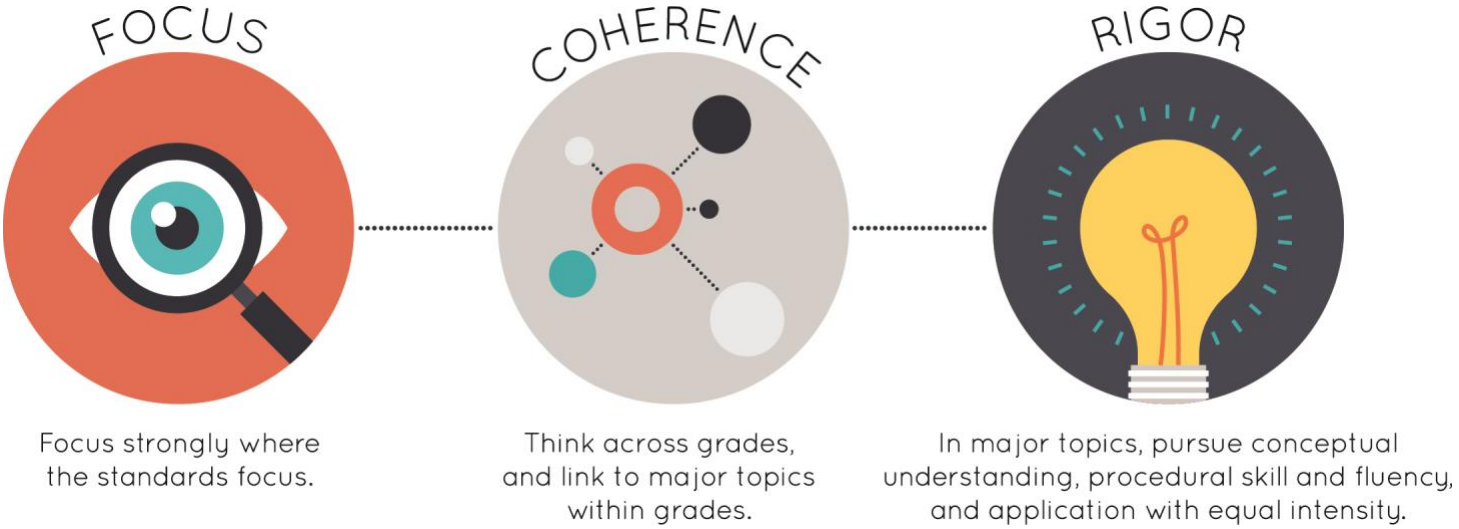
DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Strong mathematics instruction contains the following elements:



Title: **JUMP Math**

Grade/Course: **6-8**

Publisher: **JUMP Math**

Copyright: **2013-2016**

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

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

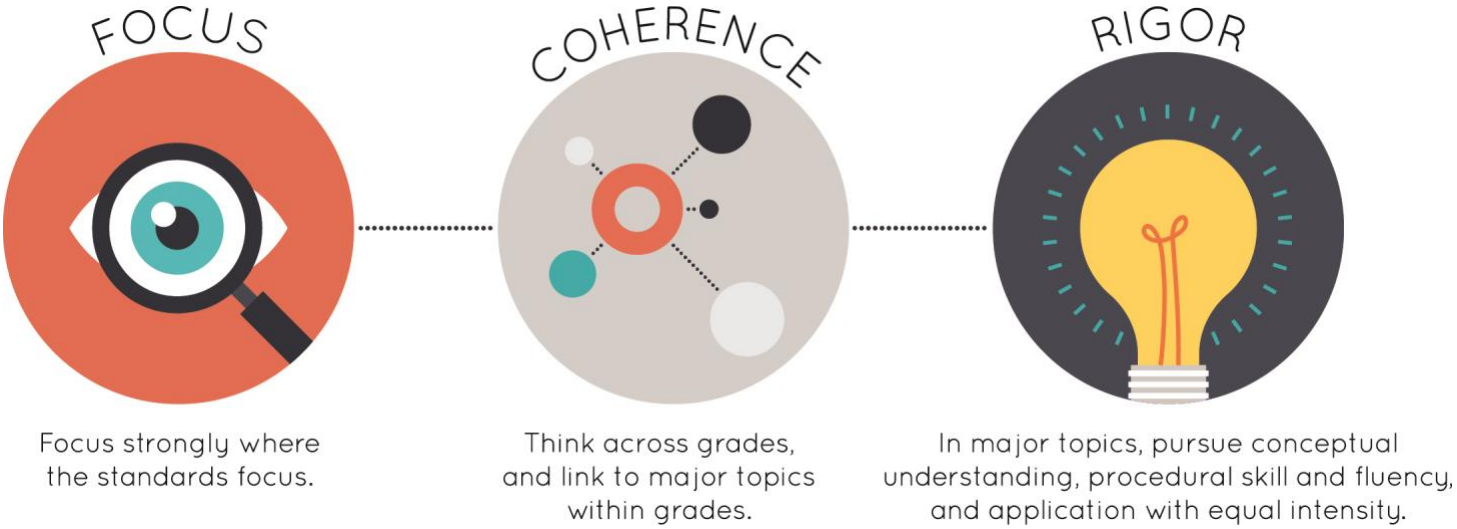
Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

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)

Strong mathematics instruction contains the following elements:



Title: **JUMP Math**

Grade/Course: **6**

Publisher: **JUMP Math**

Copyright: **2013-2016**

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

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
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4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

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

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

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. FOCUS ON MAJOR WORK[1]:** Students and teachers using the materials as designed devote the large majority[2] of time to the major work of the grade/course. ☒ Yes ☐ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**Yes**	The majority of class time is devoted to the major work of Grade 6. Sixty-one percent (i.e., 108 out of 178 lessons) focus on the major work of Grade 6. The materials spend a significant amount of time on reviewing the prerequisite content needed for each domain. The items are labeled in the curriculum as "prep" for the grade level standard. There are 23 lessons aligned to the major standards within the "Ratios and Proportional Relationships" domain, 10 lessons aligned to 6.NS.A.1, 4 lessons aligned to 6.NS.C.5, 19 lessons aligned to 6.NS.C.6, 16 lessons aligned to 6.NS.C.7, 10 lessons aligned to 6.NS.C.8, and 30 lessons aligned to the major content standards within the "Expressions and Equations" domain.
	REQUIRED **1b)** In any one grade/course, instructional materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In assessment materials, there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.	**Yes**	Overall most assessment items are aligned to the current grade level content. For example, the test provided for Lessons 30-41 in Unit 8, "Geometry" requires students to draw a net of a given cube, determine the surface area of the cube, and critique the reasoning of another student's conjecture of how to solve the problem (LSSM 6.G.A.4). (Teachers should use the annotated table of contents created specifically for Louisiana, showing which lessons align to the Grade 6 LSSM. Using this guidance, teachers will be able to maximize their time spent on grade level.)
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards.	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	The materials connect supporting content to major content in meaningful ways. For example, Lesson G6-39 focuses on LSSM 6.G.A.4, 6.N S.B.3, 6.EE.A.2, and 6.EE.A.4 by requiring students to calculate the surface area of prisms with side lengths in decimal form. Additionally, the instructional materials provided focus on decimal division in Lessons NS6-57 and NS6-58 followed by division by two-digit numbers in Lessons NS6.59 through NS6.61. In order

