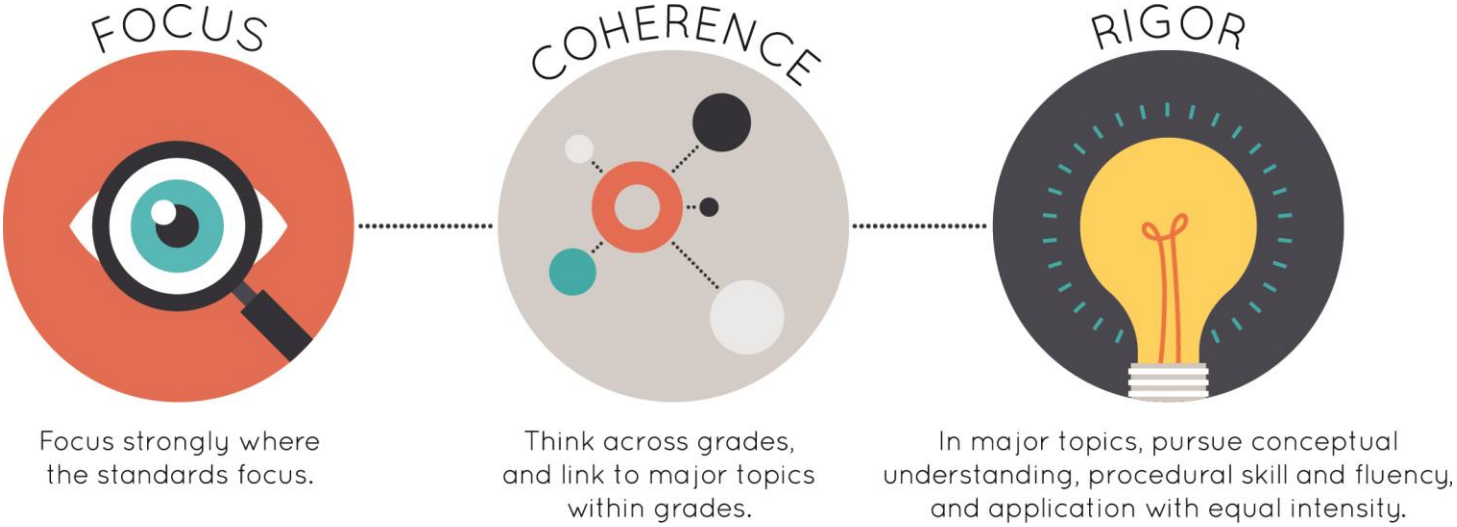
Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **HMH Into Math**

Grade/Course: **6-8**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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	

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 receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

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

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/hmh-into-math-2020.

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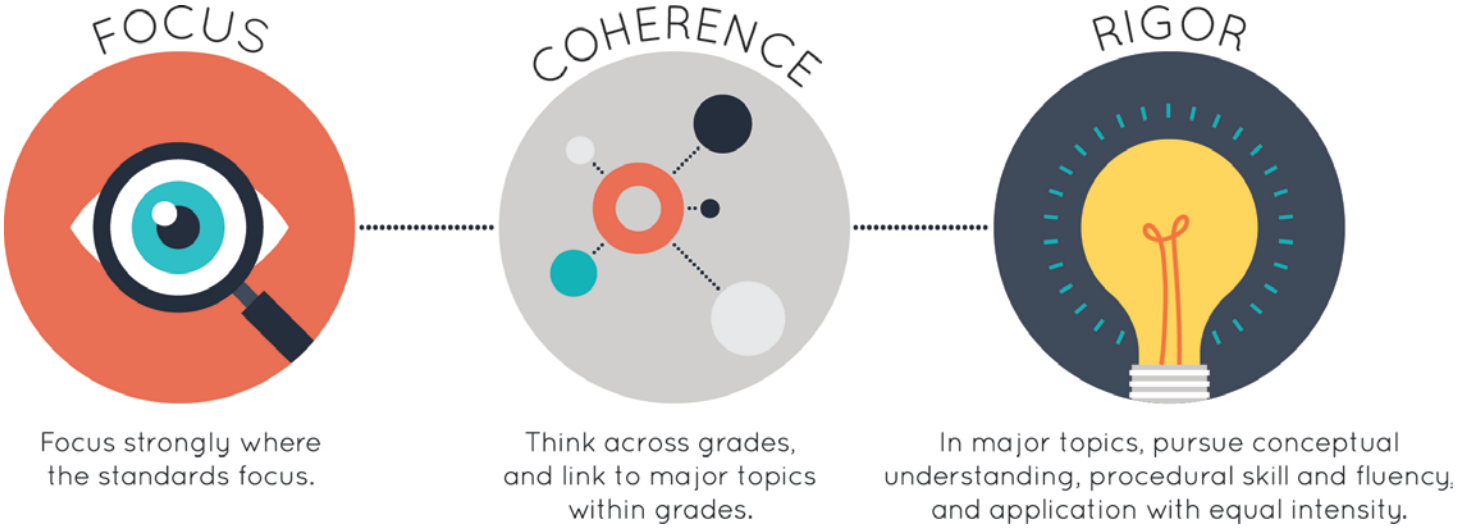

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To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[2] 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.

[2] **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[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 63 lessons, 71% are spent on major work of the grade. Specifically, 54% of lessons are spent on major standards, 17% of lessons are spent on a combination of major standards and supporting/additional standards, and 29% of lessons are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. The introduction for each module includes a progression of standards that includes prior learning, present development, and future connections. Each lesson introduction includes a similar mathematical progression chart with standards specific to that lesson and what order is to be followed. Assessments for each module only include grade-level standards. Each module begins an Are You Ready? section that prepares students for accessing grade-level content. In addition, each

[3] For more on the major work of the grade, see Focus by Grade Level.
[4] 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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			lesson begins with a Warm-Up section that reviews prior learning so that students can activate prior knowledge and extend this understanding to grade-level content in the lesson. Module 16, Lesson 3 addresses LSSM 7.SP.B.3; however the lesson is clearly labeled as optional in the Louisiana Correlation to State Standards guide. In addition, the guide specifically notes optional items on the Module Review and Module Assessment. All other lessons align to the Grade 6 Louisiana Student Standards for Mathematics (LSSM). For example, Module 4, Lesson 1 begins with a Warm-Up in which students add two decimal numbers that end in the hundredths place (LSSM 5.NBT.B.7). The lesson progresses to build on this knowledge by using the addition and subtraction algorithms with decimal numbers ending in the thousandths place (LSSM 6.NS.B.3). In Module 11, students must understand how to read and plot an ordered pair in the first quadrant (LSSM 5.G.A.1) prior to beginning the module in order to graph polygons in the coordinate plane (LSSM 6.G.A.3). During the Are You Ready? section, students identify given points plotted in a coordinate grid and plot points when given coordinates. In this module, students build off this foundational knowledge to graph polygons in the coordinate plane (LSSM 6.G.A.3). Core instruction focuses on grade-level content. For example, in Module 3, Lesson

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			1, students explain how to divide fractions using models (LSSM 6.NS.A.1). In Module 6, Lesson 1, students use ratio reasoning by using part to part ratio from the data set to find equivalent ratios representing the degrees to create a circle graph (LSSM 6.RP.A.3). In Module 8, Lesson 4, students evaluate an expression with the given variables (LSSM 6.EE.A.2c). In Module 10, Lesson 3, students use a graph or table to create equations (LSSM 6.EE.C.9).
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. Lessons addressing major work precede lessons that address supporting work, allowing the major work of the grade to be applied and/or reinforced while students study the supporting work of the grade. Supporting standards are addressed in Modules 11-13 after students have built a strong foundation of major standards providing the opportunity for students to apply major work of the grade. For example, Module 11 connects supporting Geometry (G) standards to major standards from the Number System (NS) domain. In Lesson 2, students graph vertices with positive and negative coordinates (major LSSM 6.NS.C.6c) of polygons (supporting LSSM 6.G.A.3). Students were first introduced to graphing rational numbers on the coordinate plane in Lesson 1. In Check Understanding, Problem 1a, students

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			graph the coordinates (-3,4), (-4,-2), (1,-2), and (0,4) and determine what names could be used to describe the graphed polygon. In Module 11, Lesson 4, On Your Own, Problem 7, students solve the following real-life problem involving drawing polygons on the coordinate plane: "Wendy needs to make a sheet cake for a party. She draws a plan for a sheet cake on a coordinate plane. One piece of cake is shown in green. What is the perimeter for the sheet cake? What is the area of the sheet cake?" (major LSSM 6.NS.C.8 and supporting LSSM 6.G.A.1). Module 12 focuses on developing and using the formulas for the area of triangles and special quadrilaterals connecting the supporting Geometry work to the major work from the Expressions and Equations domain. In Lesson 1, On Your Own, Problem 5, students use what they learned in Module 8, Lesson 4 about area of figures to determine the area of the infield of baseball given that each side is 90 feet (major LSSM 6.EE.A.2c and supporting LSSM 6.G.A.1).
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. In Module 2, Lesson 3 connects clusters B (Compute fluently with multi-digit numbers and find common factors and multiples) and C (Apply and extend previous

