DEPARTMENT of EDUCATION
Louisiana Believes

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

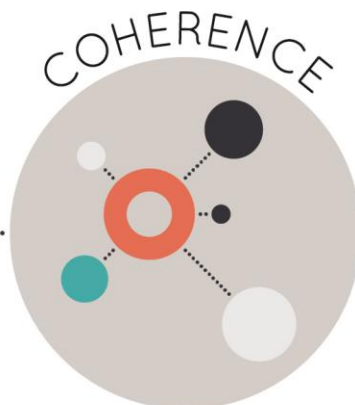**FULL CURRICULUM**
Instructional Materials

Strong mathematics instruction contains the following elements:

FOCUS
Focus strongly where the standards focus.

COHERENCE
Think across grades, and link to major topics within grades.

RIGOR
In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: **Louisiana Algebra I**

Grade/Course: **Algebra I**

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Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 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.

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[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 course. Of the 56 instructional lessons, 93% are spent on major work of the grade. Specifically, 21% of the lessons are spent on major standards, 71% of the lessons are spent on a combination of major standards and supporting/additional standards, and 7% of the lessons are spent on supporting or additional standards. For example, in Semester A, Unit 6, Systems of Inequalities, the lesson is spent on major content standards as students determine if solutions are viable (LSSM A-CED.A.3) and graph the solutions to systems of linear inequalities (LSSM A-REI.D.12). Semester B, Unit 5, Piecewise and Absolute Value Functions contains major content as students interpret key features of functions (LSSM F-IF.B.4), supporting content as students graph piecewise functions (LSSM F-IF.C.7b), and additional content as students identify effects on a graph by replacing values (LSSM F-BF.B.3).

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[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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	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 course level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the course in which they are introduced. Assessments address course-level standards and assessment questions that assess standards above or below grade level are clearly marked as optional. For example, Semester A, Unit 1, Radical Expressions is correlated to LSSM 8.EE.A.2 and LSSM A2: N.RN.A.2 which is beyond the scope of Algebra 1. In the Semester A, Teacher Guide, the lesson is marked as optional in the pacing guidance. The Semester A Syllabus also denotes it as optional and includes a statement, "Because the standards covered by this lesson are beyond the scope of Louisiana Algebra I, these components are optional." Lastly, Semester A, Unit 1 Teacher Guide, Assessment Correlations, questions 15-21 assess Lesson 3: Radical Expressions and are marked as optional. In addition, there is a note at the bottom that states, "The assessment items marked as optional will not be included in the pretest and the posttest if the associated lesson is removed from the course learning path." Leaving this content out will not detract from course level content, nor is it necessary for future lessons in the course. The majority of lessons focus on content from the

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			appropriate course level such as Semester A, Unit 3, Functions which addresses major work of understanding domain and range (LSSM F-IF.A.1) and relating the domain of a function to its graph (LSSM F-IF.B.5). Also, Semester B, Unit 1, Adding and Subtracting Polynomials addresses the major work of performing operations on polynomials (LSSM A-APR.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. Several lessons include major and supporting standards addressed in tandem to support coherence. The major content in these lessons has been introduced prior to the lesson(s) that focus on supporting content. For example, in Semester B, Unit 5, Solving Equations by Graphing: Practice #9, students explain through a drop down menu that a quantity growing exponentially will eventually exceed a quantity growing linearly (supporting LSSM F-LE.A.2) while understanding the meaning of an x-value being a solution (major LSSM A-REI.D.11). In Semester A, Unit 7, Lesson 2, Teacher Guide, Tutorial Slide 24, Build Key Concepts states, "Help learners examine and interpret a two-way frequency table to determine whether two variables are related, and discuss why association does not mean that one variable causes the other." This connects interpreting two-way frequency tables

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			(supporting LSSM S-ID.B.5) to distinguishing between correlation and causation (major LSSM S-ID.C.9).
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the course level where these connections are natural and important. Several lessons include standards from different domains and/or clusters. For example, Semester A, Unit 3, Lesson 3, Teacher Guide, Tutorial Slide 15 states, "Guide learners when writing a function to look at the relationships in the situation and identify the independent variable. In this case, the independent variable x represents the number of T-shirts. Each shirt costs $14.99, so 14.99x represents the cost of x T-shirts" (LSSM F-IF.A.1). Subsequently, Tutorial Slide 17 states, "Use the video at 2:07 to remind learners that the domain of a function is all the values that the independent variable can take. Sometimes there are no limits on the domain, but often the context will restrict the domain, as in this situation" (LSSM F-IF.B.5). This leads to Semester A, Unit 3, Unit Activity, Functions Part B #2 where students determine the domain and range of a function modeling a situation about plant growth (LSSM F-IF.A.1) while taking into account the appropriate choice to represent a domain modeling the numbers of days (LSSM F-IF.B.5),