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

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☒ Yes ☐ No			to fluently divide numbers containing decimals, students must first be fluent in dividing multi-digit numbers. In addition, there is an attempt in Part 1 G6-6 to connect the coordinate plane to plotting points from ratio tables, there is no context within the tables, only "input" and "output." Note: Geometry topics are taught in isolation.
	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**	The materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in Grade 6. For example, Lesson G6-39 focuses on LSSM 6.G.A.4, 6.NS.B.3, 6.EE.A.2, and 6.EE.A.4 by requiring students to calculate the surface area of prisms with side lengths in decimal form. Also, Standard G6-6 connects geometry standards with 6.RP.A.3 using ratios and coordinate systems. Also, in Lesson G6-7, "Area of Rectangles," 6.G.A.1, 6.NS.C.8, 6.EE.B.7 are used in a meaningful way to connect geometry with evaluating expressions and equations.
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 amply featuring high-quality conceptual problems and discussion questions.	**Yes**	The materials develop conceptual understanding of key mathematical concepts. Detailed guidance is provided in the teacher resources that enhance the lessons devoted to building conceptual understanding, pushing students to think deeper about the math. For example, Lesson NS6-37, "Fractions of a Whole Number," provides visual representations to build conceptual understanding of what it means to calculate a fraction of a number. Students then apply this knowledge to determine values from multi-step problems, such as determining total time of studying given a start time and information as to how long a student studied a given subject based on fractional pieces of an hour. Additionally, Lesson RP6-7 focuses on creating ratio relationships and using tables to determine if a ratio relationship exists between quantities. Students are guided through the process of creating a ratio table and then use this understanding to determine if a table that represents an increasing pattern is in a ratio relationship.

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			The vocabulary could be more grade level appropriate. For example, instead of "Use skip counting or multiplication to complete the ratio table for each ratio," materials could provide instructions such as "Complete the table by determining equivalent ratios." This concept is further addressed and expanded upon in lessons such as RP6-23, where students determine equivalent ratios involving fractional terms.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the 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**	The materials are designed so that students attain the fluencies and procedural skills required by the Standards. The curriculum is rich with opportunities to develop procedural skill and fluency with and without context. For example, within the assessment and practice books, there is ample fluency practice for 6.NS.B3, 6.NS.B.3, and 6.NS.B.4 as well as for several other standards that have the fluency component of rigor. LSSM 6.NS.B.3 "Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation" is the focus of Lessons NS6-33, NS6-36, NS6-39, NS6-40, NS6-41, NS6-57, and NS6-58. Each of these lessons provide ample opportunity for students to practice procedural skills and become fluent in the operations with decimals.
	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**	The materials provide students with opportunities to engage in application throughout the units, as well as provide rich extensions and bonus tasks that can develop student ability to engage in modeling and application. The approach for developing student ability to engage in application is scaffolded, which may seem insufficient in the earlier units. Major LSSM 6.NS.C.8 aligns to the application component of rigor, where students are expected to "Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate." The application component of this concept is primarily addressed in

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			Semester 2, Lesson G6-29, where in problem 1 students determine the distance between points on a route of a courier delivering packages. Problem 2 of this lesson requires students to mark the location of a fence constructed by park rangers, as well as, determine the amount of fencing needed to complete the job, and the approximate area of specified parts of the territory marked. Additional application tasks are provided for major LSSM 6.RP.A.3b, "Solve unit rate problems including those involving unit pricing and constant speed." Semester 2, Lesson RP6-26 provides students the opportunity to complete ratio tables to solve real-world unit rate problems, such as using unit rate to determine equivalent ratios of a fruit salad mixture, cost of bus tickets, and time relative to distance.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**Yes**	The three aspects of rigor are not always treated together and are not always treated separately. Student practice sheets and scaffolded instruction for each unit of study are provided. In Unit 1, "Ratios and Proportional Relationships-Ratio Tables," after establishing foundational knowledge, Lesson RP6-8 focuses on unit rates. Students are given the opportunity to create ratio tables involving unit rates, interpreting information by calculating unit rates, and applying these skills to real-world problems. The lessons in each unit provide the opportunity for students to see and think about the content presented through each component of rigor. Additionally, there are supplemental lessons and assignments that require mastery of all components of rigor for completion. Lesson PS6-5 "Tape Diagrams," revisits 6.RP.A.3, where students are required to "use tape diagrams to solve percentage and ratio problems" through an extended teacher-guided lesson. Evidence of this is also found in the performance task, "Making Punch" where students write ratios based on given values, interpret quantities and justify with reasoning, as well as, apply these skills to solve real-world application problems.

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Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. ☒ Yes ☐ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the content standards of the grade/course; practices strengthen the focus on the content standards instead of detracting from them, in both teacher and student materials.	**Yes**	The materials address the practice standards in such a way as to enrich the content standards of Grade 6. The math practice standards are addressed in the curriculum overview and in the teaching materials. For example, see the NS6-50 lesson plan included in the curriculum overview, where the activity references MP4. The teacher is asked to "show students measuring cups" to address the math scenario. There is also a second part to this activity where students are asked "how they could use a yardstick" in a math problem, which addresses MP2.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (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 course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.	**Yes**	Extensive work with course level material is present throughout the curriculum. Each lesson features an individual lesson plan for each topic, BlackLine Masters (extra worksheets, games, manipulatives, etc.), SMARTboard interactive lessons, Assessment and Practice Book assignments, and unit quizzes and tests. For example, in the teacher resource Lesson EE6-8 "Solving Equations-Preserving Equality," students revisit solving equations through ample problems provided in the teacher-guided lesson. The "Assessment and Practice" book provides additional practice for students to complete outside of whole group instruction. Another example of this can be found in Lesson NS6-58, which addresses division of decimals, where students are provided over 25 problems to work throughout direct instruction using multiple strategies, with an additional set of over 30 problems in the Assessment and Practice Book pages aligned to this lesson.
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.	**Yes**	The materials scaffold instruction appropriately to extend prior knowledge to the grade level content. For example, Part 1, Unit 3 provides a description of the progression of content standards from first grade to current content for Grade 6. Additionally, Lesson EE6-1 Numerical Expressions connects LSSM 5.OA.A.1 and 5.OA.A.2 to 6.EE.A.1 by providing the opportunity for students to continue work with the order of operations while verifying if equations are

