans and address these skills as whole class instruction if desired. Students are also grouped based on data from the Diagnostic Assessment. Recommendations are provided for each group that include skills that students will need to review in order to access grade-level content, lessons that can be used to address unfinished learning, and small group guidance for each lesson.
	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.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. The Prerequisite Report identifies essential prerequisite skills, potential grouping, and recommended resources that are aligned to the classroom instruction. If a majority of the class needs a prerequisite skill, prerequisite lessons, key concepts and On-The-Spot Teaching Tips within those lessons are provided in the linked Unit and Lesson Support. If small groups need

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			prerequisite skills, small group materials in the Teacher Toolbox include Prerequisite Interactive Tutorials, Prerequisite Lessons, Tools for Instruction, and Math Center Activities to support unfinished learning. Reteach Lessons are provided for each lesson in the Teacher Toolbox under Small Group Differentiation, Reteach. The Yearly Pacing for Prerequisites: Alternate Pacing Guide provides an alternate pacing guide in order to accommodate for the time needed to teach prerequisite skills by providing a range of days for each lesson. For example, Unit 2, Lesson 7 aligns to LSSM 8.G.A.5. The Prepare section of the Teacher Toolbox provides three lessons that align to the prerequisite skills for this standard. The lessons provided are Grade 7, Lesson 29, Draw Plane Figures with Given Conditions (LSSM 7.G.A.2), Grade 8, Lesson 3, Work with Sequences of Transformations and Congruence (LSSM 8.G.A.2, 8.G.A.3), and Grade 8 Lesson 5, Perform and Describe Transformations Involving Dilations (LSSM 8.G.A.3, 8.G.A.4). Additionally, students are placed on their own instructional path based on results from the Diagnostic Assessment through the My Path platform. For a separate purchase, i-Ready Online Personalized Instruction allows teachers to assign specific interactive lessons to students needing prerequisite work in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			order to address unfinished learning based on their results from the built-in Adaptive Diagnostic Assessment. The data is collected on the Prerequisite Report and determines the unfinished learning for each student. The Diagnostic Assessment creates a personalized pathway (My Path) or teachers can choose to assign specific online instructional lessons to individual students. Guidance is provided for small group activities, ideas for addressing prerequisite work during on grade level instruction, and suggestions for i-Ready lessons for individual students that directly align with the current on-grade-level content. If teachers choose to assign students to My Path, they have the option of choosing which domains that they need their students to focus on.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	**Yes**	Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work. The Yearly Pacing for Prerequisites document found in the Prerequisite section of the online dashboard provides an alternate year-long scope and sequence with opportunities to weave prerequisite content into grade-level work and pacing suggestions to keep learning on track. Guidance is provided for various situations including “If most students have likely acquired the prerequisite

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			skills; If small groups of students need in-depth review or additional support; If most of the class needs additional support; and If most of the class needs in-depth review." For each lesson of the Alternate Pacing Guide, there is a suggested number of instructional days. Lessons having multiple days allow time to embed prerequisite lessons. For example, in the Yearly Pacing for Prerequisites, Unit 2 allows for 0 to 2 days at the beginning of the lesson to prepare for Lessons 4-5. The suggested lesson is from Grade 7, Lesson 1. The Unit 6 Lesson Progression for Lesson 24 (8.NS.A.1), identifies Grade 7, Lesson 13 (7.NS.A.2, 7.NS.A.2d, 7.EE.B.3): Express Rational Numbers as Terminating or Repeating Decimals and Grade 7, Lesson 14: Use the Four Operations with Negative Numbers as two lessons that can be used to check prior understanding before beginning the lesson on expressing rational numbers as fractions and decimals. The Prerequisite Report that is based on Diagnostic Data outlines each student's prerequisites needed to access grade-level content for the next unit. Teachers are provided guidance and recommendations on how to address the unfinished learning. The report analyzes the extent of support that students need for the focus skills of the grade-level lesson, including additional review and in-depth support. The report provides recommended resources that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			can be found in the Ready Classroom Math Teacher Toolbox. Specific prerequisite lessons are provided which include lessons from previous grade levels.

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	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 32 instructional lessons and associated Math in Action lessons, 86% of instructional time is spent on major work of the grade. Materials spend minimal time on content outside of the appropriate grade. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade 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.

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

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	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts. Materials are designed so that students attain the fluency and procedural skills required by the Standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials address the practice standards in such a way to enrich the content standards of the grade/course.
II: Additional Alignment Criteria and Indicators of Superior Quality[5]	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Materials provide all students with extensive work with course-level problems. Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards.
	6. Quality of Assessments	**Yes**	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.
	7. Additional Indicators of Quality	**Yes**	Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address

[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
			students' unfinished learning in order to access grade-level work.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies 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 3-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.