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			connecting clusters A (Understand the concept of function and use of function notation) and B (Interpret functions that arise in applications in terms of the context) of the Functions: Interpreting Functions (F-IF) domain. Semester B, Unit 2, Graphs of Quadratic Relationships: Tutorial connects the Functions: Interpreting Functions (F-IF) and the Algebra: Arithmetic with Polynomials and Rational Expressions (A-APR) domains, as well as clusters B and C (Analyze functions using different representations) of the Functions: Interpreting Functions (F-IF) domain. Students graph quadratic functions (LSSM F-IF.C.7a) using key features (LSSM F-IF.B.4) and zero(s) of the quadratic (LSSM A-APR.B.3). In the practice, Question 1 asks students to identify "which statements are true about the x-intercepts of quadratic functions." Question 2 has students identify the expression that identifies the "factors of the quadratic function represented by the graph" (LSSM A-APR.B.3). Question 5 asks students "What point is symmetric to (2, 7) on this quadratic graph?" (LSSM F-IF.B.4).
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	**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. Louisiana Student Standards for Mathematics (LSSM) explicitly labeled as conceptual are taught and assessed in a conceptual

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develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No			manner within the materials. The teacher guide features discussion questions to be used during the tutorial portion of the lesson, and some of the practice questions assess conceptual understanding where appropriate. For instance, Semester A, Unit 4, Writing Linear Functions and Equations: Tutorial includes 28 slides where students are given a warm up, a situation involving writing linear functions which will be revisited later in the tutorial, an overview of the different forms of linear equations and practice identifying and writing some of the forms, and then the situation from the beginning of the lesson about comparing two people's ages is revisited and related to the lesson. The tutorial then proceeds to show students a "work-through" example before wrapping up with a video and multi-part lesson activity for students to model and interpret a linear equation of a real world situation attending to the conceptual component of rigor of LSSM F-LE.A.2 and A-CED.A.3. Another example is evidenced in Semester A, Unit 2, Linear Equations: Practice #1. Students "drag and drop" to match the reason that corresponds with each step of solving a linear equation. The teacher guide for the lesson also includes discussion questions that focus on conceptual understanding. One question is, "Why do you think the properties are called properties of equality?" (LSSM A-REI.A.1). Lastly, Semester B, Unit 5, Lesson

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			1, Teacher Guide, Tutorial Slide 5, Discuss and Think gives the teacher two questions that allow for conceptual understanding, "Why is the graph a horizontal line when a=0?" and "How is it possible to have y-values below zero in an absolute value equation?" (LSSM F-BF.B.3).
	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. LSSM explicitly labeled as procedural skill and fluency are taught and assessed in a procedural manner. Each lesson has a section labeled Practice where problems focus on procedural skill. For example, in Semester A, Unit 6, Systems of Inequalities: Practice, students determine which system of linear inequalities is represented by the graph of two half planes (LSSM A.REI.D.12). Also, in Semester B, Unit 3, Solving Quadratic Equations by Completing the Square, there are problems throughout all parts of the lesson that ask students to solve by completing the square, fill out missing parts of an equation by completing the square, or choose the equivalent equation using knowledge of how to complete the square (LSSM A-REI.B.4a). Another example is evidenced in Semester B, Unit 4, Transforming Exponential Functions: Practice. Students answer ten questions that focus on students knowing how the transformation(s) will affect the function in various representations including equations and tables (LSSM F-BF.B.3).