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			equivalent.
	5c) Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards.	**Yes**	Learning objectives align directly to LSSM cluster headings. Each lesson features a goal that identifies the expected outcome. For example, Lesson NS6-4: Opposite Integers aligns to LSSM 6.NS.C.5 "Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line," and provides the learning goal "Students will understand negative integers as being equally far from 0 as their positive counterparts, in the opposite direction." Another example is found in Lesson G6-10, where "Students will develop the formula for the area of a parallelogram," focusing on LSSM 6.G.A.1, "Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes."
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards. ☒ Yes ☐ No	**REQUIRED** **6a)** Materials attend to the full meaning of each practice standard. Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. Alignments to practice standards are accurate.	**Yes**	All mathematical practice standards are meaningfully present. Annotations in the margin of the grade level teacher resources document provide direct correlation to each practice standard embedded into the content lessons. These connections are accurate and appropriately placed where necessary to build content mastery. For example, Lesson RP6-24 provides the opportunity for students to attend to precision (MP.6) by identifying quantities that make a given rate a unit rate. Lesson NS6-39 allows to students to look for and express repeated reasoning (MP.8) by making connections between multiplying by powers of ten and the effect that has on a given quantity.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (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 opportunities for students to construct viable arguments and critique the reasoning of others. This is evident in Lesson G6-12 in the third example where students are presented with different triangles and are asked "to suggest how to draw the height" of an obtuse triangle if the bottom side is chosen to be the base. Lesson NS6-52 provides students the opportunity to explain why the quotient of two fractions is the same as the quotient of two equivalent fractions. Lesson NS6-55 requires students to analyze fraction division, and

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			compare and explain why the quotient is different when the divisor and dividend switch places.
	6c) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	**No**	While mathematical practices are identified in the materials, there are no teacher-directed materials that explain the role of the practice standards in the classroom or in the lessons. Within each lesson, mathematical practices are identified beside activities to note it is a place where the practice could be reinforced; however, there is no guidance on how to engage students in the practice or how the practice is demonstrated in the activity.
	6d) Materials explicitly attend to the specialized language of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Each lesson features a vocabulary section, and the words/phrases are discussed in detail throughout the lesson.
Additional Criterion **7. INDICATORS OF QUALITY:** Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☒ Yes ☐ No	**REQUIRED** **7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Yes**	Students are required to produce a variety of responses throughout the curriculum. This is evident in Part 1, Unit 1 "Ratios and Proportional Relationships" where students complete partially-filled tables, calculate unit rates, write ratios given situations, create double number lines and tape diagrams, and provide reasoning where specified in the materials.
	REQUIRED **7b)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of student responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Yes**	Separate teacher materials are present within each grade level teacher resources document. This document provides overview of the focus at the beginning of each unit. Teachers are provided the objectives of the unit, notes regarding the content, preparation necessary, as well as, full guidance of the lesson flow. Throughout the teacher resources document, teachers are guided through each lesson and provided direct questioning techniques, instructional suggestions, and focal points within each lesson to reinforce prior knowledge.
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Yes**	Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. In addition to carefully introducing all mathematical vocabulary, the language is age-appropriate and does not use specialized vocabulary

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			that has not been taught. Suggested wording in lesson plans is intended to help ELL students by not assuming that they will have absorbed vocabulary outside of the classroom and ensures the challenge is mathematical or logical, not English comprehension.
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence, the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Yes**	The underlying design of the materials distinguishes between problems and exercises. Throughout the lessons, exercises, problems, and extensions are clearly labeled to indicate their purpose. Exercises allow opportunities for students to practice their newly learned skills. Problems allow opportunities for more in-depth solving skills to be honed. Extension questions provide opportunities for more conceptual foundations to be solidified. In addition, the Assessment and Practice books for students provide a variety of such problem types.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Yes**	Lessons appropriately scaffold instruction to support student mastery by building conceptual understanding through connections to prior knowledge, providing visual representations, and facilitation of instruction through teacher questioning strategies. Additionally, the structure of the materials allows Part 2 to reinforce and extend grade-level concepts covered in Part 1.
	7f) Materials support the uses of technology as called for in the Standards.	**N/A**	There are no requirements for technology in the LSSM for Grade 6.

FINAL EVALUATION

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

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

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

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-Negotiables	1. Focus on Major Work	**Yes**	The majority of the instructional time is spent on the major work, and content outside of the scope of the course is clearly noted to teachers.
	2. Consistent, Coherent Content	**Yes**	The materials leverage supporting content to enhance the focus on major work, as well, provide students with opportunities to make connections across domains and clusters.

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	3. Rigor and Balance	**Yes**	The materials devote a substantial amount of time to developing conceptual understanding, while also tending to the development of students procedural skill and fluency as well as application.
	4. Focus and Coherence via Practice Standards	**Yes**	The materials address the practice standards in such a way as to enrich the content standards of the grade.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Materials preserve coherence and focus by linking topics and adhering to progressions in the LSSM.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	All mathematical practice standards are meaningfully present, and materials provide opportunities for students to construct viable arguments and critique the reasoning of others. However, materials do not provide sufficient opportunity for students to construct viable arguments or critique the reasoning of others, and teacher directed materials to explain the role of the practice standards in the classroom are lacking.
	7. Indicators of Quality	**Yes**	Students are required to produce a variety of responses throughout the curriculum, and lessons appropriately scaffold instruction to support student mastery. Separate teacher materials are present, including support for English Language Learners and other special populations.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

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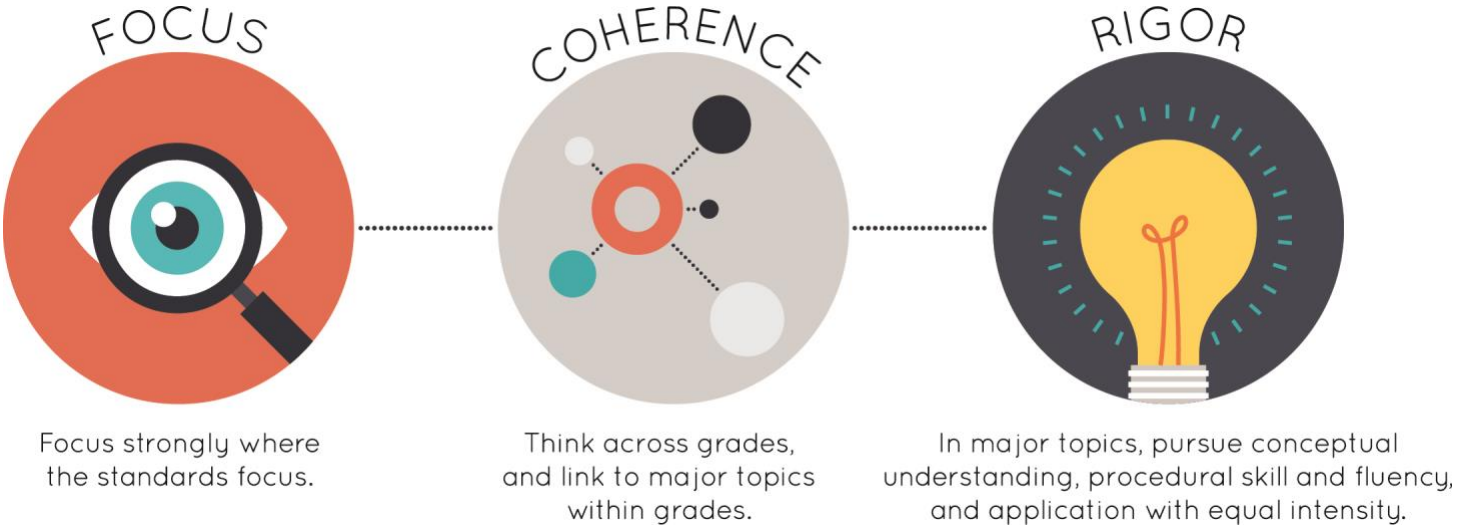