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			understandings of the system of rational numbers) of the Number System (NS) domain. In Problems 6-10, students find the least common multiple to explain the statement of order for rational numbers by renaming the fractions as equivalent fractions with like denominators (LSSM 6.NS.C.7b, 6.NS.B.4). Lesson 5 of Module 3 combines clusters A (Apply and extend previous understanding of multiplication and division to divide fractions by fractions) and B (Compute fluently with multi-digit numbers and find common factors and multiples) of The Number System (NS) through practice of fraction operations. In Problem 3, students use the least common multiple to add two fractions with unlike denominators (LSSM 6.NS.A.1, 6.NS.B.4). Module 12, Lesson 1 connects the Expressions and Equations (EE) and Geometry (G) domains. During the lesson, students develop formulas for the area of parallelograms and apply these formulas to solve area problems at specific values (LSSM 6.EE.A.2c, 6.G.A.1). Module 13, Lesson 3 combines Expressions and Equations (EE) Geometry (G) as students solve volume problems. The diagram on Problem 5 displays a poster box with the dimensions given. Students solve for the area and show the equations used to solve (LSSM 6.EE.A.2c, 6.G.A.2).
Non-negotiable **3. RIGOR AND BALANCE:**	**Required** **3a) *Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical**	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for

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Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.		explicitly in the standards. Students develop conceptual understanding in the Spark Your Learning, Build Understanding, and/or Step It Out sections when introduced to new mathematical concepts. Students develop and apply conceptual understanding through approaches such as using models, using various representations, explaining reasoning, and justifying answers. During independent work, students have the opportunity to demonstrate conceptual understanding in the Check Understanding and On Your Own sections at the end of the lessons when appropriate and expected by the standards. In Module 1, Lesson 1, Build Understanding, students explain what positive numbers, negative numbers, and zero mean in certain situations (LSSM 6.NS.C.5). For example, a chart is provided with the results of three football plays and the net yards. Students answer what zero represents in this situation (no gain or loss of yards), what positive numbers mean (yards gained), and what negative numbers represent (loss of yards) (LSSM 6.NS.C.5). Module 5, Lesson 1 begins with students developing the concept and language of ratios using tape diagrams and fractions. Sample Guided Discussion for Build Understanding, Task 2 poses questions for the teacher to ask of students such as, "Does the meaning of a ratio depend on the order of the two numbers in

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			expressions such as 3 to 5 or the positions of the two numbers in a fraction such as ⅗? Explain." As the unit progresses, students continue to develop conceptual understanding using graphs and tables (LSSM 6.RP.A.1). In Lesson 2, students interpret data from charts and graphs to determine unit rates. For example, on Problem 4 in the On Your Own section, students use a chart of total cost for length of stay at a hotel. Students then determine the unit rate per night and use that information to determine the cost of a five night stay (LSSM 6.RP.A.2). In Module 16, Lesson 5, On Your Own, Problem 4, students use a table with a summary of the numbers of computers and phones in the homes of some students. They use the data to determine what statistical question might have been asked, describe the distribution, and determine the best representation to model the data (LSSM 6.SP.A.2). In Module 11, Lesson 1, Graph Numerals on the Rational Plane, students develop conceptual understanding of rational numbers and their placement on a number line. In Make Connections, teachers provide students with grid paper. Students draw Quadrant 1 and label the x- and y-axes. Students graph the coordinate (5,7) and, using precise mathematical language, explain how the point was graphed. Conceptual understanding is built upon this prior knowledge and

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			guided practice through precise language of the coordinate plane. Exercises provide practice of naming the coordinates of given points followed by graphing points on the coordinate plane of given coordinates. Students are given three of the four points of the vertices of a rectangle in order to determine the coordinates of the fourth vertex (LSSM 6.NS.C.6a, 6.NS.C.6b, 6.NS.C.6c).
	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. Procedural skills and fluency are developed through On Your Own and practiced in More Practice/Homework where appropriate. Module 2, Lesson 1, On Your Own, Problems 7-9, students plot the opposite of given rational numbers in decimal form (LSSM 6.NS.C.6c). During More Practice/Homework, students graph the numbers given in decimal form along with their opposites. In Module 5, Lesson 5 students use a given ratio to solve additional questions related to that situation (LSSM 6.RP.A.3). During On Your Own, students work multiple problems completing ratios and finding unit rate. In Problem 7A, students complete a double number line to complete the ratio of dahlias to sunflowers. In Problem 8, students determine the unit cost per ounce for detergent found at three different stores. Module 2, Lesson 3 guides students through the process of

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			finding a least common multiple and greatest common factor (LSSM 6.NS.B.) Students practice this skill in the On Your Own section as they find the least common multiple of two numbers in items 15-20 and the greatest common factor of two numbers in items 21-29. In Module 8, Lessons 1-3 students write and evaluate numerical expressions using procedural skill and fluency (LSSM 6.EE.A.1). In Lesson 1, students understand and apply exponents. During More Practice/Homework students practice this procedural skill in Problem 3 where they compare two expressions that are equivalent by using the exponents to expand the numerals. For Problems 5-8, students fluently write equivalent expressions in repeated multiplication for given exponential expressions. In Module 4, students develop fluency with multi-digit decimal operations (LSSM 6.NS.B.3). Students continue to build decimal fluency in later modules as they add and subtract rational numbers, multiply and divide rational numbers, and solve real-world application problems involving the four operations with rational numbers.
	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	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Application opportunities are provided for independent demonstration of skills and concepts during Check Your Understanding and On Your Own when

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	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.		appropriate. Additionally, More Practice and Homework provide additional application problems for students to demonstrate mathematics in a variety of contexts. Application is embedded throughout the materials in various areas of the lessons. For example, Module 5, Lessons 4 and 5 address LSSM 6.RP.A.3b. During Lesson 4, students find and apply unit rates. On Check Your Understanding, Problem 2, students determine which batteries are the better deal when given two different package sizes and prices. In Lesson 5, On Your Own, Problem 7, students complete a double number line demonstrating the application of structure to solve a comparison of dahlias to sunflowers. In Module 9, Lesson 2, students use a scale and algebra tiles to solve equations. Then, in Task 3, students use the subtraction Property of Equality to solve the following problem: "Sara had $8.50 in her pocket. She earned *m* dollars babysitting and now she has $20.25. How much did she earn babysitting?" In Check Understanding, students write and solve an equation to find the weight of the smaller dog when given the weight of the bigger dog, and their combined weight (LSSM 6.EE.B.7). In Module 11, Lesson 4, Problem 7, students use coordinate grids to solve the following real-life problem: "Wendy needs to make a sheet cake for a party. She draws a plan for a sheet cake on a coordinate plane. One piece of cake is

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			shown in green. What is the perimeter for the sheet cake? What is the area of the sheet cake?" (6.NS.C.8).
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are balanced. Each lesson includes a variety of components that allow for different types of practice and focus within the course of learning. Each module begins with a lesson progression that explains how the lessons build understanding and how concepts and skills are connected. The lesson objective for each lesson reflects the language and the rigor expectations of the standards. Module 7, Lesson 1 integrates conceptual understanding and procedural skill and fluency. At the beginning of Module 7, students complete the Are You Ready? section by fluently converting fractions to decimals and decimals to fractions. In Lesson 1, Build Your Understanding, students develop conceptual understanding of a percent using a visual of the portion of 100 that each decimal represents. On Your Own, Problems 12-17, students demonstrate procedural skill and fluency by converting decimals into percentages (LSSM 6.RP.A.3c). Lastly, in Problem 4 of More Practice/Homework, students apply knowledge of percentages to answer percent questions related to: "A movie studio keeps 240 dresses in its wardrobe for historical films. Three-fifths of them can be used for movies that take place in the 1700s and 15% of them can be

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			used for movies in the civil war era." Module 10, Lesson 1 integrates all three components of rigor. During the lesson, students use conceptual knowledge and procedural skills to represent an equation in a table or a graph and to solve real-world problems. Build Understanding, Task 1, students use a table that shows a family's driving distance for certain times. Students explain how they know how many miles the family drives each hour. They write an equation that would model the relationship between distance and time using d and t as variables. Module 14, Lesson 1, focuses solely on conceptual understanding. In Build Understanding, Tasks 1 and 2, students build conceptual understanding of recognizing statistical questions (LSSM 6.SP.A.1). Then, in Task 3, students focus on identifying the attributes of a data set, describing the nature of an attribute, and reporting the number of observations (LSSM 6.SP.B.5a, 6.SP.B.5b).
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 grade-level content and is meaningfully present throughout the materials. The math practices are identified at the unit, module, and lesson levels for both students and teachers. Each lesson overview outlines the Mathematical Practices (MP) used in the lesson. The student materials also clearly identify