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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. Several lessons provide students the opportunity to apply procedural and conceptual knowledge to real-world contexts. For example, Semester A, Unit 2, Solving Advanced Linear Functions: Tutorial centers around two students playing on a basketball team given this information, "Jared made 7 more two-baskets than three-point baskets" and "Zach scored only two-point baskets, making 3 more two-point baskets than Jared did" (LSSM A.CED.A.1, A.CED.A.3). Throughout the tutorial, students work with the information to write expressions and solve equations. In Semester A, Unit 5, Using Models from Data: Practice #5, students are given a table of data representing average temperature and inches of rain and the equation of the line of best fit. Students must then extrapolate data from the line of best fit (LSSM S.ID.B.6a). In Semester A, Unit 5, Unit Activity: Special Linear Relationships, students "apply linear regression models to solve a rock climbing club's problems." Students are given a table that represents different rock climbing options with the average amount of time it takes to climb up and back down rock formations with the height of the formations. First, students graph the data and draw a line of best fit (LSSM S.ID.B.6a) and then calculate the equation for the

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			line of best fit as well as interpret what the slope and y-intercept represents. Another example is evidenced in Semester B, Unit 1, Modeling with Quadratic Functions: Mastery Test which includes questions such as, "Neil is on a scuba diving expedition. The graph shows Neil's approximate elevation as he jumps off the dive boat. The variable E is his elevation in feet with respect to the water level, and t is the time in seconds. Which equation best models the given graph?" (LSSM S.ID.B.6a, A.CED.A.1). Also, in Semester B, Unit 3, Solving Quadratic Equations by Factoring: Tutorial, Lesson Activity, Question #2, students are given an equation that models the dimensions required for a shipping box and are then asked, "What steps would you take to solve the equation that models the volume of the shipping box for the variable n? Use complete sentences in your answer." (LSSM A.CED.A.1).
	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. The practice sets for several lessons include procedural questions as well as conceptual and application questions. In some lessons, aspects of rigor are treated separately such as in Semester B, Unit 5, Sequences: Practice, Question 6; students must recognize which of four given sequences are geometric based on their understanding of

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			the concepts of common differences versus common ratios, addressing the conceptual understanding component of LSSM F-IF.A.3. In other lessons, aspects of rigor are treated together such as in Semester B, Unit 1, Factoring Polynomials Part 1: Mastery Test #19. Students analyze a problem that is worked out to determine if there is a mistake and find the correct solution if there is a mistake, addressing both the conceptual understanding and procedural components of LSSM A-SSE.A.2. Another example is in Semester B, Unit 2, Modeling with Quadratic Functions: Practice #3 where students use all three types of rigor. Students conceptually understand the table of given values and the curve of best fit, procedurally know how to use the table to determine the horizontal distance for an angle of 35 degrees, and apply both in the context of this real world situation (LSSM S-ID.B.6a).
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	**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 attend to the full meaning of each practice standard. Each practice standard is connected to course-level content and is meaningfully present throughout the materials. At the beginning of each lesson in the teacher guide, there are statements connecting the objectives to the practice standards that will be utilized. Throughout the notes on the tutorial slides, there is guidance as to how students should be using the practice standards in relation to the task

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the content standards instead of detracting from them. ☒ Yes　　　☐ No			at hand. For example, in Semester A, Unit 6, Systems of Linear Equations, students model mathematics by writing systems of equations to model real world situations (LSSM A.CED.A.2, MP.4). Another example is in Semester A, Unit 5, Representing Data: Practice, Question 5 where students determine which of Carson's scatter plots has a correct line of best fit (LSSM S.ID.C.6a, S.ID.C.6c, MP.3, MP.4). In Semester B, Unit 3, Lesson 2, students solve quadratic equations by factoring them and rewriting them in factored form before solving for zeros of the function (LSSM A.CED.A.1, F.IF.C.8a, MP.1, MP.7, MP.8). Also, in Semester B, Unit 5, Lesson 3, students recognize the structure of sequences by relating them to their explicit formulas (LSSM F-IF.A.3, MP.7).
	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 course-level mathematics that is detailed in the content standards. Students conduct error analyses, critique the work of others, and express their reasoning through viable arguments and justifications throughout tutorials, unit activities, and lesson activities where appropriate. For example, in Semester A, Unit 1, Course Activity, Task 2, Part B, students are asked, "Based on what we established about the classification of *y* and using the closure of integers, what does the equation tell you about the type

