

Instructional Materials Evaluation - Student Standards Review

Louisiana educators engaged in a professional review of the state’s academic standards for English language arts (ELA) and mathematics to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA and math standards will be effective beginning with the 2016-2017 school year. As part of the Louisiana Department of Education’s support for a seamless transition to these new standards, the LDOE identified the major changes of the standards and their potential impact upon criteria used to review instructional materials.

Title: **HMH Go Math**

Grade: **6-8**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2014**

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

This Mathematics review has been examined for the following major shifts in alignment resulting from the Louisiana Student Standards Review:

- Include standards for money in grades K, 1, and 3 to ensure connections that provide smooth transitions from one grade to the next
- Provide developmentally appropriate content for all grades or courses while maintaining high expectations:
 - Additive area is moved to grade 4 from grade 3
 - The Statistics - Conditional Probability and the Rules of Probability (S-CP) domain is moved from Algebra II to Geometry
 - The standards provide extra clarity around the distinction between Algebra I and II

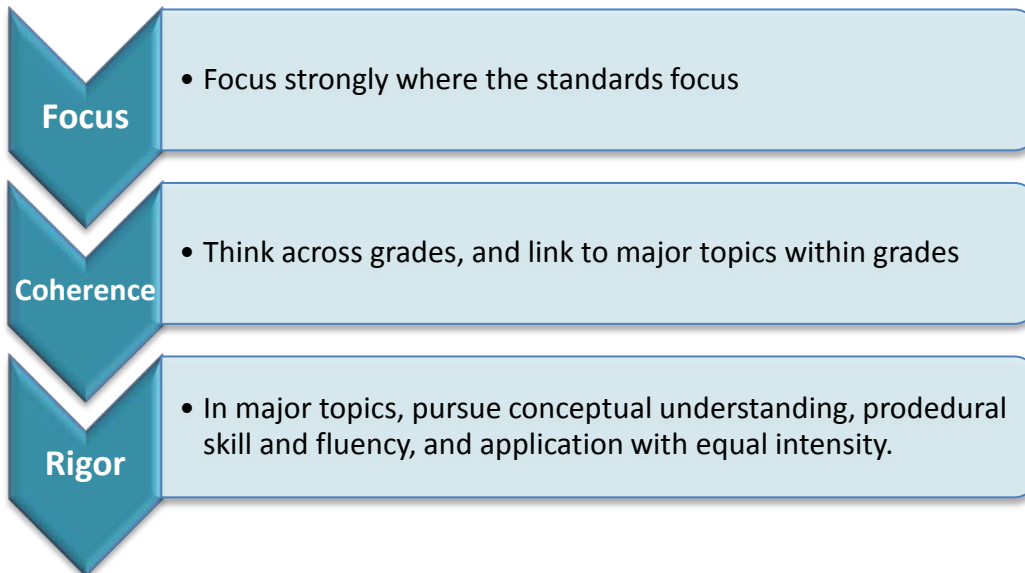
The following two indicators may be impacted:

- Focus on Major Work (Non-Negotiable)
- Consistent, Coherent Content (Non-Negotiable)

This review remains a Tier 3 rating. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	This program currently is reviewed as “Yes” for these criteria because each lesson shows the alignment of the standards to the assessments as well as the activities within the chapters. The pacing guide shows that the majority of class time focuses on the major work of the standards of each grade.	Make sure to review all assessment materials to ensure alignment to new clarifications/limitations and the revised, as well as, the placement of standards by grade/course.
Consistent, Coherent Content (Non-Negotiable)	This program currently is reviewed as “No” because the materials do not connect to major content in meaningful ways so that focus and coherence are enhanced throughout the year. The materials do not serve to connect two or more clusters in a domain or two or more domains in a grade.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.

Strong mathematics instruction contains the following elements:



Title: **HMH GO Math**

Grade: **6-8**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2014**

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

Tier I, Tier II, Tier III Elements of this grade band:

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	Consistent, Coherent Content (Non-Negotiable)
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings received a “Yes” for all Criteria 1-7.

Tier 2 ratings received a “Yes” for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” for the remaining criteria.

Tier 3 ratings received a “No” for at least one of the non-negotiable criteria.