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the content standards instead of detracting from them. ☒ Yes ☐ No			when Mathematical Practices are being utilized. Module 5, Lesson 3 notes that students reason abstractly and quantitatively (MP.2) and look for and make use of structure (MP.7). In On Your Own, Problem 3, Part D, "MP Reason" is labeled at the start of the problem as an indication to the student that they will engage with MP.2. In the problem, "students use ratio reasoning to determine how many total sprints and total laps Megan needs to run to meet the ratio that her coach wanted" (LSSM 6.RP.A.3d). In Module 10, Lesson 1, Task 3, teachers encourage students to use a table to determine the number of eggs per carton and identify the dependent and independent variables (MP.5). The task itself gives students a chart that shows the number of cartons vs the number of eggs. Some of the values are already given, and students are asked to fill in the missing values using the equation n = 12c. In Module 14, Lesson 2, Step It Out, students consider the structure (MP.7) of the histogram while analyzing data (LSSM 6.SP.B.4).
	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	**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. Lessons include Turn and Talk as a strategy to get students to verbally construct viable arguments and critique the reasoning of

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	the standards that explicitly set expectations for multi-step problems.		their classmates. Integrating Language Routines Into Instruction Cards for Grades 6-8 teachers provides the routine of Critique, Correct and Clarify. During these exercises, teachers provide students with a piece of information that is not their own to analyze and critique. Another routine utilized in the materials includes Stronger and Clearer Each Time. Students construct arguments and defend their mathematical ideas. In Module 2, Lesson 3, students compare fractions and decimals to correct other students' errors. Problem 9 states, “Ryan is making biscuits. The recipe calls for 0.25 quart of milk and 2.5 cups of flour. He has ⅕ quart of milk and 9/4 cups of flour. Ryan makes the recipe with the milk and flour that he has. Explain his error.” Students justify their reasoning and critique the work of others in many tasks and practice problems. In Module 12, Lesson 2, Problem 13, students look at two unlike triangles with a base of 6 inches for both. The problem states that a student determined that the area of the first triangle is less because it is more narrow. Another student believes that the two triangles have equal areas. Students determine who is correct and why. Module 16, Lesson 1 includes a “Construct Arguments” question. Students use a dot plot that shows the number of hours students studied in a week. Students make a statement to describe the overall pattern of the data and to use

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			clusters, gaps, and/or peaks to support their statement.
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Key academic vocabulary is identified at the beginning of each module for teachers, including both review and new vocabulary which will be introduced or reviewed and be used consistently during instruction and student explanations. The Sharpen Skills section of each lesson is often utilized to review previously learned vocabulary. As vocabulary is developed, students are expected to use mathematical language when explaining answers and providing reasoning. Possible explanations are provided throughout the materials to guide teachers in supporting students in attending to the specialized language of mathematics. A Language Development section is included at the start of every module to assist teachers in planning instruction. Guidance for teachers states, "By giving all students regular exposure to language routines in context, you will provide opportunities for students to listen for and speak, read, and write about mathematical situations. You will also give students the opportunity to develop understanding of both mathematical language and concepts." Language Routines are then provided to help students develop understanding. Module 3, Lesson 2 Planning provides Review Vocabulary as denominator and

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			numerator and New Vocabulary as multiplicative inverse and reciprocal. Throughout each lesson, teacher prompts help make connections to vocabulary. These prompts tell teachers how to incorporate vocabulary into the practice problems. In Module 5, Lesson 2, Build Understanding, Task 1, Part E, students use vocabulary words to complete a statement, "You can multiply both terms of a ratio by the same number to find an equivalent ratio. So, equivalent ratios have a multiplicative/additive relationship." In Module 8, Lesson 1, Build Understanding, students complete a chart that shows repeated multiplication. In the Connect to Vocabulary, teachers introduce the term base as the number that is being repeatedly used as a factor and exponent as the number that indicates how many times the base is used as a factor. These terms are also given in the student materials in Connect to Vocabulary alongside Build Understanding.
	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. Each lesson overview in the teacher's edition provides a list of the Mathematical Practice Standards (MP) that are addressed in each lesson. Throughout each lesson, the manner in which the practices are addressed and how to support students in developing the

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			practices is provided in the teacher notes. In the teacher edition, the lessons are broken into tasks which indicate the math practice that will be utilized during the task. Additional support is provided to help teachers support students' development of the practices and include Sample Guided Questions and possible student explanations that focus on the use of the identified practice. Professional Learning notes are provided for teachers at the start of the lessons, some of which include guidance for using mathematical practices. In Module 5, Lesson 1, students utilize MP.2 when introduced to tape diagrams. In Task 1, students use a tape diagram to represent the ratio of black kittens to orange kittens in a litter. Students use this tape diagram to write a comparison starting with the words “For every…” Guidance is provided for teachers to encourage students to make sense of the quantities and what they represent in the given situation. Module 9, Lesson 3, Professional Learning explains how and why MP.2 is important when students multiply and divide equations to solve problems. During the Step It Out portion of the lesson, the materials include teacher directives to make sure they are highlighting the mathematical practice where it is best located in the lesson. In Module 14, Lesson 2, Task 3, students use tools strategically, such as dot plots, to analyze data. Sample Guided Discussion

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			questions include “How does the dot plot show the number of students who responded to the question about drinking water?” “How is the dot plot more useful than the list of numbers?” and “In Part E, how did you calculate the percentage?”
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	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.		
	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.		
	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.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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.		
	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.		
	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.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work.	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	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,		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	questions to help prompt student thinking, and expected student outcomes.		
	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.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The beginning of each module includes a Mathematical Progressions chart, which provides a basic outline of Prior Learning, Current Development, and Future Connections. While the Prior Learning section does not indicate the specific standards, it does provide the language of the standards that serve as prerequisite skills and concepts for the current learning. In Module 2, students write, interpret, and explain statements of order for rational numbers in real-world context and find greatest common factors and least common multiples. Prerequisite skills and concepts listed in the Mathematical Progressions chart include the following: compare decimals, find and use equivalent fractions, and find factors and multiples. This is further broken down at the lesson level. For example, in Lesson 1, students use number line diagrams to graph rational numbers, understand that absolute value is a number's distance from 0 on the number line, and distinguish

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			between comparisons of absolute value and statements about order. Prerequisite skills and concepts include the following: understand that positive and negative integers are used together to describe quantities having opposite directions or values and read, write, and compare decimals to thousandths. In addition, the Are You Ready Diagnostic assesses prior skills needed to access the grade-level content of the lesson and provides an explanation on how each skill on the diagnostic connects to a current development skill is given, such as "Compare Fractions students' prior knowledge will help them connect to new concepts where they will compare and order rational numbers in real-world situations."
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Each module begins with an interactive Are You Ready assessment that helps diagnose prerequisite mastery, identify intervention needs, and provide a framework to set up or modify leveled groups. Once the students take the Digital Are You Ready assessment, reports are provided that include proficiency by standards and include an item analysis. The assessments are categorized based on skills and/or concepts. For each concept/skill, teacher guidance outlines

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the prerequisite skills being assessed and explains why these prerequisite skills are required to access on-grade-level content. Additionally, an accompanying scoring guide provides data-driven intervention suggestions for students and is aligned with each section of the assessment.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. The Are You Ready? Diagnostic Assessments are broken into sections by Concept/Skill. A Data-Driven Intervention box is broken down by the same Concept/Skills as the assessment and provides prior learning lessons as well as intervention lessons that can be used to address the unfinished learning for that particular Concept/Skill. In addition, Prior Learning listed in the Mathematical Progressions Chart identifies previous lessons from earlier in the grade level and/or lessons from previous grade levels to use to address unfinished learning. For example, the Module 8 Are You Ready? Diagnostic Assessment assesses students' ability to write and interpret numerical expressions and to evaluate simple numerical expressions. For students who need prerequisite work for writing and interpreting numerical expressions, the Data-Driven Intervention box suggests that the teacher use Tier 3, Skill 2 Intervention as well as reteach Grade 5,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Lessons 4.1 and 4.2. For students who need prerequisite work for evaluating simple numerical expressions, the Data-Driven Intervention box suggests that teachers use Tier 2 Skill 3 and reteach Grade 5, Lessons 4.3.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.
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[5]	1. Focus on Major Work	**Yes**	Materials devote a larger majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