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			of number y must be for the product to be rational? What conclusion can you now make about the result of multiplying a rational and an irrational number?" (N-RN.B.3). In Semester A, Unit 2, Solving Advanced Linear Equations: Tutorial, Slide 12, Part C states, "A student reasoned that their answer for part B cannot be correct because the two values do not add up to 101. Use complete sentences to explain the flaw in the student's reasoning." (LSSM A.REI.A.1, A.REI.A.3, MP.3). Also, in Semester B, Unit 2, Modeling with Quadratic Functions: Tutorial, Lesson Activity, Part C, students are asked, "Examine the fit of your equations in parts A and B to the given data. Which equation is a better fit? Why?" (LSSM S-ID.B.6a, MP.3).
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	Yes	Materials explicitly attend to the specialized language of mathematics. The teacher guide lists a table of vocabulary for each lesson with three categories: focus in teacher-led instruction, developed in tutorial, and foundational. Then, throughout the lesson, there are notes about how certain vocabulary words should be developed. For example, Semester A, Unit 1, Teacher Guide, Lesson 2, Tutorial Slide 10, Develop Vocabulary suggests that teachers should "guide learners in creating a Frayer Model for the word solution" and provides an example of what the Frayer Model should look like when finished. In Semester A, Unit 4,

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			Teacher Guide, Lesson 1, Tutorial Slide 13, Develop Vocabulary says, "Explain that the y-intercept of a graph is the point at which the line crosses the y-axis. Make the connection that this point corresponds to the value of y when x is 0. Use an example equation such as $y = 3/4\ x + 3$ to show that substituting 0 for x yields the y-intercept." The specialized language of mathematics is utilized throughout the materials and is included in the Review and Master section in the Teacher Guide for each lesson. For example, Semester A, Unit 5, Teacher Guide, Lesson 4, Day 2, Discussion, Build Key Concepts, states, "If we know that a data set has a correlation coefficient of -0.98, what does this mean in terms of the graph and how the variables are related to each other? Sample response: Because it is negative, the line of best fit will have a negative slope, meaning as the x-values increase, the y-values decrease. It also indicates that the correlation is strong."
	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. The teacher guide for each unit lists at the beginning of every lesson which mathematical practices are utilized along with the outcome of the lesson utilizing the mathematical practice. In addition, throughout the teacher guide there is guidance about where and how the practice standards are used. For example,

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			in Semester B, Unit 5, Teacher Guide, Lesson 1, practices standards that are utilized in the lesson are listed and explained and include MP.1, MP.3, MP.7, and MP.8. For MP.3, guidance states that "Learners construct an argument and justify their work by using different forms of absolute value functions." Further guidance is provided within lessons as evidenced on Tutorial Slide 5, Build Key Concepts which states "Guide learners to describe in their own words how each variable in the absolute value function affects the graph when changed individually. MP.HS.7 Learners analyze the structure of the function to determine which parts affect the absolute value graph." Also, in Semester A, Unit 6, Teacher Guide, Lesson 3, Tutorial Slide 20, Activate Prior Knowledge, states to use MP.6 when, "Learners attend to precision by determining the number of solutions to systems of linear equations."
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.	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.	**Yes**	Materials provide all students extensive work with course-level problems. Students have the opportunity to learn new math and apply their new learning with extensive grade level problems. Each lesson has a tutorial with guided problems for students to work through, a practice section with at least 10 problems, and a mastery test with 20 problems. Several units provide a unit activity in which

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☒ Yes ☐ No			students apply skills learned in the unit. For example, in Semester B, Unit 1, Multiplying Polynomials: Mastery Test features 20 problems including a drop down menu, multiple choice, select all that apply, and check box tables (LSSM A-APR.A.1). Also, in Semester A, Unit 4, Unit Activity: Linear Relationships students write expressions and equations which represent a scenario about Bruce and Felicia retiling their respective kitchens and the number of tiles each will need as well as a comparison of the two (LSSM A.SSE.A.1a, A.CED.A.2, F.IF.B.6, F.IF.C.7a, F.IF.C.9). In Semester B, Unit 2, Unit Activity, students create quadratic equations and use them to solve real-world problems such as "Noah manages a buffet at a local restaurant. He charges $10 for the buffet. On average, 16 customers choose the buffet as their meal every hour. After surveying several customers, Noah has determined that for every $1 increase in the cost of the buffet, the average number of customers who select the buffet will decrease by 2 per hour. The restaurant owner wants the buffet to maintain a minimum revenue of $130 per hour. Noah wants to model this situation with an inequality and use the model to help him make the best pricing decisions. To calculate the hourly revenue from the buffet after x $1 increases, multiply the price paid by each customer and the average number of customers per