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Grade/Course: **7**

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

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

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5. Alignment Criteria for Stnds. for Math Content	
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7. Indicators of Quality	

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

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

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
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SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
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 should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**Yes**	The majority of class time is devoted to the major work of Grade 7. Sixty-six percent (i.e., 116 out of 175 lessons) focus on the major work of Grade 7. The materials spend a significant amount of time on reviewing the prerequisite content needed for each domain. The items are labeled in the curriculum as "prep" for the grade level standard. In Unit 1, 7 out of 11 lessons focus on prep work. There are 39 out of 175 lessons (22%) devoted to additional content and 18 out of 175 (10%) devoted to the support work. In addition, 25 out of the 175 lessons (15%) are labeled "prep" and target standards below Grade 7 in order to scaffold the content.
	REQUIRED **1b)** In any one grade/course, instructional materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In assessment materials, there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.	**Yes**	There are no items that make students or teachers responsible for any topics before the grade/course in which they are introduced in the LSSM, with the exception for several "bonus" questions. An example of this is provided in the Unit 3, "Expressions and Equations Quiz" (Lessons 13 to 17), as well as, the unit test, where the bonus question requires students to solve an equation with variable expressions on both sides of the equation. While it is understood that this serves as enrichment, the concept is not introduced until LSSM 8.EE.C.7. Assessment items are at or below grade level, with the majority (mainly quizzes) focused on scaffolded concepts from lower grades. While it is imperative to establish prior knowledge, this should be utilized in the instructional materials with minimal assessment. (Teachers should use the annotated table of contents created specifically for Louisiana, showing which lessons align to the Grade 6 LSSM.

[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
			Using this guidance, teachers will be able to maximize their time spent on grade level.)
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**	The materials connect supporting content to major content in meaningful ways. For example, Part 1, Unit 6 Lesson G7-10 connects geometry standards with 7.RP.A.1 and A.2 by asking students to use ratio to compare and draw scale drawings as represented in the real word. Also, in Lesson SP7-2 "Probability" 7.SP.C.7a, 7.SP.C.7b, 7.SP.C.5 and 7.EE.B.3 are used in a meaningful way to connect probability with evaluating expressions and equations.
	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**	The materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in Grade 7. Evidence of this is found throughout the lessons. For example, in Part 1, Unit 5 Lessons RP7-14 through 16 include standard 7.NS.A.2c, and Lessons RP7-17, 18, 21, and 22 include standard 7.EE.A.2. In Part 2, Unit 4, several geometry lessons (G7-11 through 16, 22, and 23) include standard 7.EE.B.4a. In Part 1, Unit 2 Lesson EE7-1, there are connections made through "Order of Operations" which connect standards 7.NS.A.3 and 7.EE.B.3. In Part 1, Unit 5, three lessons make connections between 7.EE.B.3 and 7.RP.A.3.
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 amply featuring high-quality conceptual problems and discussion questions.	**Yes**	The materials spend ample time building conceptual understanding as required by the indicator. For example, the goal of Lesson RP7-6 in Unit 1 states, "Students will understand ratios as a way to compare one part of a whole to a different part of a whole." Lesson RP7-7 states, "Students will understand ratios as a comparison through multiplication and will create equivalent ratios by skip counting." When considering questions that focus on conceptual understanding in unit assessments, Unit 1 has 9 of 12 questions, Unit 2 has 8 of 11 questions, Unit 3 has 7 of 10 questions, and Unit 8 has 6 of 7. Each unit includes a section in the teaching material that is designed to introduce new content and exercises that provide practice in understanding new concepts.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The	**Yes**	The materials are designed so that students attain the fluencies and procedural skills required by the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	materials are designed so that students attain the fluencies and procedural skills required by the 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.		Standards. Student assessment and practice resources provide many opportunities to become fluent in skills where this component of rigor aligns to the standard of focus within a lesson. For example, Lessons RP7-29 and 30 focus on LSSM 7.RP.A.1 where students are required to "compute unit rates associated with ratios of fractions." These lessons provide multiple examples for the teacher to use in guided instruction, as well as, for repeated practice to help facilitate attainment of fluency related to this skill. Lessons RP7-27 and 28 provide the scaffolding necessary to achieve mastery of this standard by establishing prior knowledge of ratios and rates with fractional terms. Lessons NS7-28 to 31, 39, and 44 align to LSSM 7.NS.A.3 which requires students to solve real-world and mathematical problems involving the four operations with rational numbers. These lessons provide ample opportunity for students to solve mathematical problems with the four operations using integers, but give little attention to all forms of rational numbers. The majority of practice problems in these lessons relate to integers only. There are, however, several other lessons that could align to this standard due to the focus on applying all operations of rational numbers to real-world situations, such as, NS7-39 and NS7-45, which provide problem banks related to operations with positive and negative fractions and decimals.
	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	**Yes**	The materials provide students with opportunities to engage in application throughout the units, as well as provide rich extensions and bonus tasks that can develop student ability to engage in modeling and application. The approach for developing student ability to engage in application is scaffolded, which may seem insufficient in the earlier units. Instructional lessons build conceptual understanding and fluency in order for students to apply these skills to real-world application, such as the performance tasks provided