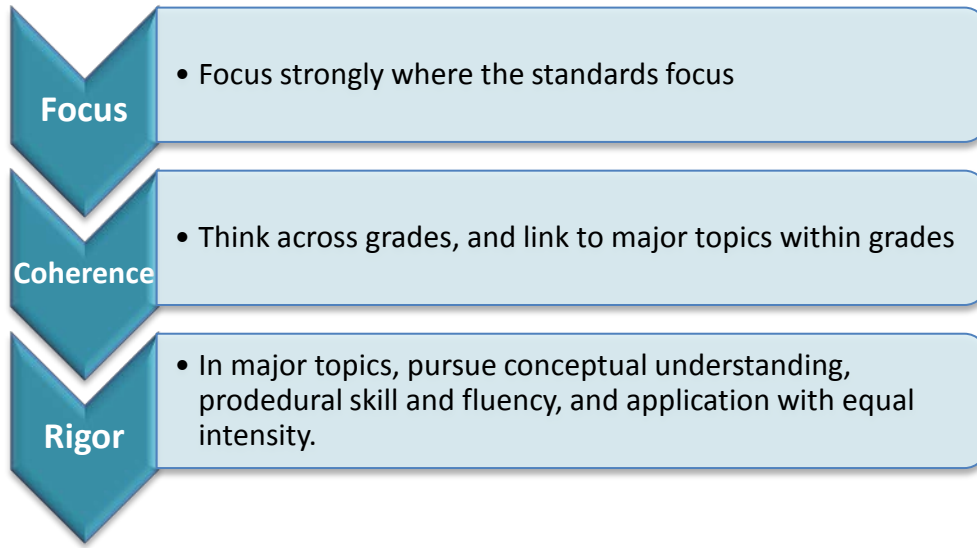
Click below for complete grade-level reviews:

[Grade 6 \(Tier 3\)](#)

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

Strong mathematics instruction contains the following elements:



Title: HMH GO Math

Grade: 6

Publisher: Houghton Mifflin Harcourt

Copyright: 2014

Overall Rating: Tier III, Not representing quality

[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	Consistent, Coherent Content (Non-Negotiable)
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a “Yes” for all indicators in Column 2 for Section I, then the materials receive a “Yes” in Column 1. If there is a “No” for any indicator in Column 2 for Section I, then the materials receive a “No” in Column 1.

For Section II, begin by reviewing the required indicators in Column 2 for each criterion. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK¹: Students and teachers using the materials as designed devote the large majority² of time in each grade K–8 to the major work of the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p>	Yes	The 6th grade materials list the topics in the Interactive Student Edition as well as in the Teacher Edition. The table of contents as well as the standards, a Chart of Standards, and the Pacing Guide shows that the majority of class time focuses on the major work of the standards. For example, each module lists the topics and standards that are taught in that module, and the supporting standards are also listed within the module. The Teacher Edition also has a Common Core Chart that lists the standards and the Mathematical Practices that addresses each lesson. Each lesson shows the alignment of the standards to the assessments as well as the activities within the chapters. Using the 45-minute pacing guide, 82 of 127 (65%) class days are major work, while, using the 90-minute pacing guide, 36 of 55 (65%) class days are spent on the major work of 6th grade.
	<p>REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.³</p>	Yes	The materials provided focus on standards for 6th grade. Although students are required to translate their understanding of decimal division on the Unit 3 Performance Task assessment (page 228), this requirement does not impact the standard 6.RP.2 since the conceptual understanding of dividing decimals is a previous grade level standard (5.NBT.A.1).
<p>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.⁴</p>	No	The materials do not connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. For example, Materials in Module 13 support the 6.G domain. In Lesson 13.3 the standard 6.EE.7 is said to support this lesson (see page 367); however, 6.EE.7 states that students should solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q , and x are nonnegative rational numbers, while Lesson 13.3 focuses on how to find the area of triangles and trapezoids; both of which do not fit the equation criteria for 6.EE.7. Unit 13 does not support the major work of the grade although it features supporting content standards. Lessons in this unit do not take advantage of the major work of the grade represented by 6.NS.1, 6.NS.C, and 6.EE. For example, the Module 13 study guide does not support the major work of the grade as it does not feature fraction by fraction division, equations as specified in 6.EE, or rational number use as described in 6.NS.C.

¹ For more on the major work of the grade, see [Focus by Grade Level](#).

² 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%.

³ Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

⁴ Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

	REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. ⁵	No	The materials do not serve to connect two or more clusters in a domain or two or more domains in a grade. An examination of the table of contents reveals one standard listed for each lesson. A further examination of each module reveals that some lessons have multiple standards assigned; however, a close look at each lesson reveals that this is simply not the case the majority of the time. For example, Lesson 13.3 as mentioned above does not accurately connect 6.EE.7 and 6.G.
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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. ⁶ <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 amply featuring high-quality conceptual problems and questions.	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module. For example, Lesson 1.1 uses number lines to demonstrate how students can understand how integers can describe quantities in opposite directions for 6.NS.5.
	REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. 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 give attention to individual standards that set an expectation of procedural skill and fluency and allow sufficient practice of the skill being addressed. For example, Module 5 uses a significant amount of “naked number” procedural skill problems to address fluency standards 6.NS.2 and 6.NS.3.
	REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	Yes	Materials are designed to allow sufficient time to work on standards that imply application with single-step and multi-step problems. For example, 6.EE.9 states to use variables to represent two quantities in a real-world problem that change in relationship to one another. Lessons 12.2, 12.3, and 12.4 address this standard. These lessons feature an ample number of problems involving real-world applications.
	REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.	Yes	The three aspects of rigor are addressed depending on the concepts, skills, and standards taught in each lesson. Standards that address application use real-world problem solving as needed, while conceptual understanding and procedural skills are addressed as needed by the standards.

⁵ Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

⁶ Refer also to criterion #4 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.^{7, 8}</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	Yes	It should be noted that although some questions in the Teacher Edition are labeled with a CC Mathematical Practice label when appropriate within the lessons, the specific practice is not labeled at that point; this information is not provided until a later page. (e.g., see Pages 421 and 423).
	<p>REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	Yes	Each of the lessons lists the standards as well as the Mathematical Practices for each lesson. The Teacher Edition shows The Unpacking the Standards document that describes the Standards for Mathematical Practice and the Standards for Mathematical Content. At the beginning of each module, Mathematical practices are listed and give a description of how the practices are aligned or connected to the standard. For example, on page 7 of the Teacher Edition under the Explore Activity, the mathematical practice is shown under the questioning strategy for that particular lesson. It also shows how the practice is used within the lesson.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards.⁹</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 5b) Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.¹⁰</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

⁷ Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

⁸ All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

⁹ Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings. ¹⁰	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. ¹¹	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6a) Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. ¹¹ The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). ¹²	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6c) 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. ¹²	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics. ¹²	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

¹⁰ Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

¹¹ Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

¹² Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7c) There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>7f) There is variety in the pacing and grain size of content coverage.¹³</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

¹³ Refer also to page 18 in the K – 8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

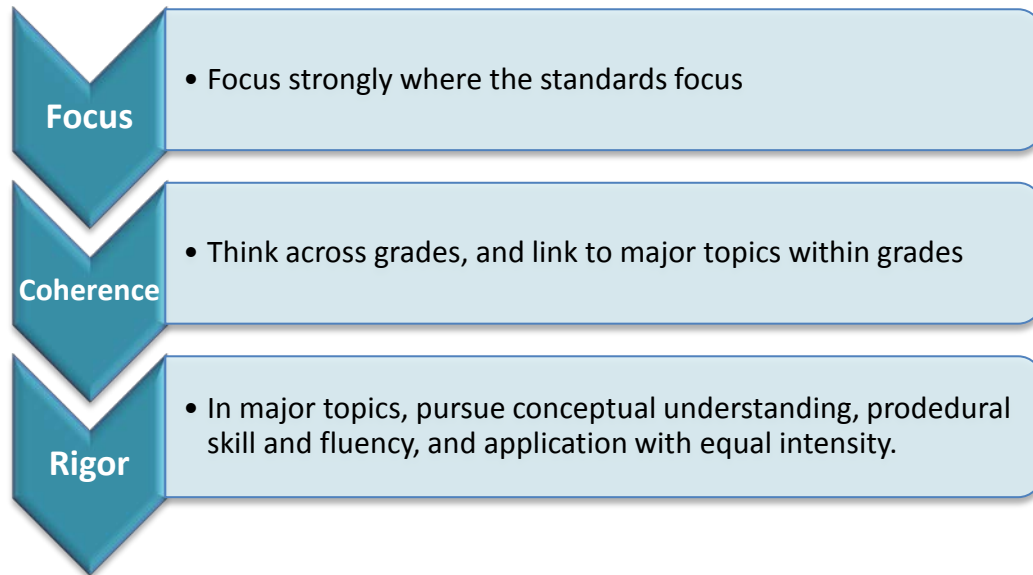
Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	Yes	Materials for grade 6 devote about 70% of class time to the major work for this grade.
	2. Consistent, Coherent Content	No	Supporting content is not strongly connected to major work, and materials do not serve to connect multiple clusters or domains.
	3. Rigor and Balance	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	Yes	The Unpacking the Standards document describes the Standards for Mathematical Practice and the Standards for Mathematical Content within each Module.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