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			hour. Create an inequality in standard form that represents the restaurant owner's desired revenue." (LSSM A.SSE.B.3a, A.CED.A.1, F.IF.B.4, F.IF.C.8a, F.BF.B.3).
	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 course-level concepts explicitly to prior knowledge from earlier grades and courses and are designed so that prior knowledge is extended to accommodate new knowledge. Lessons are appropriately structured and scaffolded to support student mastery. Each unit has a prerequisite skills table at the beginning of the teacher guide that lists prerequisite skills needed to be successful in the lesson and either the previous Algebra I lesson or the Accelerate to Louisiana Algebra I lesson that can be utilized to support learning the prerequisite skill. Also, throughout the teacher guide there are notes on the tutorial slides to "Activate Prior Knowledge." There are also notes in the sidebar of the teacher guide giving guidance to scaffold discussion or learning. For example in Semester A, Unit 4, Teacher Guide, Lesson 1, Tutorial Slide 18, Activate Prior Knowledge states, "Remind learners to use properties of equality to move terms from one side of an equation to the other. For example, use the subtraction property of equality to isolate 4y, followed by the division property of equality to isolate y." (LSSM A.CED.A.2). Also, Semester B, Unit 1,

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			Teacher Guide, Lesson 1, Practice Recap, Item 6, Activate Prior Knowledge states "use numerical examples to review addition, subtraction, multiplication, and division of fractions with like and unlike denominators" (LSSM A.SSE.B.3c).
	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. Materials provide opportunity for students to produce answers and solutions as well as provide arguments, justifications, explanations, and models for appropriate situations. For example, Semester A, Unit 3, Functions: Tutorial, Slide 22, Question 2 states, "The graph shows the relation $y=x^2$. Which of the following claims about this relation are true? Use complete sentences to explain your reasoning" (LSSM F.IF.A.1). Also, in Semester B, Unit 3, Quadratic Formula: Mastery Test, Question 1, students must complete a table with drop down menus selecting the number of solutions each quadratic equation has (LSSM A.REI.B.4b). Another example is evidenced in Semester B, Unit 4, Comparing Exponential Functions: Mastery Test, Question 15. Students compare two functions, one represented by a graph and the other by an equation and select all the statements that are true (LSSM F.IF.C.9). Lastly, in Semester B, Unit 5, Solving Equations by Graphing: Tutorial Warm-Up, students graph a system of linear equations and identify the solutions to the linear system (LSSM A-REI.D.11).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.	**Yes**	Materials include support for English Language Learners and other special populations. Teacher guides for each unit provide specific notes for teachers to support ELL students and provide notes on ways to correct common misunderstandings which can support all students. For example, in Semester A, Unit 6, Teacher Guide, Lesson 2, Practice Recap Item 8, Support ELs states "have all learners create drawings to illustrate the meaning of the word isolate (or isolated). Then have them share their drawings with each other." Also, in Semester B, Unit 1, Teacher Guide, Lesson 2, Tutorial Slide 11, states, "lead a discussion about the different meanings of degree, including temperature measure, angle measure, college degree, and the extent to which something happens. Discuss common applications of this last meaning, then draw a connection between this use and the mathematical use of the exponent with the highest value." In Semester B, Unit 4, Teacher Guide, Lesson 2, Tutorial Slide 14, Correct Common Misunderstandings states, "Learners may have difficulty discerning from the graph that g remains 3 units below f because the lines appear to move closer together. Guide learners to compare only points with the same value of x to help demonstrate that the points remain 3 units apart" (LSSM F.BF.B.3). Lastly, in Semester B, Unit 5, Teacher Guide, Lesson