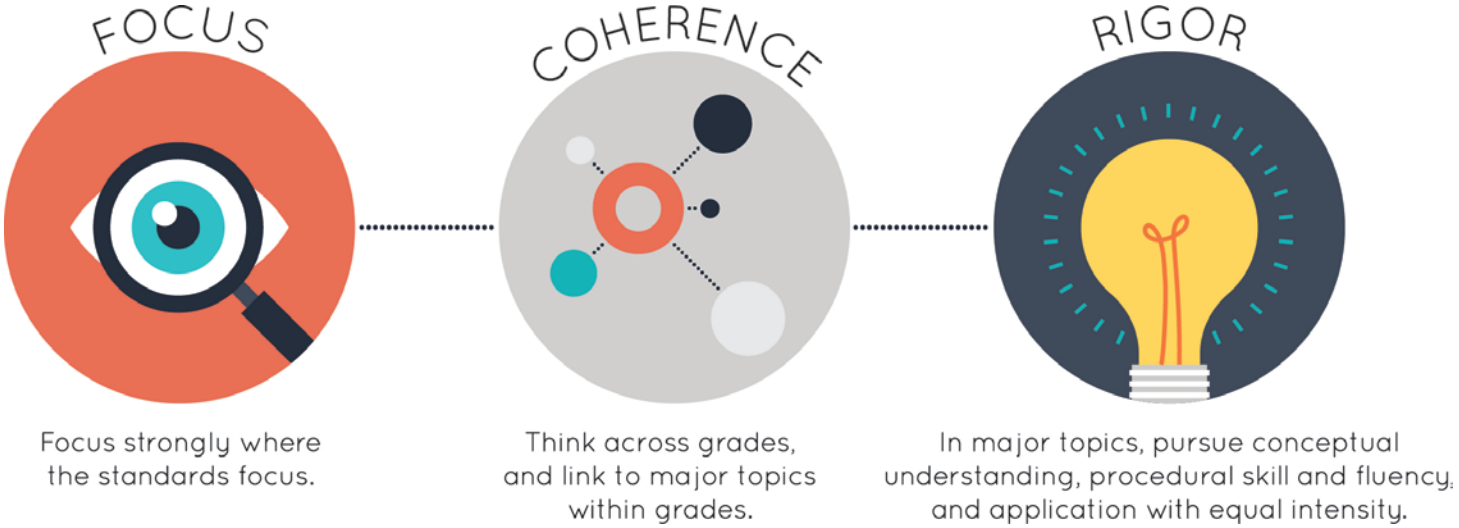
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications for Kindergarten. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. 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. Materials explicitly attend to the specialized language of mathematics. Materials include 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[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	6. Quality of Assessments		See EdReports for more information.
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **HMH Into Math**

Grade/Course: **7**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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	

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/hmh-into-math-2020.

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

- Review the **required**[2] 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.

[2] **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[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 59 lessons, 80% are spent on major work of the grade. Specifically, 64% of lessons are spent on major standards, 15% of lessons are spent on a combination of major standards and supporting/additional standards, and 20% of lessons are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. The introduction for each module includes a progression of standards that includes prior learning, present development, and future connections. Each lesson introduction includes a similar mathematical progression chart with standards specific to that lesson and what order is to be followed. Assessments for each module only include grade-level standards. Each module begins an Are You Ready? section that prepares students for accessing grade-level content. In addition, each

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			lesson begins with a Warm-Up section that reviews prior learning so that students can activate prior knowledge and extend this understanding to grade-level content in the lesson. For example, in Module 3, Lesson 1, Spark Your Learning, students determine a man's account balance after a series of events in which he earns and spends money (LSSM 6.NS.C.5). The lesson progresses to build on this knowledge by modeling addition and subtraction of rational numbers on horizontal and vertical number lines (LSSM 7.NS.A.1). Module 11 begins by extending students' knowledge of representing 3-dimensional shapes using nets (LSSM 6.G.A.4). In this module, students build off this foundational knowledge to derive and apply the surface area formulas of cubes and right prisms (LSSM 7.G.B.6). Core instruction focuses on grade-level content. For example, in Module 3, Lesson 2 students add or subtract negative integers on a number line (LSSM 7.NS.A.1b). In Module 7, Lesson 1, students use expressions to represent real-world situations (LSSM 7.EE.A.2). For example, students write an expression to represent the total charges of an electrician using the variable, h, to represent the number of hours the electrician works.
Non-negotiable **2. CONSISTENT, COHERENT CONTENT**	**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. Lessons addressing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No			major work precede lessons that address supporting work, allowing the major work of the grade to be applied and/or reinforced while students study the supporting work of the grade. Supporting standards can be found in Modules 12, 14, and 15 after students have built a strong foundation of major standards providing the opportunity for students to apply major work of the grade. For example, throughout Modules 14 and 15, supporting standards are connected to major standards to help students understand probability. In Module 14, Lesson 4, students "use experimental probability and proportional reasoning to make predictions about real-world scenarios." During Step it Out, students learn the new term proportion. Throughout Problem 1 of the activity, connections are made back to ratios and proportional relationships from Module (major LSSM 7.RP.A.3). During Problem 2, two methods are demonstrated on how to use a total number of responses out of a hundred to determine a reasonable amount for a given population (supporting LSSM 7.SP.C.6). Students complete the remaining problems by writing and solving equations to estimate a total population when given a percent of a sample population (major LSSM 7.EE.B.3). In Module 15, Lesson 4, students draw on their understanding of proportional relationships from Modules 1 and 2 to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			design and perform simple experiments to test the probability of simple and compound events (major LSSM 7.RP.A.3, supporting LSSM 7.SP.C.8c). In Check Your Understanding, Problem 11, students use the information that the batting average of 0.600 for a softball player means 60% to "design a simulation using slips of paper and a box to find the experimental probability of Allie getting a hit at least 2 out of 5 times."
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. Module 1, Lesson 6 connects the Ratios and Proportional Relationships (RP) and Geometry (G) domains. During the lesson, students use proportional reasoning (LSSM 7.RP.A.1) and a given scale to create scale drawings (LSSM 7.G.A.1). In On Your Own, Problem 6 students solve a problem using a grid in which 1 unit is equal to 1 foot. Students draw a scale drawing of a mural that is being painted inside a building to replicate the 15-feet by 45-feet mural on the outside of a building. Module 10 connects the Geometry (G) and Expressions and Equations (EE) domains as students analyze figures to find circumference and area (LSSM 7.G.B.4, 7.EE.B.3). In Lessons 1 and 2, students focus on deriving and applying formulas for circumference and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the area of a circle. In Lesson 1, Check Your Understanding, Problem 2, students use the radius of a semicircle window, twenty-two sevenths, to determine the distance around the window and explain how they derived this answer. Their explanation requires the use of the formula for area. Module 11 also connects the Geometry (G) and Expressions and Equations (EE) domains as students solve real-life mathematical problems involving surface area. In Lesson 2, Build Your Understanding, students solve a real-life problem (LSSM 7.EE.B.3) for the surface area of a toy chest involving addition of the areas of rectangles that make up the box (LSSM 7.G.B.6).
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Students develop conceptual understanding in the Spark Your Learning, Build Understanding, and/or Step It Out sections when introduced to new mathematical concepts. Students develop and apply conceptual understanding through approaches such as using models, using various representations, explaining reasoning, and justifying answers. During independent work, students have the opportunity to demonstrate conceptual understanding in the Check Understanding and On Your Own sections at the end of the lessons when appropriate and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			expected by the standards. Module 5 focuses on multiplication and division of rational numbers. In Lesson 1, Build Understanding, students use a vertical number line to build conceptual understanding of multiplying negative integers by adding groups of (-15). Students use their written expression to create a multiplication expression to represent the same situation. Students use a chart with the properties of operations to create the rules for multiplication with rational numbers (LSSM 7.NS.A.2a, 7.NS.A.2c). Students use these rules to solve for the products of two rational numbers with the same and opposite signs. Further understanding is developed as students complete related division equations when given multiplication equations (LSSM 7.NS.A.2b, 7.NS.A.2c). During On Your Own, students demonstrate their understanding through modeling multiplication and division and using repeated reasoning to solve equations. During Lesson 3, students write fractions as decimals (LSSM 7.NS.A.2d). Spark Your Learning provides an opportunity for students to convert a fraction with the denominator of 6 into a fraction with a denominator of 10 in order to weigh an item on a scale that the weight is displayed as a decimal. Students may use a number line to make the connection to tenths. During Build Understanding, students explore dividing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the numerator of a fraction by the denominator in order to create a rational numeral in decimal form. Through the process of long division, students develop the concept that a/b is equal to a divided by b. Practice continues through Step it Out during which students are given that every quotient of integers is a rational number. On Your Own provides the opportunity for students to demonstrate their understanding of converting a rational number represented as a fraction into a decimal. In Module 7, students solve problems using expressions and equations (LSSM 7.EE.A.2). In Lesson 1, students write linear expressions in different forms for situations. The teacher materials provide suggested questions to help develop student understanding such as, “How do you know Henry will be charged $89.95 only once?” In the same lesson, On Your Own, Problem 4, students use the sale price of a shirt to represent the cost of the shirts in two different ways. In Lesson 5, students demonstrate their understanding of solving equations using angle measurement. Using the visual of two unknown angles creating 90 degrees or 180 degrees, students develop a conceptual understanding of how two or more parts in an equation can create the given amount. On Your Own, Problem 8 provides an expression of angles, as well as a visual of two rockets and expressions that represent the angle measurement