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	expectations for multi-step and real-world problems are explicit.		within the teacher resources. Lessons RP7-12 through RP7-21 in Part 1 of the instructional materials focus on procedural skills related to LSSM 7.RP.A.3, where students calculate percentages and mathematically manipulate numbers to determine specific quantities. Lessons RP7-22 through RP7-25 focus on application and modeling using proportional relationships to solve multi-step ratio and percent problems. This standard is revisited in Part 2, where lessons RP7-31 and RP7-32 focus on using proportions to solve percent problems, as well as in RP7-36 and RP7-37, where students continue to work with ratio and percent problems in context. The performance task, "Percentage Discounts" requires students to apply this knowledge to determine sale prices, discount percentages, which store provides lower prices, and the greatest percentage discount, while connecting these concepts to proportional relationships throughout.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**Yes**	The three aspects of rigor are not always treated together and are not always treated separately. There is ample fluency practice, and there are multiple opportunities for students to develop the conceptual understanding of the standards of Grade 7. Lessons RP7-13 and RP7-19 to 25 of Part 1 focus on major LSSM 7.EE.B.3, where students should solve multi-step real-world and mathematical problems. These lessons include instructional components that allow students to see and think about the content presented throughout. Lesson RP7-13 allows students to conceptualize estimation given specific quantities, while focusing on the procedural skill as well. Lessons RP7-19 through 25 focus on mastering determining percent of a value, or calculating the percent given quantities, and applying this skill to real-life situations, such as calculating commission of a car salesman. Additionally, with a focus on supporting LSSM 7.SP.A.2, Lessons SP7-12 and 13 address the conceptual components of modeling data and interpreting information from given samples. These lesson topics are later revisited in SP7-16 and 17,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			where students use samples to draw inferences on how long it would take a person to type a certain number of words, or generalizations about when employees in the United States leave for work or even a projected number of defective products from a factory based on data collected.
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. ☒ Yes ☐ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the content standards of the grade/course; practices strengthen the focus on the content standards instead of detracting from them, in both teacher and student materials.	**Yes**	The materials address the practice standards in such a way as to enrich the content standards of Grade 7. In the teacher resource it is explained that "the development of the practices occurs in virtually every lesson" and are identified when the lessons have grade-level applications of the standards. Included within the teacher resource next to select items are references to the math practice standard that align with the item. For example, the teacher resource for Lesson NS7-14 provides guidance to where the practice standards are addressed. One connection lies in the extension activity that references MP.1 and MP.3. Students must persevere in solving problems while constructing viable arguments.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (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 course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.	**Yes**	Extensive work with course level material is present throughout the curriculum. Each lesson provides connections between prior knowledge, listed below the lesson goals. These connections are enhanced in the content materials where teachers are prompted in the teacher resources document to build prerequisite skills into the grade level content focus. For example, in preparation for introduction of LSSM 7.NS.A.1, "apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram," Lesson NS7-21 focuses on comparing and ordering rational numbers. This leads into ample instruction and practice problems within the student resources aligned to adding and subtracting rational numbers using different strategies in Lessons NS7-22 and NS7-23, including a "Problems and Puzzles" handout that contains contextual problems that give meaning to the operations.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Another example of extensive course level work throughout the curriculum is found within the lessons focused on "Ratios and Proportional Relationships." Major LSSM 7.RP.A.1-3 are covered in both Part 1 and Part 2 of the Grade 7 coursework. Students begin preparing to identify and represent proportional relationships (7.RP.A.2) in Unit 1, Lessons RP7-1 to 5, where a focus on creating models of fractions and generating equivalent fractions lays the foundation for instruction on LSSM 7.RP.A.2. Overall, there are 8 units that provide lessons focused on "Ratios and Proportional Relationships" throughout the Grade 7 curriculum.
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.	**Yes**	The materials scaffold instruction appropriately to extend prior knowledge to the grade level content. For example, Part 1, Unit 3, Lesson EE7-12, begins instruction by reviewing Greatest Common Factors to build into the creation of equivalent expressions (LSSM 7.EE.A.1). In Lesson EE7-23, found in Part 2, prerequisite knowledge is addressed by allowing students to practice graphing given inequalities on a number line in order to scaffold instruction towards mastery of LSSM 7.EE.B.4b, "Solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$ or $px + q \leq r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem."
	5c) Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards.	**Yes**	Learning objectives align directly to LSSM cluster headings. Each lesson features a goal that identifies the expected outcome. For example, Lesson EE7-9 lists the learning goal as "Students will add and subtract expressions in the form ax + b, where a and b are integers," which directly targets a part of LSSM 7.EE.A.1, "Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients to include multiple grouping symbols." Lesson EE7-26: Multiplying Integers addresses LSSM 7.NS.A.2, "Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers," and lists the learning target, "Students will multiply integers and fractions, determining when the answer is positive or negative."
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards. ☒ Yes ☐ No	**REQUIRED** **6a)** Materials attend to the full meaning of each practice standard. Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. Alignments to practice standards are accurate.	**Yes**	All mathematical practice standards are meaningfully present. Annotations in the margin of the grade level teacher resources document provide direct correlation to each practice standard embedded into the content lessons. These connections are accurate and appropriately placed where necessary to build content mastery. Extension Question 3 of Lesson EE7-12 requires that students persevere in solving problems (MP.1), as well as, look for and make use of structure (MP.7), when using a visual to explain why two numerical expressions are equivalent. Additionally, Lesson EE7-22, "Constant of Proportionality" (Advanced), incorporates the use of multiple mathematical practices, including opportunities to look for and make use of structure (MP.7) by finding connections between procedures and strategies used to relate the constant of proportionality to the increase in y-values. Further into the lesson, students show the relationships between given rates by modeling the connections using multiple representations of proportional relationships (MP.4).
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (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 opportunities for students to construct viable arguments and critique the reasoning of others. For example, Lesson G7-7 provides opportunity for students to develop counterexamples to given statements to prove those statements are true. Additionally, Extension Question 5 in Lesson RP7-7 "Equivalent Ratios," requires students to critique the reasoning of others by analyzing another student's statement that two whole numbers in a given ratio of 1:3 could not add to an odd number. Extension Question 1 for Lesson NS7-26: Multiplying Integers asks students to determine if the product of two negative numbers can ever be less than their sum.

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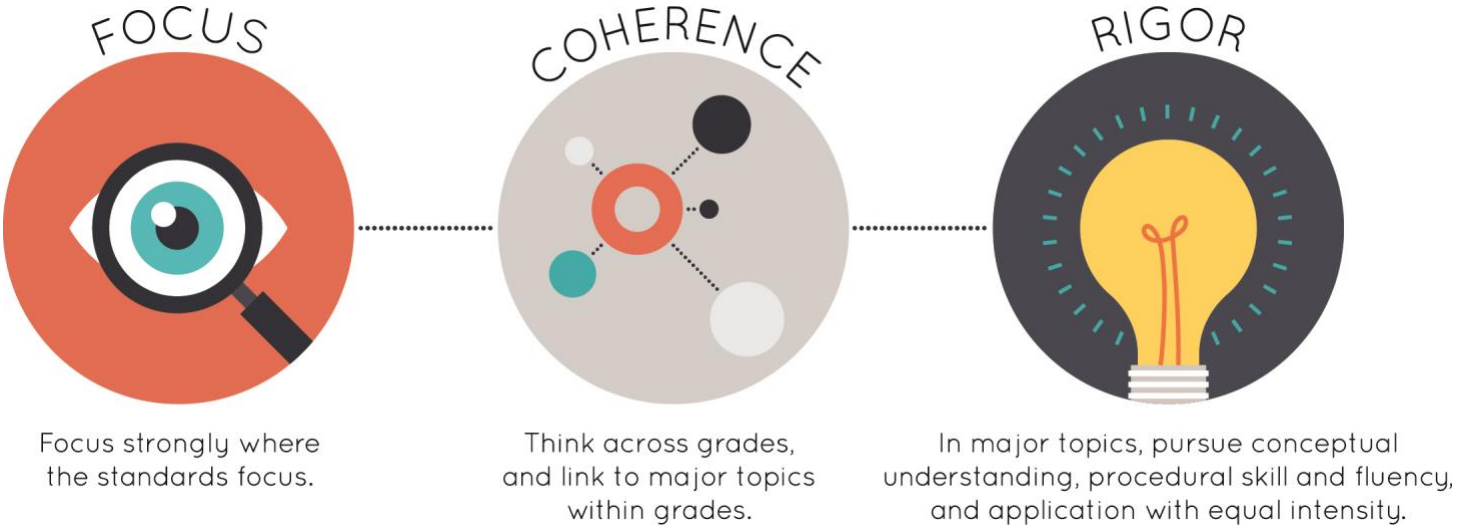
	6c) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	**No**	While mathematical practices are identified in the materials, there are no teacher-directed materials that explain the role of the practice standards in the classroom or in the lessons. Within each lesson, mathematical practices are identified beside activities to note it is a place where the practice could be reinforced; however, there is no guidance on how to engage students in the practice or how the practice is demonstrated in the activity.
	6d) Materials explicitly attend to the specialized language of mathematics.	**Yes**	Overall, the materials explicitly attend to the specialized language of mathematics. Each lesson features a vocabulary section, and the words/phrases are discussed in detail throughout the lesson. However, there are lessons that do not explicitly attend to the specialized language of mathematics. For example, Part 1, Unit 2, Lesson NS7-2, of the teacher resources document, teachers are instructed to discuss with students that opposite values "cancel each other out," with no connection to opposite values combining to make zero. Additionally, in Part 2, Unit 2, there is an entire lesson (RP7-34) devoted to "Cross-multiplication" with no reference to the conceptual understanding behind this procedural skill.
Additional Criterion **7. INDICATORS OF QUALITY:** Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☒ Yes ☐ No	**REQUIRED** **7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Yes**	Students are required to produce a variety of responses throughout the curriculum. This is evident in the student resources for Part 2, Unit 3 Lessons EE7-19 through EE7-21 where students respond to problems by interpreting parts of an equation, completing tables of values, identifying numerical answers, graphing relationships on the coordinate plane, creating equations of proportional relationships, and writing responses to determine if relationships are proportional.
	REQUIRED **7b)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of student	**Yes**	Separate teacher materials are present within each grade level teacher resources document. This document provides overview of the focus at the beginning of each unit. Teachers are provided the objectives of the unit, notes regarding the content, preparation necessary, as well as, full guidance of the lesson flow. Throughout the teacher resources document, teachers are guided through each lesson