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			1, Tutorial Slide 15, support for ELs states, "To help language learners relate to the term continuous, refer to the "keep going" meaning of continue."
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 that reflect the balance of the standards as presented in materials. Each unit contains a pre-test and posttest along with each lesson containing a 20 question mastery test. There is also an end-of-semester test for each semester's materials, and several units have a unit activity at the end of the unit. For example, Semester A, Unit 6, Writing and Solving Systems Using Substitutions: Mastery Test includes test items such as, "Nora and Lila are reading the same novel for book club. Nora is on page 128 and plans to read 8 pages per day until the next club meeting. Lila is on page 100 and plans to read 12 pages per day until the next club meeting. After how many days of reading will Nora and Lila be on the same page of the book? What page will they be on?" (LSSM A.CED.A.3, A.REI.C.6). In addition, in Semester B, Unit 2 Post Test, Question 8 students determine which statement is true given a graph and the following situation, "Marcel is performing the first test on his company's new electric car. During the test, the electric car reaches a maximum speed of 81 mph. The performance test results of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the electric car can be modeled by the following graph, where *x* represents time, in seconds at the start of the test, and *y* represents the speed, in miles per hour" (LSSM A-APR.B.3).
	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 context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a course-appropriate way. For example, in Semester A, Unit 2, Assessment Task 2, Part A, students model with mathematics in real-world context as they write an expression for the length of a raised garden bed under the constraints of limited lumber that meets the relationship requirements between the length and width of the garden bed. In Parts B and C, students demonstrate procedural skill and fluency by writing and solving an inequality to find the maximum width of the raised garden bed, then graph their solution on a number line. Students then demonstrate conceptual understanding in Part D as they identify the real-world parameters of their solution and explain their reasoning. In Semester B, Unit 3, Assessment Task 1, Item 2, Parts A and B, students demonstrate procedural skill and fluency by solving quadratic equations

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			using the most direct method. In Part C, students describe and justify the methods they chose in Parts A and B. In Task 2, Question 1, students write a quadratic equation to model the total area of a park. In Item 2, students solve their equation from Question 1, then explain their reasoning for both the process they use to arrive at an answer and determining which is the viable solution.
	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. Each Unit Assessment provides teachers with sample exemplar responses and explanations for each step in completing the problems. The materials also include suggested point values for each question within the tasks, as well as partial credit breakdowns for items with multiple expectations for completion. For example, in Semester B, Unit 3 Assessment, Task 2, Part A, Item 3, students write a quadratic equation that models the combined area of two plots of land. The scoring guide suggests this item is worth 5 points (out of 100 total). Then, for Item 4, students use the most direct method to determine viable solutions to their equations from Item 3. The scoring guide suggests this item is worth 10 points (out of 100 total). Additionally, scoring

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			guidance recommends that Semester A, Unit 6 Assessment, Task 1, Part D, is worth 15 points (out of 100 total), along with partial credit suggestions. In this item, students solve a system of linear equations using the most efficient method (earning 5 points for correct solution), show their work (5 points), and interpret their solution in context of the situation (5 points).
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.	**Yes**	Materials provide two comprehensive assessments (end of semester tests) that measure student learning up to the point of administration. Both Semesters A and B end with an End of Semester Test, and each exam is comprehensive and assesses student mastery of standards addressed in the curriculum throughout the semester. For example, End of Semester Test: Louisiana Algebra IA is cumulative and consists of 47 questions. The materials suggest administering the test upon completion of Semester A, Unit 7. End of Semester Test: Louisiana Algebra IB is also cumulative and consists of 42 questions, and guidance suggests administering the test upon completion of Semester B, Unit 5. Both End of Semester Tests include multiple-choice, constructed response, matching, fill-in-the-blank, and graphing assessment items.
7. ADDITIONAL INDICATORS OF QUALITY:	**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	**Yes**	The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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	guidance about the amount of time a task might reasonably take.		divided into Semester A and B with each semester being paced for ninety 50-minute class periods. Teacher guides for each unit provide pacing guides for teachers as well as instructions on which lessons take more than one day to complete. Suggested times for activities, lessons, and assessments are reasonable. Pacing Guides are found in the Semester Teacher Guides. Specifically, Semester A, Unit 3: Functions should take days 26-37 to cover. Also, within the unit teacher guides, specific guidelines are given as to what should be covered on each day of the course and how long each piece of the lesson should take. For example, Semester A, Unit 1, Teacher Guide, Lesson 3 includes Lesson Pacing guidance for two days. Day 1, Preview and Learn includes a preview portion that is teacher-led, whole class for 25 synchronous minutes and a Tutorial & Practice portion that is independent work for 25 asynchronous minutes. During day 2, Review and Master includes a review portion that is teacher-led, whole class for 25 synchronous minutes and a mastery test portion that is independent work for 25 asynchronous minutes.
	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,	**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. Materials are clearly designated as teacher