Strong mathematics instruction contains the following elements:



Title: HMH GO Math

Grade: 7

Publisher: Houghton Mifflin Harcourt

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	Consistent, Coherent Content (Non-Negotiable)
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a “Yes” for all indicators in Column 2 for Section I, then the materials receive a “Yes” in Column 1. If there is a “No” for any indicator in Column 2 for Section I, then the materials receive a “No” in Column 1.

For Section II, begin by reviewing the required indicators in Column 2 for each criterion. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK¹⁴: Students and teachers using the materials as designed devote the large majority¹⁵ of time in each grade K–8 to the major work of the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p>	Yes	The 7 th grade materials list the topics in the Interactive Student Edition as well as in the Teacher Edition. The table of content as well as the standards, a Chart of Standards and the Pacing Guide show that the majority of class time focuses on the major work of the standards. For example, each module lists the topics and standards that are taught in that module and the supporting standards are also listed within the module. The Teacher Edition also has a Common Core Chart that lists the standards and the Mathematical Practices that addresses each lesson. Each lesson shows the alignment of the standards to the assessments as well as the activities within the chapters. Using the 45-minute pacing guide, 82 of 122 (67%) class days are major work, while, using the 90-minute pacing guide, 33 of 49 (67%) class days are spent on the major work of 7th grade.
	<p>REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.¹⁶</p>	Yes	The materials provided focus mainly on grade 7. There are several instances where review material has been placed in a module in order to assist students with a previously learned algorithm, but these instances do not make up the bulk of the lessons when incorporated. For example, Lesson 4.1 begins with an exploratory activity that focuses on finding a unit rate. This activity requires students to recall material from the previous grade level (6.RP.A.2).
<p>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.¹⁷</p>	No	The materials do not connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. For example, Modules 10, 12, and 13 focus on supporting work for the 7th grade using standards from 7.SP. Out of the 11 lessons featured in these modules, only 4 (10.2,10.3,12.4, and 13.3) serve to connect content to major work involving proportions. Furthermore, the majority of lessons featuring supporting content do not serve to connect supporting content as the work in these lessons feature mainly operations of whole numbers.

¹⁴ For more on the major work of the grade, see [Focus by Grade Level](#).

¹⁵ 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%.

¹⁶ Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

¹⁷ Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

	REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. ¹⁸	Yes	The material overall links more than one standard in a manner that draws on student understanding of previous materials taught. At first it may appear that each lesson addresses one standard. However, upon examination of the activities multiple standards are connected from two or more clusters or domains. For example, Module 11, Analyzing and Comparing Data (7.SP.3), requires students to have a firm understanding of absolute value (7.NS.A.1). The lessons spiral so that previous standards (and inclusive algorithms) are being applied as the course progresses.
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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. ¹⁹ <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 amply featuring high-quality conceptual problems and questions.	Yes	Materials develop conceptual understanding of key mathematical concepts as required by the standards. For example, Lesson 1.2 uses colored counters and number lines to model adding and subtracting integers (7.NS.1).
	REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. 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 give attention to individual standards that set an expectation of procedural skill and fluency and allow sufficient practice of the skill being addressed. For example, Lessons 6.3 and 6.4 allow students to practice problems that lead to fluency for 7.EE.4.b.
	REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	Yes	Materials are designed to allow sufficient time to work on major standards implying application with single-step and multi-step problems. For example, Module 4 uses a real-life problem to address content related to 7.RP.A.

