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

FULL CURRICULUM
Instructional Materials

Strong mathematics instruction contains the following elements:

FOCUS

Focus strongly where the standards focus.

COHERENCE

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

RIGOR

In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.
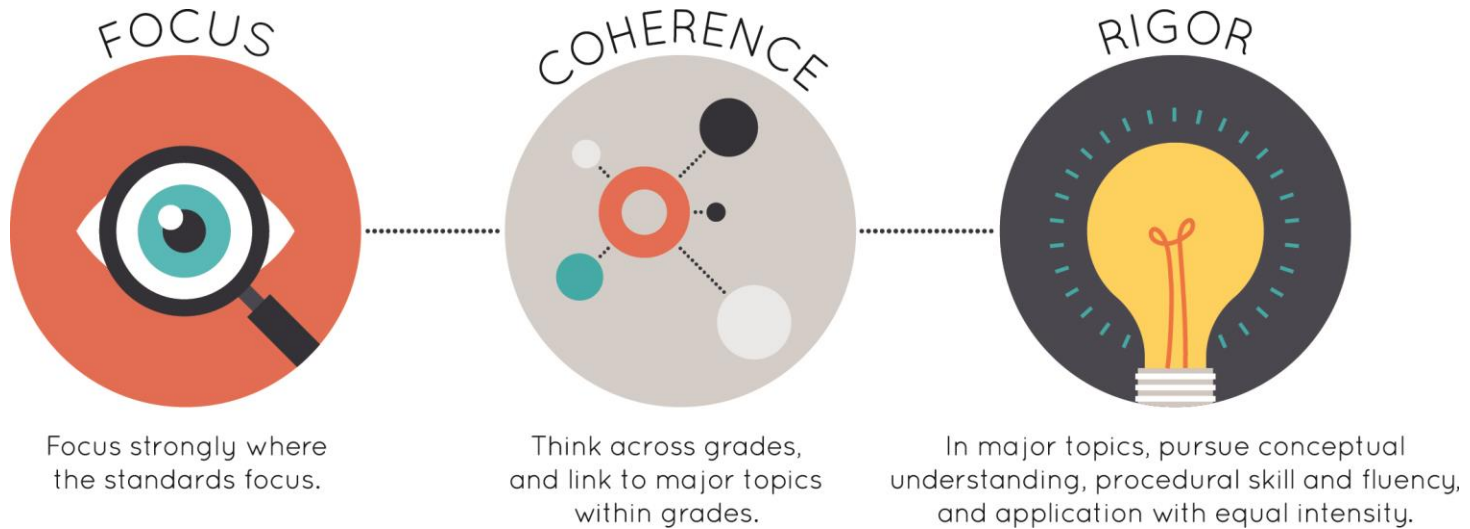
Title: **MTH128 Summit Algebra I LA**   Grade/Course: **Algebra I**

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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 and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Quality of Assessments	
7. Indicators of Quality	

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

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

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

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

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.

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

Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable 1. FOCUS ON MAJOR WORK[2]: Students and teachers using the materials as designed devote the large majority[3] of time to the major work of the grade/course. ⊠ Yes ☐ No	**Required 1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the course. Of the instructional lessons, approximately 70% are spent on major work of the grade. Specifically, approximately 49% of lessons are spent on major standards, 22% of lessons are spent on a combination of major standards and supporting/additional standards, and 30% of lessons are spent on supporting or additional standards. Two units, Unit 3 of Semester A and Unit 3 of Semester B, are entirely made up of lessons addressing major work standards.
	Required 1b) Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the course in which they are introduced. Each unit has a Unit Review and Unit Test which address standards taught during the unit's lessons. In addition, there are checkpoint assessments for units which assess the standards taught in previous lessons. For example, in Semester A, Interim Checkpoint 1, Part 2 assessment, students