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	questions to help prompt student thinking, and expected student outcomes.		materials or student materials. The planning and lesson guidance provided for teachers help support the instructional process, and the materials provide teacher prompts to promote discussion and thinking. For example, Semester A, Unit 5, Teacher Guide, Lesson 2, Day 2: Review and Master, Discussion, Build Key Concepts states, "Help build conceptual understanding and address learners' misunderstandings through class discussion: What two things need to be true in a direct variation relationship? Sample response: It's a linear function that has a y-intercept of 0. Were there any problems in the homework that you struggled with? Sample response: It was hard to determine which table represents direct variation. How do ratios relate to direct variation? Sample response: A direct variation relationship has a constant of proportionality. This constant of proportionality is the ratio between y- and x-values." Guidance is provided in the teacher guide for some of the tutorial slides. For example, in the Semester B, Unit 2, Teacher Guide, Lesson 3, Tutorial Slide 11 directs teachers to prompt discussion by asking "Why does the definition of standard form say a, b, and c represent real numbers with the exception that a doesn't equal zero? Why can't a equal zero? Sample response: If $a = 0$ then the equation is no longer quadratic. It becomes a linear equation, $y = bx + c$." In

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			Semester B, Unit 5, Teacher Guide, Lesson 3, Tutorial Slide 10, Discuss and Think includes the prompt "How can you use the pattern to predict the sign of the 31st term in this sequence?
	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. Each unit has a teacher guide that provides explanations of pertinent vocabulary for the entire unit and required prerequisite skills. For each lesson, detailed notes are provided to correspond with the provided student-facing slides including notes on building key concepts, activating prior knowledge, supporting ELLs, correcting common misunderstandings, and developing vocabulary. Discuss & Think portions are included that provide prompts and sample responses. The teacher guide also notes where practice standards are utilized. For example, in Semester A, Unit 5, Teacher Guide, Lesson 5, Practice Recap Item 2, Correcting Common Misunderstandings states "Learners often forget to reverse the sign when multiplying or dividing by a negative number. Discuss why this is necessary by using the example $-2x < 2$. Use properties of equality to divide both sides by -2. This gives x on the left and -1 on the right. To decide whether to use a less than or a greater than symbol, test for values of x. When $x = 1$, the inequality becomes $-2 < 2$, which is true. Now test for the second. When x is 1, it is greater than -1. Therefore, the inequality sign must be

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reversed." Additionally, Semester A, Unit 6, Teacher Guide, Lesson 2, Tutorial Slide 18, Build Key Concepts states, "Point out to learners that sometimes the numbers for equations are not apparent. In this case, the 2 and the 3 are the numbers of points for the different kinds of baskets."
	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 course. At the beginning of the teacher guide for each unit, prerequisite skills are listed with the lesson they will be needed for along with where to locate a supporting lesson to aid in reteaching the prerequisite skill. Also, throughout the lesson notes, there are portions where teachers are guided to "Activate Prior Knowledge." For example, Semester A, Unit 7, Teacher Guide lists prerequisites for Lesson 1 as, "Find mean and median for a set of data. Find the mean absolute deviation. Compare two sets of data. Interpret box plots and dot plots." and includes supporting lessons "Accelerate to Louisiana Algebra I: Making Predictions Based on Random Samples Accelerate to Louisiana Algebra I: Comparing Data Distributions." In addition, for Semester B, Unit 4, Teacher Guide, Lesson 1, Tutorial Slide 11, Activate Prior Knowledge states, "Activate Prior Knowledge: Remind learners that a rate of change is the difference of y-coordinates divided by the difference of x-coordinates. Relate this concept to the table to help

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			learners identify when the rate is increasing and decreasing."
	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-course-level work. The materials include an Accelerate to Louisiana Algebra I course, which outlines essential learning for success in Algebra I. The Pretest: Essential Learning serves to identify the students' prerequisite deficits prior to accessing the course-level work. Teachers administer the Pretest: Essential Learning, analyze student data to identify weaknesses, and assign Accelerate to Louisiana Algebra I lessons to remediate the prerequisite skills. For example, in Pretest: Essential Learning, Item 24, students determine a missing value of two equivalent ratios (LSSM 7.RP.A.3). The Applications of Ratio and Percent lesson in the Accelerate to Louisiana Algebra I course materials provides students with a tutorial, guided practice, and mastery test for the specific prerequisite standard. After the lesson, students complete the Post Test: Essential Learning to demonstrate mastery of this prerequisite standard before the introduction of course-level work requiring this skill. Similarly, in Semester A, Unit 1, students evaluate expressions. Guidance recommends using the Unit 1 Pretest: The Real Number System to identify students who need additional prerequisite work