¹⁸ Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

¹⁹ Refer also to criterion #4 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

	REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.	Yes	The three aspects of rigor are addressed depending on the concepts, skills, and standards taught in each lesson. Standards that address application use real-world problem solving as needed, while conceptual understanding and procedural skills are addressed as needed by the standards.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice. ^{20, 21} <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	Yes	It should be noted that although some questions in the Teacher Edition are labeled with a CC Mathematical Practice label when appropriate within the lessons, the specific practice is not labeled at that point; this information is not provided until a later page. (e.g., see Pages 239 and 241).
	REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	Yes	Each of the lessons lists the standards as well as the Mathematical Practices for each lesson. The Teacher Edition shows The <i>Unpacking the Standards</i> document that describes the Standards for Mathematical Practice and the Standards for Mathematical Content. At the beginning of each module, Mathematical practices are listed and give a description of how the practices are aligned or connected to the standard. For example, on page 7 of the Teacher Edition under the Explore Activity, the mathematical practice is shown under the questioning strategy for that particular lesson. It also shows how the practice is used within the lesson.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards. ²²	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 5b) Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year. ¹⁰	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge. ¹⁰	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

²⁰ Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

²¹ All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

²² Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings. ²³	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. ¹¹	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6a) Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. ²⁴ The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). ²⁵	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6c) 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. ¹²	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics. ¹²	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

²³ Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

²⁴ Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

²⁵ Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7c) There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>7f) There is variety in the pacing and grain size of content coverage.²⁶</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

²⁶ Refer also to page 18 in the K – 8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

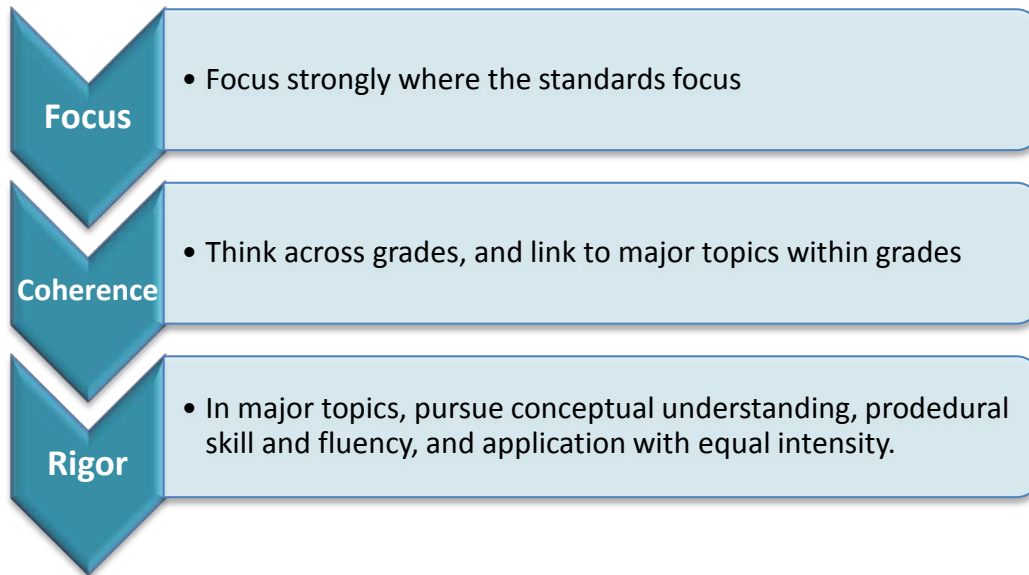
Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	Yes	Materials for grade 7 devote the majority of class time to the major work for this grade.
	2. Consistent, Coherent Content	No	Although materials serve to connect multiple standards, clusters, and domains, supporting content is not strongly connected to major work.
	3. Rigor and Balance	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	Yes	The <i>Unpacking the Standards</i> document connects the Standards for Mathematical Practice and the Standards for Mathematical Content.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: HMH GO Math

Grade: 8

Publisher: Houghton Mifflin Harcourt

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	Consistent, Coherent Content (Non-Negotiable)
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a “Yes” for all indicators in Column 2 for Section I, then the materials receive a “Yes” in Column 1. If there is a “No” for any indicator in Column 2 for Section I, then the materials receive a “No” in Column 1.