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		and provided direct questioning techniques, instructional suggestions, and focal points within each lesson to reinforce prior knowledge.
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Yes**	Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. In addition to carefully introducing all mathematical vocabulary, the language is age-appropriate and does not use specialized vocabulary that has not been taught. Suggested wording in lesson plans is intended to help ELL students by not assuming that they will have absorbed vocabulary outside of the classroom and ensures the challenge is mathematical or logical, not English comprehension.
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence, the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Yes**	The underlying design of the materials distinguishes between problems and exercises. Throughout the lessons, exercises, problems, and extensions are clearly labeled to indicate their purpose. Exercises allow opportunities for students to practice their newly learned skills. Problems allow opportunities for more in-depth solving skills to be honed. Extension questions provide opportunities for more conceptual foundations to be solidified. In addition, the Assessment and Practice books for students provide a variety of such problem types.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Yes**	Lessons appropriately scaffold instruction to support student mastery by building conceptual understanding through connections to prior knowledge, providing visual representations, and facilitation of instruction through teacher questioning strategies. Additionally, the structure of the materials allows Part 2 to reinforce and extend grade-level concepts covered in Part 1.
	7f) Materials support the uses of technology as called for in the Standards.	**Yes**	Materials support the use of technology, as called for in LSSM 7.G.A.2, where students draw geometric shapes with given conditions utilizing technology. In Part 1, Unit 6 students use “Geometer's Sketchpad” to draw angles and polygons given specific conditions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 7. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.			
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-Negotiables	1. Focus on Major Work	**Yes**	The majority of the instructional time is spent on the major work, and content outside of the scope of the course is clearly noted to teachers.
	2. Consistent, Coherent Content	**Yes**	The materials leverage supporting content to enhance the focus on major work, as well, provide students with opportunities to make connections across domains and clusters.
	3. Rigor and Balance	**Yes**	The materials devote a substantial amount of time to developing conceptual understanding, while also tending to the development of students procedural skill and fluency as well as application.
	4. Focus and Coherence via Practice Standards	**Yes**	The materials address the practice standards in such a way as to enrich the content standards of the grade.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Materials preserve coherence and focus by linking topics and adhering to progressions in the LSSM.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	All mathematical practice standards are meaningfully present, and materials provide opportunities for students to construct viable arguments and critique the reasoning of others. However, materials do not provide sufficient opportunity for students to construct viable arguments or critique the reasoning of others, and teacher directed materials to explain the role of the practice standards in the classroom are lacking.
	7. Indicators of Quality	**Yes**	Students are required to produce a variety of responses throughout the curriculum, and lessons appropriately scaffold instruction to support student mastery. Separate teacher materials are present, including support for English Language Learners and other special populations.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

Strong mathematics instruction contains the following elements:



Title: **JUMP Math**

Grade/Course: **8**

Publisher: **JUMP Math**

Copyright: **2013-2016**

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

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

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

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

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. FOCUS ON MAJOR WORK[5]:** Students and teachers using the materials as designed devote the large majority[6] of time to the major work of the grade/course. ☒ Yes ☐ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**Yes**	The majority of class time is devoted to the major work of Grade 8. Seventy-five percent (i.e., 130 out of 165 lessons) focus on the major work of Grade 8. The first 15 lessons in Part 1, Unit 1 (a major content unit) focus on multiplication, division, and fraction review. There are 5 lessons in Part 1, Unit 3 that teach lower level geometry skills as review. These represent Grade 5 skills and are included as scaffolding for the on-grade level content. Within the "Expressions and Equations" domain, there are 19 bridge lessons and 39 on-grade level lessons, which is about half remediation, half new content. There are 15 on-grade level lessons that support the standards under the "A" cluster of the "Function" domain. Nine bridge lessons and 39 standards-based lessons support the standards under the "A" and "B" clusters of the "Geometry" domain. Nine problem solving lessons support the major domains "Expressions and Equations" and "Geometry."
	REQUIRED **1b)** In any one grade/course, instructional materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In assessment materials, there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.	**Yes**	Overall most assessment items are aligned to the current grade level content. For example, Questions 2a, 2b, and 2c allow students the opportunity to show mastery of LSSM 8.EE.C.7 by solving "linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms." Question 4 of the Unit 2 Geometry Quiz and Test for Lessons 25-31 requires students to identify a sequence of transformations where one possible answer requires reflection over a line other than the x-axis or y-axis,

[5] For more on the major work of the grade, see Focus by Grade Level.