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			before beginning Unit 1 content. The Teacher Guide suggests utilizing the Evaluating Expressions lesson in the Accelerate to Louisiana Algebra I to support struggling students.
	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 course, directly connected to specific lessons and units in the curriculum. The Accelerate to Louisiana Algebra I curriculum provides targeted lessons on specific prerequisite skills identified in the teacher guides for each unit of the Algebra I course. At the beginning of the teacher guide for each unit, there is a table that lists which prerequisite skills are needed for certain lessons and where a supporting lesson (from Accelerate to Louisiana Algebra I or a previous lesson in the Algebra I materials) can be found to help students with unfinished learning on this skill. For example, in Semester B, Unit 1, Teacher Guide, a prerequisite skill listed for all lessons is, "Add, subtract, multiply, and divide with rational numbers," where the given support lesson is Accelerate to Louisiana Algebra I: Add, Subtract, Multiply, and Divide Rational Numbers to Solve Real-World Problems. This Accelerate lesson gives students a tutorial and practice problems performing operations with radical numbers (LSSM 7.NS.A.3) to aid them in the Semester B, Unit 1 focus of, "Simplify polynomial expressions through addition, subtraction,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and multiplication" (LSSM A.APR.A.1). In Semester A, Unit 4, Teacher Guide, Lesson 1, the prerequisite skill is, "Find the slope of a line." In its corresponding Accelerate to Louisiana Algebra I: Slope lesson, students answer questions such as, "A school conducts 27 tests in 36 weeks. Assume the school conducts tests at a constant rate. What is the slope of the line that represents the number of tests on the *y*-axis and the time in weeks on the *x*-axis?" (LSSM 8.F.B.4).
	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. For every unit, the Teacher Guide includes a Prerequisite Skills section that lists prerequisite skills necessary for each lesson and identifies the supporting lessons which address those prerequisite skills. The Lesson mastery tests are suggested to be used to identify students who may need prerequisite work. For example, in Semester A, Unit 2 Teacher Guide, Prerequisite Skills section states that students should be able to identify the properties of operations in Lessons 2, 3, and 4 and suggests Accelerate to Louisiana Algebra I: Equivalent Expressions as the supporting lesson for remediation of this skill. . A tutorial, guided practice, and mastery test are also available to address this prerequisite standard. Additionally,

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			the Semester B, Unit 4, Teacher Guide Prerequisite Skills section states that students should be able to identify the domain and range of a function for Lesson 1 and recommends Louisiana Algebra I-Semester A, Unit 3: Functions as the supporting lesson for remediation of this skill.

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 the majority of class time to the major work of the course, and instructional materials, including assessments, spend minimal time on content outside of the appropriate course during core math instruction.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways, and materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a course, in cases where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, designed so that students attain fluency and procedural skills, and designed so that students spend sufficient time

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[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
			working with engaging applications, all where called for in the standards. 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 attend to the full meaning of the practice standards and provide sufficient opportunities for students to construct viable arguments and critique the arguments of others. Materials explicitly attend to the specialized language of mathematics, and there are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[5]	5. Alignment Criteria for Standards for Mathematical Content	Yes	Materials provide all students extensive work with course-level problems and relate course-level concepts explicitly to prior knowledge from earlier grades and courses. There is variety in what students produce and support is given for English Language Learners and special populations.
	6. Quality of Assessments	Yes	Multiple assessment opportunities are embedded into content materials that measure student mastery of standards that reflect the balance of the standards as presented in materials. Assessment items include a combination of tasks that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply

[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
			mathematical reasoning and modeling in real world context. 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. Materials provide two comprehensive assessments (end of semester tests) that measure student learning up to the point of administration.
	7. Additional Indicators of Quality	**Yes**	The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials are easy to use and well organized for students and teachers. Materials include unit and lesson study tools for teachers. Materials identify prerequisite skills and concepts for the major work of the course. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-course-level work. Materials provide targeted, aligned, prerequisite work for the major work of the course, directly connected to specific lessons and units in the curriculum. Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: **Tier 1, 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 2021-2022 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in grades 6-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.