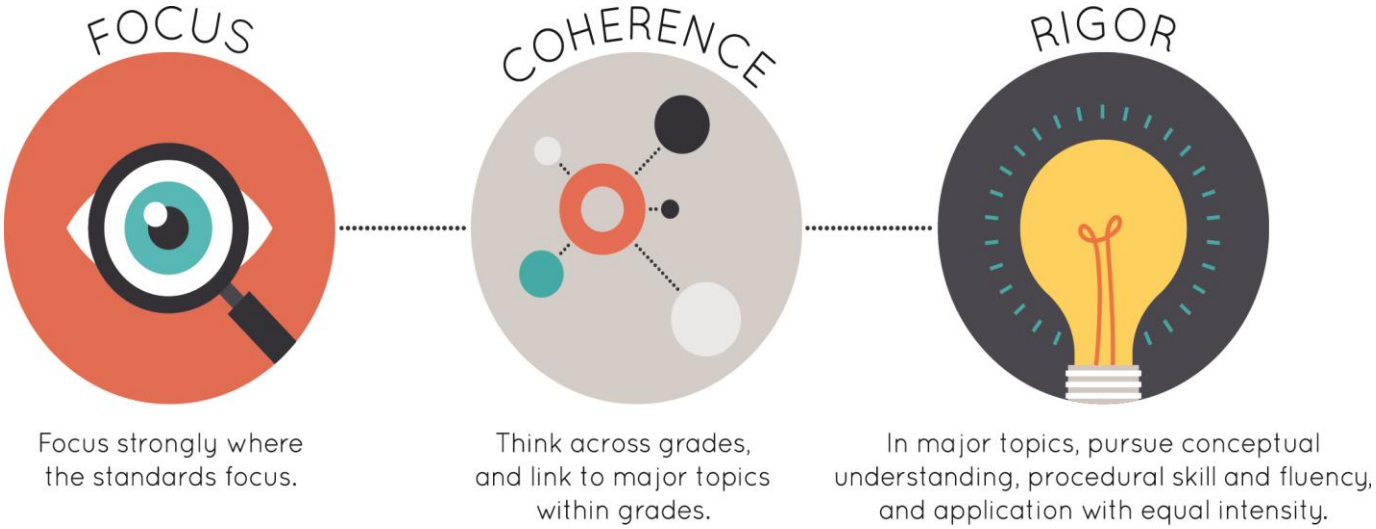
DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Strong mathematics instruction contains the following elements:



Title: **Into AGA**

Grade/Course: **Algebra I**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[2]:** Students and teachers using the materials as designed devote the large majority[3] of time to the major work of the grade/course. ☐ Yes ☒ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**No**	Materials do not devote a large majority of time to the major work of the course. Although many of the lessons include major standards, standards outside of Algebra I are incorporated into many of these lessons shifting the focus away from major work. Sufficient time is not spent to develop major work of the course as 30% of the lessons include content outside of Algebra I.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**No**	Materials do not spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components make students/teachers responsible for topics before the course in which they are introduced. Several lessons and assessment items include Algebra II content and are not clearly identified as optional. For example, in Module 1, Lesson 2, students rewrite expressions with rational exponents as radicals (LSSM A2:A-RN.A.2). Item 13 of the Form A and B Module Assessments assess this standard. In Module 20, Lesson 4, students identify zeros of cubic functions (LSSM A2: A-APR.B.3). Items 3 and 5 of the Form A and B Module Assessments assess identifying zeros of cubic functions. In Module 14, Lesson 1,

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students write the recursive formula for geometric sequences (LSSM A2: F-BF.A.2), which is assessed on Form A and B Module Assessments in items 3, 6, and 10. These lessons and assessment items are not marked as optional. Several other lesson and assessment items address Algebra II standards and are not clearly identified as optional or suggested to omit from the materials.
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. In Module 4, Lesson 3, students develop an understanding of the end behavior of a function. Students apply this understanding as they graph linear functions and then identify the end behavior of the functions, connecting supporting LSSM F-IF.C.7a to major LSSM F-IF.B.4. For example, on items 6 and 7, in the On Your Own section, students graph the function and then describe the end behavior for $f(x)$=-5x+a and $g(x)$=3x+4, respectively. In Module 6, Lesson 1, students use functions fitted to the data to solve problems in context of the data (supporting LSSM S-ID.B.6a) while also interpreting slope and intercepts of linear models in context of the data (major LSSM S-ID.C.7). For example, on item 6 of the Step it Out section, students are presented a scatter plot for the data of hot cocoa sales and are instructed to draw a line of fit, find the slope of the line, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			then write an equation of the line. Students complete similar problems in the Check Understanding section in items 19 and 20 as they make a scatter plot of given data, fit a line to the data, and write an equation of the line.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the course level where these connections are natural and important. In Module 4, Lesson 2, students first identify and analyze linear functions, rewrite linear functions in standard form, and then graph linear functions by using the y-intercept and slope to plot two points. By the end of the lesson, students apply functions in real world context and determine the domain and range for the situation. The progression of the lesson connects clusters A and B of the Functions: Interpreting Functions (F-IF) domain. In Module 10, Lesson 1, students use units in real world word problems (LSSM N-Q.A.1), interpret parts of a linear expression (LSSM A-SSE.A.1a), and graph solution sets to linear inequalities on the half-plane (LSSM A-REI.D.12), connecting the Number and Quantity: Quantities (N-Q), Algebra: Reasoning with Equations and Inequalities (A-REI), and Algebra: Seeing Structure in Expressions (A-SSE) domains. In Module 11, Lesson 1, the Algebra: Creating Equations (A-CED) and Functions: Interpreting Functions (F-IF)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			domains are connected as students create and graph equations with two variables (LSSM A-CED.A.2) and interpret features of graphs of exponential functions (LSSM F-IF.B.4).
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☐ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☐ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

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

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

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	connected to specific lessons and units in the curriculum.		
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

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

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[4]	1. Focus on Major Work	**No**	Materials do not devote a large majority of time to the major work of the course. While some major work is addressed in the lessons that address content outside of the course level, sufficient time is not spent to develop major work of the course level. Materials do not spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components make students/teachers responsible for any topics before the course in which they are introduced. Several lessons and assessment items include Algebra II content and are not clearly identified as optional.
	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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			or more clusters in a domain and/or two or more domains in the course level where these connections are natural and important.
	3. Rigor and Balance	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	4. Focus and Coherence via Practice Standards	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
II: Additional Alignment Criteria and Indicators of Superior Quality[5]	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Quality of Assessments	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Additional Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

[5] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I 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 2021-2022 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in grades 9-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.