[6] 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
			and another answer requires rotation around a point other than the origin. (Teachers should use the annotated table of contents created specifically for Louisiana, showing which lessons align to the Grade 6 LSSM. Using this guidance, teachers will be able to maximize their time spent on grade level.)
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**	The materials connect supporting content to major content in meaningful ways. For example Part 2, Unit 1 Lesson F8-15, 16 connects "Expressions and Equation" standard with 8.EE.B.6 with "Function" standard 8.F.A.2. Other instances where instruction combines standards from two clusters of a domain are seen in Part 1, Unit 6, where 8.F.B.4 and 8.F.B.5 are explored alongside of 8.F.A.1, 8.F.A.2, and 8.F.A.3.
	REQUIRED **2b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.	**Yes**	The materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in Grade 8. Multiple attempts to connect supporting and additional domains and clusters are seen especially in the nine problem-solving lessons. For example, Part 2 Unit 7 Lesson SP8-7 and SP8-8 connect 8.F.B.4, 8.SP.A.2, and A.3 in a meaningful manner. Lessons G8-37 and 38 are also well aligned to 8.EE.B.6, and Lessons F8-15 to 19 connect standards 8.F.A.3 and 8.F.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 amply featuring high-quality conceptual problems and discussion questions.	**Yes**	The materials develop conceptual understanding of key mathematical concepts that are supported by games and activities, as well as structured discussion questions. There is an attempt to build conceptual understanding for prerequisite skills and concepts requiring fluency. For example, Unit 1, Part 1 develops conceptual understanding of operations with integers, fractions, and decimals, with skills ranging from Grades 4-6. Lessons EE8-32 to 36 are aligned to LSSM 8.EE.C.7 (Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms) where the introductory lessons require students to simplify expressions through combining like terms, apply the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			distributive property, and add and subtract expressions. The latter set of lessons in this set then extend student understanding of operations with algebraic expressions to performing these in order to solve multi-step linear equations. The focus on foundation, as well as the standard of focus through guided instruction as provided in the teacher resources ensure greater conceptual understanding of the Grade 8 concept.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the 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**	The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Procedural skill and fluency are effectively addressed throughout the materials. For example, Part 1, Unit 5 Lessons EE8-35, EE8-36, and EE8-38 focus on LSSM 8.EE.C.7 which requires students to "Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms." These focus lessons provide ample opportunity for teacher instruction and student practice to be directly aligned to procedural skill and fluency.
	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**	The materials provide students with opportunities to engage in application throughout the units, as well as provide rich extensions and bonus tasks that can develop student ability to engage in modeling and application. The approach for developing student ability to engage in application is scaffolded, which may seem insufficient in the earlier units. Instructional lessons build conceptual understanding and fluency in order for students to apply these skills to real-world application, such as the performance tasks provided within the teacher resources. For example, Part 2, Unit 5 Lessons EE8-52 and EE8-55 focus on major LSSM 8.EE.C.8c, where students must "Solve real-world and mathematical problems leading to two linear equations in two variables." Within these lessons, students are provided multiple application problems where they must create and solve

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			algebraic equations from real-world situations. Additionally, Part 2, Unit 1 Lessons F8-20 and 23 address the application component of major LSSM 8.F.A.2, "compare properties of two functions each represented in a different way," by providing real-world problems where students create tables, graph relationships, and interpret and compare requested information from these models. Lesson F8-20 allows for much discussion and comparison of given functions by determining which functions have a steeper and greater slope. Lesson F8-23 provides additional application through a performance task, Immigration to the United States, 1900-2000, where students compare different line segments on the same graph in context.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**Yes**	The three aspects of rigor are not always treated together and are not always treated separately. There is ample fluency practice for algebraic operations, and there are multiple opportunities for students to develop the conceptual understanding of the standards of Grade 8. Part 1, Units 1, 4 and 5 focus on major LSSM 8.EE.B.5, where students are expected to "graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways." Unit 1 Lessons EE8-4 to 9 focus on foundational concepts to understand and determine proportional relationships. These concepts are revisited in Unit 5 where students create ratio tables and develop equations of and graph proportional relationships. Discussion develops in the teacher resource materials for efficiency of completing ratio tables, and ample practice problems are provided to ensure fluency and solidify understanding of proportional relationships from Grade 7. Lesson EE8-44 focuses on major LSSM 8.EE.B.5 through multiple types of exercises. Throughout this lesson, students develop conceptual understanding of unit rate, practice by using unit rates to find missing information, complete tables of equivalent ratios, and apply this concept to real-world situations. Extension Problem

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			2 requires students to graph and interpret information about games of solitaire. Extension Problem 3 revisits prior concepts and applies knowledge of operations in scientific notation (LSSM 8.EE.A.4) to determine information about population density. In Lesson EE8-48, multiple real-world scenarios are provided for students to compare proportional relationships. The Unit 5 quiz for Lessons 39 to 43, as well as, the quiz aligned to Lessons 44 to 48 and the Unit 5 Test, each include problems that address all three components of rigor.
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. ☒ Yes ☐ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the content standards of the grade/course; practices strengthen the focus on the content standards instead of detracting from them, in both teacher and student materials.	**Yes**	The materials address the practice standards in such a way as to enrich the content standards of Grade 8. In the teacher resources, it is explained that "the development of the practices occurs in virtually every lesson" and the practices are identified by corresponding items in the teacher resources. For example, Lessons SP8-2 and SP8-3 give students the opportunity to model with mathematics (MP.4) by constructing scatter plots to provide and justify responses to provided questions in multiple lessons throughout the lesson. Additionally, students are given multiple opportunities to look for and make use of structure (MP.7) by analyzing tables and graphs of scatterplots, as well as, lesson components that require students to make sense of problems and persevere in solving them (MP.1) and construct viable arguments to explain why answers make sense when analyzing and describing scatter plots.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying	**REQUIRED** **5a)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.	**Yes**	Extensive work with course level material is present throughout the curriculum. Each lesson provides connections between prior knowledge, listed below the lesson goals. These connections are enhanced in the content materials where teachers are prompted in the teacher resources document to build prerequisite skills into the grade level content focus. For example, in order to establish and reinforce prerequisite knowledge of major LSSM 8.EE.A.1,"know and apply the properties of integer