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			created when they launch. Students create an equation to set the sum of the two unknown angles equivalent to 90 degrees, solve for x, and substitute the value into the given expression to find the angle measurement (7.EE.B.4b).
	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. Procedural skills and fluency are developed through On Your Own and practiced in More Practice/Homework where appropriate. LSSM 7.RP.A.3 requires students to use proportional relationships to solve multi-step ratio and percent problems. In Module 2, Lesson 2, students solve problems involving markups and discounts. The lesson begins with Step It Out. Students fill in the numbers to complete examples of markups and discounts. In Task 2, students are presented with a problem in which someone buys jewelry for $8 and sells it with a 125% markup. Students continue building procedural skills by filling in the blanks of equations to understand markups, markdowns, and discounts. During Check Understanding, students must solve (LSSM 7.RP.A.3). Module 3, Lessons 1-3 align with LSSM 7.N.S.A.1. In Lesson 1, students start off by adding and subtracting a positive number on a number line. Practice on a number line continues through the three lessons. In order to complete More Practice Problem

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			4 in Lesson 3, students work without a given number line. Students give the location on a number line that they must visualize or draw themselves. The objective of Module 4, Lesson 4 is to identify and write expressions to represent multi-step addition and subtraction problems (LSSM 7.NS.A.1d). During On Your Own, students use structure and repeated reasoning to solidify the procedural skills of adding and subtracting rational numbers. Students practice their fluency when evaluating expressions with addition and subtraction of positive and negative rational numbers on items 6-11, 17-24, and 29-36. More Practice/Homework provides additional fluency practice on Problems 5-14 when students continue to evaluate expressions.
	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. Application opportunities are provided for independent demonstration of skills and concepts during Check Your Understanding and On Your Own when appropriate. Additionally, More Practice and Homework provide additional application problems for students to demonstrate mathematics in a variety of contexts. Application is embedded throughout the materials in various areas of the lessons. For example, in Module 6, Lesson 2, Check Your Understanding, Problem 1, students solve a problem using

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the following information: “The soccer club held a spaghetti dinner. They sold 39 child tickets for $3.75 each and 27 adult tickets for $5.95 each. The amount for 11 child tickets was refunded.” Students first estimate the total dollar amount of the tickets sold and determine if their estimate is over or under the actual amount (LSSM 7.EE.B.3). Module 11, Lessons 2 and 3 address LSSM 7.G.B.6. In Lesson 2, Step It Out, students find the surface area of a water bottle in the following problem: “A foundation has the water bottles shown as giveaways for its annual fundraiser. What is the approximate surface area of the water bottle, treating the top surface as a flat and ignoring the spouts?” A picture is provided with the given dimensions. In Module 15, Lesson 4, students design and use a simulation to generate frequencies for compound events (LSSM 7.SP.C.8c). On Problem 4 of On Your Own, students solve a series of experimental probability questions with the given information: “At a new restaurant, 10% of the customers selected at random get a $5 coupon with their bill. Sasha wants to use a simulation to find the experimental probability that the second customer of the day gets a coupon with the bill. She uses a calculator to generate random numbers from 0-10. The number 1 represents a customer receiving a coupon and the numbers 2-10 represent a customer not receiving a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			coupon. The results of her simulation are shown below in the table."
	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 balanced. Each lesson includes a variety of components that allow for different types of practice and focus within the course of learning. Each module begins with a lesson progression that explains how the lessons build understanding and how concepts and skills are connected. The lesson objective for each lesson reflects the language and the rigor expectations of the standards. Module 1, Lesson 1 focuses on exploring relationships presented in tables, diagrams, and verbal descriptions to gain an understanding of the different representations of a constant unit rate (LSSM 7.RP.A.2b). During Build Your Understanding, students describe patterns they see in a given table. Students apply the concepts and skills they have just learned about constant rate to determine unit rate and whether a given situation has a unit rate. In Module 4, Lesson 3, students apply conceptual understanding and procedural skills to compute the sums and differences of rational numbers in real-world problems (LSSM 7.NS.A.1, 7.NS.A.1b, 7.NS.A.3). In Task 3, students use a starting temperature and a sequence of temperature increases and decreases to solve a problem. Using their knowledge of positive and negative numbers, students write and solve

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			equations to determine the amount of increase or decrease. In Module 7, Lesson 1, Build Understanding, students "use linear expressions to represent a quantity in three different ways" (LSSM 7.EE.A.2). Given real-world scenarios, students identify the unknown value and assign a variable to represent the unknown. Using the variable, students write expressions to represent the problem.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. The math practices are identified at the unit, module, and lesson levels for both students and teachers. Each lesson overview outlines the Mathematical Practices (MP) used in the lesson. The student materials also clearly identify when Mathematical Practices are being utilized. For example, in Module 8, Lesson 2, students model with mathematics (MP.4). In Task 1, students model a given situation using a two-step inequality. Teachers encourage students to think about the relationships between given and unknown quantities as they model this situation (LSSM 7.EE.B.4). Three guided questions are also given in Module 9, Lesson 1, Build Your Understanding, Task 1, students use a compass to draw their circles (MP.5) and can use a straightedge to draw the sides of their triangle (LSSM

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			7.G.A.2). In Step It Out, Task 2, students attend to precision (MP.6) as they read the instructions for each step carefully and be precise in their drawings. Module 11, Lesson 3 incorporates MP.5 as students derive the volume formula for a rectangular prism by filling a prism with 1-inch cubes (LSSM 7.G.B.6, 7.EE.B.3). In Module 5, Lesson 3, Task 1, students learn that when a fraction is converted to a decimal by long division, the decimal will either end or the division process will repeat continuously in a pattern forming a terminating or repeating decimal (MP.8, LSSM 7.NS.2.A.2d).
	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. Lessons include Turn and Talk as a strategy to get students to verbally construct viable arguments and critique the reasoning of their classmates. Integrating Language Routines Into Instruction Cards for Grades 6-8 teachers provides the routine of Critique, Correct and Clarify. During these exercises, teachers provide students with a piece of information that is not their own to analyze and critique. Another routine utilized in the materials includes Stronger and Clearer Each Time. Students construct arguments and defend their mathematical ideas. As an opener for Module 3, Lesson 1, students complete

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Spark Your Learning by drawing a number line to answer questions that require addition and subtraction. In Turn and Talk for this activity, pairs of students explore given specific values on a number line. Through this activity, students analyze each other's work looking for errors. In Module 9, Lesson 2, Step It Out, Task 4, Parts A-C, students construct arguments for why three lengths can or cannot make a triangle. For Part D, students construct an argument to justify their answer. On Your Own, Problem 17, students are given four stick lengths to determine if they could form a quadrilateral. After completing Task 2 of Module 14, Lesson 4, students explain why the answers were rounded to whole numbers during Turn and Talk, providing the opportunity for students to argue or justify their mathematical reasoning and to critique the work of others.
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Key academic vocabulary is identified at the beginning of each module for teachers, including both review and new vocabulary which will be introduced or reviewed and be used consistently during instruction and student explanations. The Sharpen Skills section of each lesson is often utilized to review previously learned vocabulary. As vocabulary is developed, students are expected to use mathematical language when explaining

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			answers and providing reasoning. Possible explanations are provided throughout the materials to guide teachers in supporting students in attending to the specialized language of mathematics. A Language Development section is included at the start of every module to assist teachers in planning instruction. Guidance for teachers states, "By giving all students regular exposure to language routines in context, you will provide opportunities for students to listen for and speak, read, and write about mathematical situations. You will also give students the opportunity to develop understanding of both mathematical language and concepts." Language Routines are then provided to help students develop understanding. Key Academic Vocabulary for Module 4 includes review terms absolute value, addend, and mixed number. In Lesson 1, the teacher asks why the absolute values of both positive and negative numbers are positive. A student response is provided which states, "Absolute value represents distance. Distance is a measurement of length, and length cannot be negative." In Module 2, Lesson 5, the terms principal and simple interest are connected in the first task. The task begins by defining the word principal as the initial amount borrowed. There is a Connect to Vocabulary section that tells students simple interest is a fixed percent of the principal. The formula for finding simple