For Section II, begin by reviewing the required indicators in Column 2 for each criterion. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK²⁷: Students and teachers using the materials as designed devote the large majority ²⁸ of time in each grade K–8 to the major work of the grade. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	Yes	The 8 th grade materials list the topics in the Interactive Student Edition as well as in the Teacher Edition. The table of content as well as the standards, a Chart of Standards and the Pacing Guide show that the majority of class time focuses on the major work of the standards. For example, each module lists the topics and standards that are taught in that module and the supporting standards are also listed within the module. The Teacher Edition also has a Common Core Chart that lists the standards and the Mathematical Practices that addresses each lesson. Each lesson shows the alignment of the standards to the assessments as well as the activities within the chapters. 81% (44 of 54) of lessons are spent on the major work of 8 th grade.
	REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards. ²⁹	Yes	The materials provided focus mainly on grade 8. There are several instances where review material has been placed in a module in order to assist students with a previously learned algorithm, but these instances do not make up the bulk of the lessons when incorporated. For example, Lesson 1.1 begins with examples that convert fractions to decimals. These examples require students to recall material from the previous grade level (e.g., 7.NS.A.2).
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. ³⁰	No	The materials do not connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. For example, Modules 1, 14, and 15 feature material related to supporting standards. Of the 7 lessons in these modules, only 2 connect supporting content to major content. For example, Lesson 1.1 Example 3 (8.EE.2) and Lesson 14.2 asks students to create and use a trend line to make predictions (8.EE.7). The other 5 lessons only address material in the supporting standards.
	REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. ³¹	Yes	The material overall links more than one standard in a manner that draws on student understanding of previous materials taught. At first it may appear that each lesson addresses one standard. However, upon examination of the activities, multiple standards are connected from two or more clusters or domains. For example, Module 8, Solving Systems of Linear Equations (8.EE.8) requires students to have a firm understanding of solving linear equations with two variables (8.EE.7) and rational/irrational numbers (8.NS.1). The lessons spiral so that previous standards (and

²⁷ For more on the major work of the grade, see [Focus by Grade Level](#).

²⁸ 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%.

²⁹ Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

³⁰ Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

³¹ Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

			inclusive algorithms) are being applied as the course progresses.
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
<p>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.³²</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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 amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module as required by the standards. For example Lesson 6.1 uses multiple representations to allow students to understand the concept of functions (8.F.1).
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Materials give attention to individual standards that set an expectation of procedural skill and fluency and allow sufficient practice of the skill being addressed. Students are given multiple opportunities for practice of procedural skills in the majority of lessons. For example, Lesson 2.1 offers ample practice with exponents.
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed to allow sufficient time to work on standards that imply work with real-life application with single-step and multi-step problems. For example, Module 8 integrates 8.EE.8.c in each lesson to reinforce content with real-life application.
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	The three aspects of rigor are addressed depending on the concepts, skills, and standards taught in each lesson. Standards that address application use real-world problem solving as needed, while conceptual understanding and procedural skills are addressed as needed by the standards.

³² Refer also to criterion #4 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.^{33, 34}</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	Yes	Although some questions in the Teacher Edition are labeled with a CC Mathematical Practice label when appropriate within the lessons, the specific practice is not labeled at that point; this information is not provided until a later page. (e.g., see Pages 383 and 385).
	<p>REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	Yes	Each of the lessons lists the standards as well as the Mathematical Practices for each lesson. The Teacher Edition shows The <i>Unpacking the Standards</i> document that describes the Standards for Mathematical Practice and the Standards for Mathematical Content. At the beginning of each module, Mathematical practices are listed and give a description of how the practices are aligned or connected to the standard. For example, on page 415 of the Teacher Edition under Evaluate, a chart is given to show the concepts and skills being taught and which exercises they address. There is also a chart that shows the DOK Level for each exercise as well as the Mathematical Practices that are addressed within the exercise.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards.³⁵</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 5b) Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.¹⁰</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.³⁶</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

³³ Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

³⁴ All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

³⁵ Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. ¹¹	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6a) Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. ³⁷ The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). ³⁸	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 6c) 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. ¹²	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics. ¹²	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

³⁶ Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

³⁷ Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

³⁸ Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7c) There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

	7f) There is variety in the pacing and grain size of content coverage. ³⁹	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	Yes	Materials for grade 8 devote approximately 81% of class time to the major work for this grade.
	2. Consistent, Coherent Content	No	Although materials serve to connect multiple standards, clusters, and domains, supporting content is not strongly connected to major work.
	3. Rigor and Balance	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	Yes	The Unpacking the Standards document describes the Standards for Mathematical Practice and the Standards for Mathematical Content.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	Yes	Not Evaluated
	6. Alignment Criteria for Standards for Mathematical Practice	Yes	Not Evaluated
	7. Indicators of Quality	Yes	Not Evaluated
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

³⁹ Refer also to page 18 in the K – 8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).