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
consistent with the progressions in the Standards. ☒ Yes ☐ No			exponents to generate equivalent numerical expressions," Lesson EE8-15 focuses on expanding, evaluating, and interpreting statements about exponents. Lesson EE8-16 begins instruction on creating equivalent exponential expressions through the product of powers, where the teacher resource provides direct instruction in expanding to prove the product rule. Additionally, Lesson F8-1 lists "can do operations on integers" as a prerequisite skill to "understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output" (LSSM 8.F.A.1). When completing tables and defining functions, this skill is embedded into instruction while focus is on the major topic of the lesson.
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.	**Yes**	The materials scaffold instruction appropriately to extend prior knowledge to the grade level content. For example, Part 1, Unit 2, Lesson EE8-16 focuses on the product of powers, but begins instruction by ensuring students activate prior knowledge on writing exponential expressions in expanded form. The connection is then made from this foundational concept to the Grade 8 focus of properties of exponents (8.EE.A.1) through a series of lessons. Materials base content progressions on the progressions in the Standards. For example, Part 1, Unit 5, Expressions and Equations: Graphing Proportional Relationships, scaffolds instruction based on initial understanding of multiplication and division from foundational standards in elementary grades through the use of ratio and rate reasoning in Grade 6 and the concept of proportionality in Grade 7. These skills are utilized to build conceptual development of LSSM 8.EE.B.5 and 8.EE.B.6
	5c) Materials include learning objectives that are visibly shaped by LSSM cluster headings and/or standards.	**Yes**	Learning objectives align directly to LSSM cluster headings. Each lesson features a goal that identifies the expected outcome. For example, Lesson EE8-16: Product of Powers addresses part of LSSM 8.EE.A.1, and provides a learning target that states "Students will learn to write the product of two powers as a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			single power." Lesson EE8-35 focuses on LSSM 8.EE.C.7b "Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms," and provides a learning target that states "Students will use the distributive property and combine like terms to solve equations."
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards. ☒ Yes ☐ No	**REQUIRED** **6a)** Materials attend to the full meaning of each practice standard. Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. Alignments to practice standards are accurate.	**Yes**	All mathematical practice standards are meaningfully present. Annotations in the margin of the grade level teacher resources document provide direct correlation to each practice standard embedded into the content lessons. These connections are accurate and appropriately placed where necessary to build content mastery. Lesson EE8-34 allows students ample opportunities to look for and make use of structure (MP.7) through multiple practice problems where students simplify algebraic expressions containing parentheses before solving multi step equations. This lesson continues to reinforce several mathematical practices, where students attend to precision (MP.6), make sense of problems, persevere in solving them (MP.1), and model with mathematics (MP.4) through creating and solving multi step equations, as well as, checking their solutions using substitution. Lesson EE8-38 continues to focus on allowing students opportunities to model with mathematics (MP.4) through many problems that require students to create equations from verbal descriptions. This lesson also focuses on student attention to precision (MP.6) by requiring students to explicitly define the meaning of variables used in the created equations.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (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-	**Yes**	Materials provide opportunities for students to construct viable arguments and critique the reasoning of others. Lesson G8-19 provides students the opportunity to use "properties of parallelograms to explain why translations preserve the length of line segments" and multiple opportunities to prove congruence and develop counterexamples of false conjectures. Lesson SP8-3 requires that students analyze scatter plots to describe association of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	step problems.		related variables, and gives students opportunities to construct arguments to determine if the data supports given real-world scenarios relative to the context of the problem.
	6c) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	**Yes**	While mathematical practices are identified in the materials, there are no teacher-directed materials that explain the role of the practice standards in the classroom or in the lessons. Within each lesson, mathematical practices are identified beside activities to note it is a place where the practice could be reinforced; however, there is no guidance on how to engage students in the practice or how the practice is demonstrated in the activity.
	6d) Materials explicitly attend to the specialized language of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Each lesson features a vocabulary section, and the words/phrases are discussed in detail throughout the lesson.
Additional Criterion **7. INDICATORS OF QUALITY:** Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☒ Yes ☐ No	**REQUIRED** **7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Yes**	Students are required to produce a variety of responses throughout the curriculum. This is evident in the student resources for Part 1, Unit 5 Lesson EE8-49 where students respond to scaffolded questions that lead to eventually comparing proportional relationships through numerical responses, written explanations, completing tables, interpreting values, and graphing relationships.
	REQUIRED **7b)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of student responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Yes**	Separate teacher materials are present within each grade level teacher resources document. This document provides overview of the focus at the beginning of each unit. Teachers are provided the objectives of the unit, notes regarding the content, preparation necessary, as well as, full guidance of the lesson flow. Throughout the teacher resources document, teachers are guided through each lesson and provided direct questioning techniques, instructional suggestions, and focal points within each lesson to reinforce prior knowledge.
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students.	**Yes**	Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. In addition to carefully introducing all

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	The language in which problems are posed is carefully considered.		mathematical vocabulary, the language is age-appropriate and does not use specialized vocabulary that has not been taught. Suggested wording in lesson plans is intended to help ELL students by not assuming that they will have absorbed vocabulary outside of the classroom and ensures the challenge is mathematical or logical, not English comprehension.
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence, the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Yes**	The underlying design of the materials distinguishes between problems and exercises. Throughout the lessons, exercises, problems, and extensions are clearly labeled to indicate their purpose. Exercises allow opportunities for students to practice their newly learned skills. Problems allow opportunities for more in-depth solving skills to be honed. Extension questions provide opportunities for more conceptual foundations to be solidified. In addition, the Assessment and Practice books for students provide a variety of such problem types.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Yes**	Lessons appropriately scaffold instruction to support student mastery by building conceptual understanding through connections to prior knowledge, providing visual representations, and facilitation of instruction through teacher questioning strategies. Additionally, the structure of the materials allows Part 2 to reinforce and extend grade-level concepts covered in Part 1.
	7f) Materials support the uses of technology as called for in the Standards.	**N/A**	There are no requirements for technology in the LSSM for Grade 8.

FINAL EVALUATION

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

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

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

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-Negotiables	1. Focus on Major Work	**Yes**	The majority of the instructional time is spent on the major work, and content outside of the scope of the course is clearly noted to teachers.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2. Consistent, Coherent Content	**Yes**	The materials leverage supporting content to enhance the focus on major work, as well, provide students with opportunities to make connections across domains and clusters.
	3. Rigor and Balance	**Yes**	The materials devote a substantial amount of time to developing conceptual understanding, while also tending to the development of students procedural skill and fluency as well as application.
	4. Focus and Coherence via Practice Standards	**Yes**	The address the practice standards in such a way as to enrich the content standards of the grade.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Yes**	Materials preserve coherence and focus by linking topics and adhering to progressions in the LSSM.
	6. Alignment Criteria for Standards for Mathematical Practice	**Yes**	All mathematical practice standards are meaningfully present, and materials provide opportunities for students to construct viable arguments and critique the reasoning of others. However, materials do not provide sufficient opportunity for students to construct viable arguments or critique the reasoning of others, and teacher directed materials to explain the role of the practice standards in the classroom are lacking.
	7. Indicators of Quality	**Yes**	Students are required to produce a variety of responses throughout the curriculum, and lessons appropriately scaffold instruction to support student mastery. Separate teacher materials are present, including support for English Language Learners and other special populations.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

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

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

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

The 2017-2018 Teacher Leader Advisors were selected from across the state and represented the following parishes and school systems: Ascension, Avoyelles, Bossier, Caddo, East Baton Rouge, Iberia, Iberville, InspireNOLA Charter Schools, Jefferson, KIPP New Orleans, Lafayette, Monroe, Orleans, Plaquemines, ReNEW Schools, Recovery School District, RSD - Choice Foundation, St. Charles, St. John the Baptist, Tangipahoa, Terrebonne, Vermilion, West Baton Rouge, West Feliciana, and Zachary.

The 2018-2019 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Bossier, Caddo, Desoto, East Baton Rouge, East Carroll, Einstein Charter Schools, Iberia, InspireNOLA, Jefferson, Lafayette, Lincoln, Livingston, Orleans, Ouachita, Plaquemines, Rapides, Recovery School District, RSD - Choice Foundation, RSD – FirstLine, RSD – NOCP, St. Charles, St. James, St. Mary, St. Tammany, Tangipahoa, Vermilion, West Baton Rouge, Zachary. This review represents the work of current classroom teachers with experience in grades 6-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.