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			interest is provided. Students explore this connection by calculating simple interest over one year with a given principal and rate. Theoretical probability is a new vocabulary term and tree diagram is a review vocabulary term for Module 15. Theoretical probability is defined during Step It Out in Lesson 1. Students use the Interactive Glossary to record their understanding during the conversation about the meaning.
	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. Each lesson overview in the teacher's edition provides a list of the Mathematical Practice Standards (MP) that are addressed in each lesson. Throughout each lesson, the manner in which the practices are addressed and how to support students in developing the practices is provided in the teacher notes. In the teacher edition, the lessons are broken into tasks which indicate the math practice that will be utilized during the task. Additional support is provided to help teachers support students' development of the practices and include Sample Guided Questions and possible student explanations that focus on the use of the identified practice. Professional Learning notes are provided for teachers at the start of the lessons, some of which include guidance for using mathematical

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			practices. At the beginning of Module 6, Lesson 1, Professional Learning provides guidance for teachers to understand how MP.2 is incorporated in the lesson. During the lesson, "students apply mathematics to problems arising in everyday life, society, and the workplace. Students reason abstractly as they translate real-world contexts into mathematical expressions and then reason quantitatively as they apply strategies and properties of numbers to carry out the calculations in the most efficient manner." In Module 9, Lesson 3, Task 3, students construct all possibilities of a triangle given two angle measures and a side length. Teachers guide students to use a ruler and protractor or geometry software to complete this task (MP.5). The guided discussion question asks students to explain how they know they have drawn all possible versions of this triangle. At the beginning of Module 12, Lesson 2, Professional Learning provides guidance for teachers to understand how MP.6 is incorporated into the lesson. Guidance states, "sample ratios are given as fractions, as decimals and as percents. Students need to be able to calculate accurately and efficiently with all forms, choose what form of the ratio it makes sense to use, and express their answers in the appropriate form."
Section II: Additional Alignment Criteria and Indicators of Superior Quality			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	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.		
	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.		
	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.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics.	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	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		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	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.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The beginning of each module includes a Mathematical Progressions chart, which provides a basic outline of Prior Learning, Current Development, and Future Connections. While the Prior Learning section does not indicate the specific standards, it does provide the language of the standards that serve as prerequisite skills and concepts for the current learning. In Module 1, students identify the constant of proportionality, represent proportional relationships, and solve problems and length and area using scale drawings. Prerequisite skills and concepts listed in the Mathematical Progressions chart include the following: solve problems involving unit pricing and speed, solve ratio and rate problems, and use ratio and rate reasoning to solve real-world mathematical problems. This is further broken down at the lesson level. For example, in Lesson 1, students use equivalent ratios to describe relationships and recognize and describe relationships with a constant rate. Prerequisite skills and concepts include the following: use the concept of a ratio to describe a relationship between two quantities, learn about unit rates, solve problems involving unit pricing, speed, and converting measurement. In addition, the Are You Ready Diagnostic assesses prior skills needed to access the grade-level content

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of the lesson and provides an explanation on how each skill on the diagnostic connects to a current development skill is given, such as "Ratio Language, students' prior knowledge will help them to connect to new concepts where they use rates to calculate unit rates which they can then use to decide if two quantities are in a proportional relationship."
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Each module begins with an interactive Are You Ready assessment that helps diagnose prerequisite mastery, identify intervention needs, and provide a framework to set up or modify leveled groups. Once the students take the Digital Are You Ready assessment, reports are provided that include proficiency by standards and include an item analysis. The assessments are categorized based on skills and/or concepts. For each concept/skill, teacher guidance outlines the prerequisite skills being assessed and explains why these prerequisite skills are required to access on-grade-level content. Additionally, an accompanying scoring guide provides data-driven intervention suggestions for students and is aligned with each section of the assessment.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	connected to specific lessons and units in the curriculum.		lessons and units in the curriculum. The Are You Ready? Diagnostic Assessments are broken into sections by Concept/Skill. A Data-Driven Intervention box is broken down by the same Concept/Skills as the assessment and provides prior learning lessons as well as intervention lessons that can be used to address the unfinished learning for that particular Concept/Skill. In addition, Prior Learning listed in the Mathematical Progressions Chart identifies previous lessons from earlier in the grade level and/or lessons from previous grade levels to use to address unfinished learning. For example, the Module 4 Are You Ready? Diagnostic Assessment assesses students' ability to add and subtract fractions and decimals, find opposites and absolute value, and add and subtract numbers on a number line. For students who need prerequisite work for adding and subtracting decimals, the Data-Drive Intervention box suggests that the teacher use Tier 3, Skill 4, and reteach Grade 5, Lessons 7.2, 14.4, and 14.5. For students who need prerequisite work for finding opposites and absolute value, the Data-Driven Intervention box suggests that the teacher use Tier 2 Skill 8 and reteach Grade 6, Lessons 1.1 and 1.3.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a larger majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications for

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

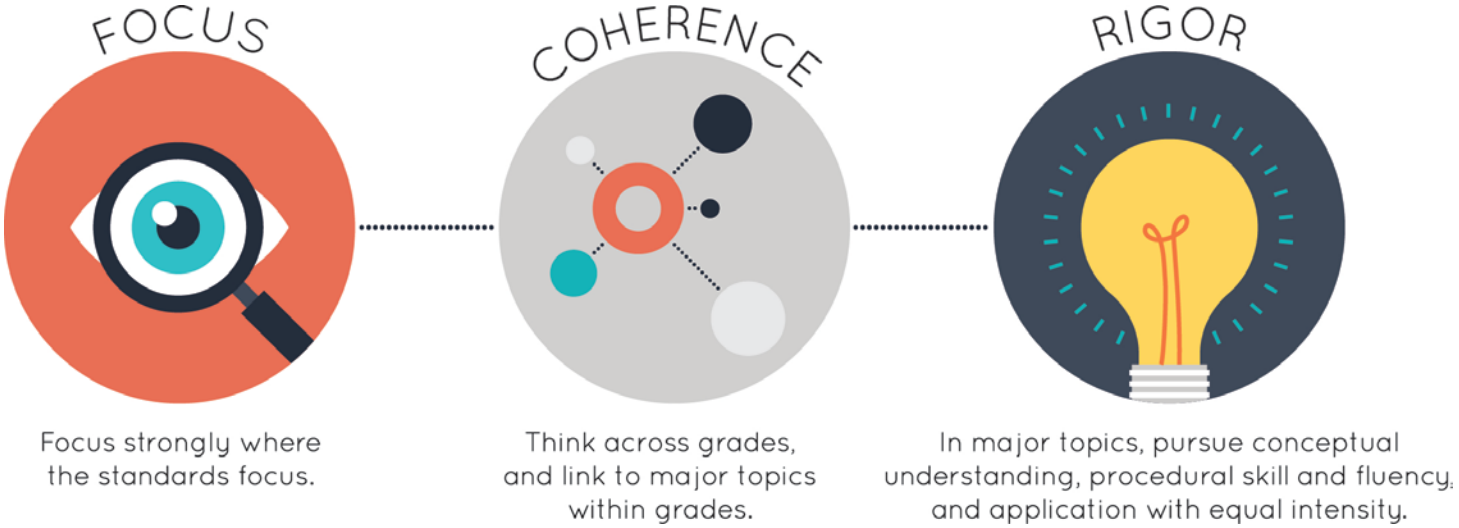
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Kindergarten. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. 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. Materials explicitly attend to the specialized language of mathematics. Materials include 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[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.
	6. Quality of Assessments		See EdReports for more information.
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Materials provide targeted, aligned, prerequisite work for the major work of

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the grade, directly connected to specific lessons and units in the curriculum. See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **HMH Into Math**

Grade/Course: **8**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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	

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/hmh-into-math-2020.

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

- Review the **required**[2] 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.

[2] **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[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 51 lessons, 80% are spent on major work of the grade. Specifically, 66% of lessons are spent on major standards, 14% of lessons are spent on a combination of major standards and supporting/additional standards, and 20% of lessons are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. The introduction for each module includes a progression of standards that includes prior learning, present development, and future connections. Each lesson introduction includes a similar mathematical progression chart with standards specific to that lesson and what order is to be followed. Assessments for each module only include grade-level standards. Each module begins an Are You Ready? section that prepares students for accessing grade-level content. In addition, each

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			lesson begins with a Warm-Up section that reviews prior learning so that students can activate prior knowledge and extend this understanding to grade-level content in the lesson. For example, Module 3, Lesson 1 begins with a Warm-Up in which students solve a two-step equation and explain the process they would go through to check their answer (LSSM 7.EE.B.4). The lesson progresses to build on this knowledge by adding more steps to the equations with variables on both sides and applying the distributive property (LSSM 8.EE.C.7). In Module 5, students extend their knowledge of solving problems involving scale models (7.G.A.1) to write and graph proportional relationships (LSSM 8.EE.B.5). Core instruction focuses on grade-level content. For example, in Module 2, Lesson 3, students use sequences of transformations to describe how they would take one figure to a similar figure to prove similarity (LSSM 8.G.A.2). In Module 6, Lesson 2, students define y-intercept and slope-intercept form and identify these terms when given a graph through Task 1. During Task 2, students contrast graphs with positive and negative slopes and determine if the graphs are linear or nonlinear (LSSM 8.EE.B.6).
Non-negotiable **2. CONSISTENT, COHERENT CONTENT**	**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. Lessons addressing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No			major work precede most of the lessons that address supporting work, allowing the major work of the grade to be applied and/or reinforced while students study the supporting work of the grade. Module 6, Understand and Analyze Functions connects supporting work to major work throughout the module to create a cohesive understanding of functions (LSSM 8.F.A.1, 8.EE.B.6, 8.F.A.3, and 8.F.B.4). In Lesson 1, students visually display a relationship between two variables and learn to identify functions and give examples of functions that are not linear (LSSM 8.F.A.1). In Lesson 2, students extend their learning as they derive and interpret y=mx+b as they write the equation of a linear function (LSSM 8.EE.B.6 and 8.F.A.3). Students build upon this understanding as they interpret rate of change and initial value to construct functions (supporting LSSM 8.F.B.4) in Lessons 3 and 4. In Lesson 3 students use tables to answer questions about initial value and rate of change, and, in Lesson 4, students construct functions for given situations. Problem 1 of More Practice/Homework provides the following: "Cassidy is selling popcorn for a fundraiser sale at the price shown. He has a total of 150 containers of popcorn to sell. After he sells 15 containers, he will make a total profit, after his expenses, of $5.50. Cassidy's profits, after expenses, can be modeled by a linear function in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			form of y = mx + b." Module 10, connects supporting LSSM 8.NS.A.2 to major LSSM 8.EE.A.2. In Lesson 2, students learn how to find the roots of perfect squares. Students use this knowledge to approximate roots of any real number in Lesson 3. In Task 1, students estimate the square root of 50 to the nearest tenth. This problem is stepped out for students, and, in the first step, they identify what two perfect squares 50 is between.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. Module 6, Lesson 2 connects the Expressions and Equations (EE) and Functions (F) domains. In the Step It Out section, students find the slope and y-intercept of two different functions to compare the functions and tell whether they are linear or nonlinear (LSSM 8.EE.B.6, 8.F.A.3). Module 8, Lesson 3 connects the Functions (F) and Statistics and Probability (SP) domains. During the lesson, students use the equation of a line to interpret slope and y-intercept and answer problems about real-world, bivariate measurement data (LSSM 8.F.B.4 and 8.SP.A.3). Module 10 connects the Number System (NS) and Expressions and Equations (EE) domains. During Lesson 1, students gain an understanding of the difference between rational and irrational numbers (LSSM 8.NS.A.1). Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			investigate square and cube roots (LSSM 8.EE.A.2) and how these numbers relate to rational and irrational numbers. After developing the understanding of rational and irrational numbers from the first two lessons, students order real numbers using rational approximations for irrational numbers in order to compare sizes.
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Students develop conceptual understanding in the Spark Your Learning, Build Understanding, and/or Step It Out sections when introduced to new mathematical concepts. Students develop and apply conceptual understanding through approaches such as using models, using various representations, explaining reasoning, and justifying answers. During independent work, students have the opportunity to demonstrate conceptual understanding in the Check Understanding and On Your Own sections at the end of the lessons when appropriate and expected by the standards. In Module 5, Lesson 1, students use similar triangles to explore the meaning of slope and find additional points on the same line (LSSM 8.EE.B.6). In Task 1, students are given two similar triangles drawn on the same line. Students complete a proportion with the corresponding sides of similar triangles. They use this proportional relationship to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			conclude that all rise-to-run relationships between any two points on a line are equivalent. During Module 5, Lesson 2, students derive the equation y=mx by using a graph of a proportional relationship of days to pages read to complete a table during Build Understanding (LSSM 8 EE.B.5). After completing the table, students write an equation to model the number of pages read after a given number of days. Students determine the amount of rise in the points of the graph from day 1 to day 2 in order to develop an understanding of slope of the graph. During Step It Out, students determine whether the given table and graph comparing months to carvings show a proportional relationship. Once it is determined that they do, students find the slope of the graph and table. Using this information, students predict carving after 10 months and how many months it will take to sell 30 carvings. Students demonstrate their conceptual understanding by completing the fourteen problems found in Check Understanding and On Your Own. For Problems 5-8, students write the equation of the line shown by each graph. In Module 6, Lesson 1, students build their understanding of what defines a function. Then, they work on domain and range in the Step It Up section. For Check Your Understanding Problem 3, students demonstrate the ability to determine the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			output given an input and a rule of function and determine the domain based on the problem statement and nature of the function (LSSM 8.F.A.1).
	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. Procedural skills and fluency are developed through On Your Own and practiced in More Practice/Homework when appropriate. During Module, 1 Lesson 5, students develop an understanding of and recognize congruent figures (LSSM 8.G.A.2). In Problem 4 of On Your Own, students explain the sequence of transformations that maps Figure C to Figure A. Students use critical reasoning skills to determine if Figures A and B are congruent in order to complete Problem 8. Students have to fluently perform transformations for Problem 2 of More Practice/Homework in order to determine the sequence of transformations that transform Figure 1 into Figure 4. In Module 10, Lesson 2, On Your Section, Problem 10, students solve equations involving squared and cubed variables and explain the solution set (LSSM 8.EE.A.2). In Module 10, Lesson 3 On Your Own, students practice comparing irrational numbers, then compare irrational numbers to integers. This allows students to connect their abilities to estimate and compare irrational numbers (LSSM 8.NS.A.2). In Module 11, Lesson 4,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students use the Pythagorean Theorem to find the distance between two points (LSSM 8.G.B.8). Task 2 guides them through this process step-by-step. Students plot two points and draw a right triangle. They determine the length of the legs of that triangle. They plug this information into the Pythagorean Theorem to solve for the length of the hypotenuse, the distance between the two points.
	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. Application opportunities are provided for independent demonstration of skills and concepts during Check Your Understanding and On Your Own when appropriate. Additionally, More Practice and Homework provide additional application problems for students to demonstrate mathematics in a variety of contexts. Application is embedded throughout the materials in various areas of the lessons. In Module 5, Lesson 4, students compare proportional relationships when given real-world situations. In Task 2, students compare the speed of a sailboat and a motorboat given the relationship between each boat's distance and time (LSSM 8.EE.B.5). In Module 7, students represent systems by graphing, solve systems by graphing, substitution, and elimination, and examine special systems all before getting to apply

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			systems of graphing (LSSM 8.EE.C.8c). In Lesson 6, in the Own Your Section, Problem 7, students model the relationship between two angles with a system of equations then solve the system of equations to find the measures of the two angles. For Problem 10, students practice modeling and solving a system of equations about two different fitness models. Students create the equation for each model and work to find out how many of each model were sold. In Module 9, students construct and interpret two-way tables and then find the joint and relative frequency. This builds the foundation for students to apply what they know to interpret two-way tables. For example in Lesson 3, On Your Own, 5B students determine if the data in a relative frequency table supports an association between variables and students explain their reasoning (LSSM 8.SP.A.4).
	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 balanced. Each lesson includes a variety of components that allow for different types of practice and focus within the course of learning. Each module begins with a lesson progression that explains how the lessons build understanding and how concepts and skills are connected. The lesson objective for each lesson reflects the language and the rigor expectations of the standards. For example, Module 7 addresses LSSM 8.EE.C.8 in all six lessons. In the first five

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			lessons, students define systems of equations and go through three ways to solve systems- graphing, substitution, and elimination (LSSM 8.EE.C.8a, 8.EE.C.8b). In Lesson 6, students apply systems of equations to real-world situations (LSSM 8.EE.C.8c). Module 9, Lessons 1-3 incorporate all components of rigor. During Lesson 1, students construct and interpret two-way frequency tables when given real-world situations involving two categorical variables (LSSM 8.SP.A.4). Students continue comparing data in Lesson 2 while constructing two-way relative frequency tables. The Teacher's Guide provides an example of an anchor chart that connects the meaning of the two different types of frequency tables to visual examples along with the meanings of conditional relative frequency and association. During Lesson 3, students continue to connect data to frequency tables by interpreting given two-way relative frequency tables. In Module 13, students find the volume of cylinders, cones, and spheres. In Lessons 1-3, students build a conceptual understanding for finding the volume and use procedural skill and fluency to practice using the formulas for all three. Students will then use volume formulas to solve real-world problems. In Lesson 4, Problem 5, students use what they know about the volume of spheres, cylinders, and cones to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			solve a problem about clay sculptures (LSSM 8.G.C.9).
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. The math practices are identified at the unit, module, and lesson levels for both students and teachers. Each lesson overview outlines the Mathematical Practices (MP) used in the lesson. The student materials also clearly identify when Mathematical Practices are being utilized. In Module 2, Lesson 1, Build Understanding, students use a protractor and a ruler (MP.5) to establish accurate measurements of a triangle (LSSM 8.G.A.1a, 8.G.A.1b). In Module 4, Lesson 1, Task 2, students reason abstractly and quantitatively as they determine how the Triangle Sum Theorem can be used to draw conclusions about a triangle's interior angles (LSSM 8.G.A.5). In Module 7, Lesson 1, Build Your Own, Task 3, students construct an argument (MP.3) based on the graph of the lines to tell which shop has the better deal (LSSM 8.EE.C.8). In Module 12 Lesson 3, Mathematical Practices that will be used during the lesson are MP.5, MP.6 and MP.7. During Step It Out Task 1, students attend to precision (MP.6) as they add and subtract with scientific notation, ensuring that their calculations are accurate (LSSM

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			8.EE.A.4). In Task 2 students carefully attend to the scientific notation format, the order of operations, and the properties of operations as they solve the problem (MP.7). Task 3, students operate calculators (MP.5) as they work with scientific notation.
	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. Lessons include Turn and Talk as a strategy to get students to verbally construct viable arguments and critique the reasoning of their classmates. Integrating Language Routines Into Instruction Cards for Grades 6-8 teachers provides the routine of Critique, Correct and Clarify. During these exercises, teachers provide students with a piece of information that is not their own to analyze and critique. Another routine utilized in the materials includes Stronger and Clearer Each Time. Students construct arguments and defend their mathematical ideas. In Module 7, Lesson 2, On Your Own, Problem 5 includes equations of two functions along with two different solutions from two different students. Students explain whether each student is right or wrong and explain why. Module 8, Lesson 2, Draw and Analyze Trend Lines begins with Spark Your Learning in which students draw conclusions from a provided scatterplot

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			about average miles per gallon of various weight cars. After students complete this task, students engage in a Turn and Talk which states, "Estimate the average miles per gallon for a car weighing 3400 pounds. How did you determine your estimate?" After completing Build Understanding, students determine which trend line of the four on the page best models the relationship and share their reasoning. In Module 9, Lesson 3, Task 1, Build Your Home, students construct arguments by using joint, marginal, and conditional relative frequencies to help them determine whether or not there is an association.
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Key academic vocabulary is identified at the beginning of each module for teachers, including both review and new vocabulary which will be introduced or reviewed and be used consistently during instruction and student explanations. The Sharpen Skills section of each lesson is often utilized to review previously learned vocabulary. As vocabulary is developed, students are expected to use mathematical language when explaining answers and providing reasoning. Possible explanations are provided throughout the materials to guide teachers in supporting students in attending to the specialized language of mathematics. A Language Development section is included at the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			start of every module to assist teachers in planning instruction. Guidance for teachers states, “By giving all students regular exposure to language routines in context, you will provide opportunities for students to listen for and speak, read, and write about mathematical situations. You will also give students the opportunity to develop understanding of both mathematical language and concepts.” Language Routines are then provided to help students develop understanding. Module 1, Lesson 2 lists Review Vocabulary as coordinate plane, segment, and vertex. New Vocabulary for the lesson includes image, mapping notation, preimage, prime notation, and translate. During Build Understanding, Connect to Vocabulary defines translate as a figure as “you move along a straight line.” Students use the Interactive Glossary during this conversation to record their understanding. In Module 7, Lesson 6, Task 2 includes a Connect to Vocabulary. Students solve a system of equations using substitution. The Connect to Vocabulary box defines the word Substitute. Module 9, Lesson 2, Task 1 includes a two-way relative frequency table. This term is highlighted and defined before any questions in the task are asked. The materials provide sample student responses such as “Divide the frequency, 50, by the number of respondents, 200” and “Add the relative frequencies for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Airboat Tours and Gator Farm," promoting the use of mathematical language.
	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. Each lesson overview in the teacher's edition provides a list of the Mathematical Practice Standards (MP) that are addressed in each lesson. Throughout each lesson, the manner in which the practices are addressed and how to support students in developing the practices is provided in the teacher notes. In the teacher edition, the lessons are broken into tasks which indicate the math practice that will be utilized during the task. Additional support is provided to help teachers support students' development of the practices and include Sample Guided Questions and possible student explanations that focus on the use of the identified practice. Professional Learning notes are provided for teachers at the start of the lessons, some of which include guidance for using mathematical practices. In Module 2, Lesson 2, Professional Learning provides guidance for teachers to understand how MP.8 is incorporated in the lesson. Guidance states, "this lesson provides an opportunity for students to recognize how algebraic expressions can be applied to the dilation of figures on a coordinate plane." Teachers ask students how they

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			can show the scale factor was applied to each value in the ordered pairs and what operations were used. At the beginning of Module 6, Lesson 2, Professional Learning provides guidance for teachers to understand how MP.4 is incorporated in the lesson. In Task 2, Step 2, teachers encourage students to consider the meaning of a real-world quantity when modeling a situation with a graph. Teachers guide the students when to use a solid or dashed line for their graph. In Task 3, teachers encourage students to use the structure of the graph to help them understand the justification of the vertical line test. Teachers prompt students to consider using two different points on the same vertical line that must have coordinates of the form (x,y) and (x,z) where y and z are not the same (MP.2).
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	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.		
	Required		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		
	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.		
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.		
	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.		
	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.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	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.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The beginning of each module includes a Mathematical Progressions chart, which provides a basic outline of Prior Learning, Current Development, and Future Connections. While the Prior Learning section does not indicate the specific standards, it does provide the language of the standards that serve as prerequisite skills and concepts for the current learning. In Module 4, students establish facts about the angle sum and exterior angles of triangles, use angle measures to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			determine whether two triangles are similar, show that corresponding angles, alternate exterior angles, and alternate interior angles are congruent, and that same-side interior or exterior angles are supplementary, and use these facts to find missing angles. Prerequisite skills and concepts listed in the Mathematical Progressions chart include the following: identify and use supplementary, complementary, vertical, and adjacent angles in multi-step problems and understand and describe similar figures. This is further broken down at the lesson level. For example, in Lesson 1, students establish facts about the angle sum of triangles and establish facts about exterior angles of triangles. Prerequisite skills and concepts include the following: use supplementary, complementary, vertical, and adjacent angles in multi-step problems and use facts about angles to solve for an unknown angle. In addition, the Are You Ready Diagnostic assesses prior skills needed to access the grade-level content of the lesson and provides an explanation on how each skill on the diagnostic connects to a current development skill is given, such as "Similar Figures, students' prior knowledge of similar figures will prepare them to explore and understand the Angle-Angle Similarity Postulate."
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage	**Yes**	Materials provide guidance to help teachers identify students who need

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	successfully in core instruction, on-grade/course-level work.		prerequisite work to engage successfully in core instruction, on-grade-level work. Each module begins with an interactive Are You Ready assessment that helps diagnose prerequisite mastery, identify intervention needs, and provide a framework to set up or modify leveled groups. Once the students take the Digital Are You Ready assessment, reports are provided that include proficiency by standards and include an item analysis. The assessments are categorized based on skills and/or concepts. For each concept/skill, teacher guidance outlines the prerequisite skills being assessed and explains why these prerequisite skills are required to access on-grade-level content. Additionally, an accompanying scoring guide provides data-driven intervention suggestions for students and is aligned with each section of the assessment.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. The Are You Ready? Diagnostic Assessments are broken into sections by Concept/Skill. A Data-Driven Intervention box is broken down by the same Concept/Skills as the assessment and provides prior learning lessons as well as intervention lessons that can be used to address the unfinished learning for that particular Concept/Skill. In addition, Prior Learning listed in the Mathematical Progressions Chart

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			identifies previous lessons from earlier in the grade level and/or lessons from previous grade levels to use to address unfinished learning. For example, the Module 11 Are You Ready? Diagnostic Assessment assesses students' ability to use the order of operations, draw shapes with given conditions, and use roots to solve equations. For students who need prerequisite work for using the order of operations, the Data-Drive Intervention box suggests that the teacher use Tier 3, Skill 3, and reteach Grade 6, Lesson 8.1 and 8.2. For students who need prerequisite work for drawing shapes with given conditions, the Data-Drive Intervention box suggests that the teacher use Tier 2 Skill 17 and reteach Grade 7, Lesson 9.2-9.4.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

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[5]	1. Focus on Major Work	**Yes**	Materials devote a larger majority of time to the major work of the grade. Materials spend minimal time on content outside of

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications for Kindergarten. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			concerning key course-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include 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[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.
	6. Quality of Assessments		See EdReports for more information.
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

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

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

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

The 2020-2021 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades K-8.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.