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

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			answer questions such as "A local charity sponsors a 5K race to raise money. It receives $55 per race entry and $10,000 in donations, but it must spend $15 per race entry to cover the cost of the race. Write and solve an inequality to determine the number of race entries the charity needs to raise at least $55,000" (LSSM A.CED.A.1). An example of the materials including topics that are beyond the course level but do not make students/teachers responsible for them is evidenced in Semester A, Unit 7, Lesson 7.06. The Unit 7 Teacher Guide lists under Teacher Notes, "Converting between recursive rules and explicit rules for sequences is not included in the LSSM for Algebra 1. Examples of this are included for enrichment purposes only and are not assessed. Teachers may choose to omit lesson components involving this skill at their discretion" (LSSM A2.F.BF.A.1). Another example of this is evidenced in Semester B, Unit 6, Lesson 6.12, which addresses exponential regression. The Unit 6 Teacher Guide lists under Teacher Notes, "Exponential regression is not listed in the LSSM. Examples of exponential regression are included for enhancement purposes only and as such, the lesson Exponential Regression is optional, to be assigned at your discretion. Students are not required to analyze or use exponential regression on any of the assessments" (LSSM S.ID.B.6).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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 so that focus and coherence are enhanced throughout the year. Materials connect supporting and major content to deepen student understanding. For example, in Semester A, Unit 7, Lesson 7.08, students create linear functions from tables, graphs, and ordered pairs. Students create linear equations (Supporting LSSM F.LE.A.2) within the broader scope of viewing sequences as functions (Major LSSM F.IF.A.3). Also, in Semester B, Unit 6, Lesson 6.09, students determine a line of best fit (Supporting LSSM S.ID.B.6) and then interpret the meaning of the slope of the line of best fit in the given context (Major LSSM S.ID.C.7). In addition, in Semester A, Unit 6, Lesson 6.02, students graph exponential functions (Supporting LSSM F.IF.C.7b) while substituting points into the function to determine if said points are solutions that lie on the graph (Major LSSM A.REI.D.10).
	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 connect two or more clusters in a domain and/or two or more domains in the course level where these connections are natural and important. Standards are provided for each lesson within the unit Teacher Guide. Multiple lessons throughout the materials include standards from multiple clusters and/or domains. For example, in Semester B, Unit 3, Lesson 3.09, students create and

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			solve equations for real-world applications of quadratics (LSSM A.CED.A.1, A.SSE.A.1a, A.SSE.A.1b, A.SSE.A.2, and A.REI.B.4b) connecting the Creating Equations, Seeing Structure in Expressions, and Reasoning with Equations domains. In Semester A, Unit 3, Lesson 3.10, students identify constraints in a real-world situation in accordance with LSSM A.CED.A.3 while graphing systems of inequalities and determining feasible regions in accordance with LSSM A.REI.D.12, connecting the Creating Equations and Reasoning with Equations and Inequalities domains. Also, in Semester B, Unit 2, Lesson 2.15, students solve quadratic equations (LSSM A.REI.B.4) and factor to reveal zeros (roots) of a polynomial (LSSM A.SSE.B.3a), connecting the Reasoning with Equations and Inequalities and Seeing Structure in Expressions domains.
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a)** *Attention to Conceptual Understanding:* Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	The materials develop a conceptual understanding of key mathematical concepts. For multiple topics, the materials address a conceptual understanding in the Closer Look learning portion of the lesson and the Worked Examples and On Your Own practice portions, especially for those standards that call for conceptual understanding in accordance with the Algebra I Guide to Rigor. For example, in Semester A, Unit 1, Lesson 1.05, Practice, Worked Examples: Try Converting Rates

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			Using Dimensional Analysis, On Level Practice #2, students determine which factor in a dimensional analysis question is incorrect to understand how ratios are set up using equivalent units (LSSM N.Q.A1). In Semester A, Unit 4, Lesson 4.02, Practice, Worked Example, students determine which relations are functions by selecting functions from a group of various representations including ordered pairs, tables, and mappings (LSSM F.IF.A.1). Also, in Semester B, Unit 4, Lesson 4.12, Practice, On Your Own, students interpret key features of graphs to answer questions such as, "The graph represents the path of a baseball. What do the key features of the curve represent in terms of the path of the baseball?" (LSSM F.IF.B.4). In addition, in Semester A, Unit 4, Lesson 4.02, Practice, Worked Example, students determine if relations are functions by selecting all that are from a group of various representations including ordered pairs, tables, and a mapping (LSSM F.IF.A.1).
	Required **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with	**Yes**	The materials are designed so that students attain the fluencies and procedural skills required by the standards. Throughout the year, they attend to individual standards that set an expectation of procedural skill and fluency. For example, In Semester A, Unit 2, Lesson 2.10, students solve literal equations, such as a(b - c) = x for c (LSSM

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	algebraic operations is provided in order for students to have the foundation for later work in algebra.		A.CED.A.4). In Semester A, Unit 3, Lesson 3.03, Practice, On Your Own, students translate an equation in standard form to slope-intercept form (LSSM A.CED.A.2). In Semester B, Lesson 2.02, Practice, On Your Own, students determine if $8x^2y^2z^3$ is a polynomial (LSSM A.APR.A.1).
	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 are designed so that students spend sufficient time working with engaging applications. Lessons include ample practice with multi-step contextual problems that develop the mathematics of the course and opportunities for practice and problem-solving. For example, in Semester B, Unit 1, Lesson 1.09, students create and solve systems of equations to model real-world situations, such as cups of lemonade at a concession stand and cellular service plans (LSSM A.CED.A.3). In Semester A, Unit 2, Lesson 2.08, students solve the following problem, "Write and solve an equation to answer the following question. Logan has $2.55 worth of dimes and quarters in his pocket. The number of dimes is 3 times more than twice the number of quarters. How many of each coin does he have?" (LSSM A.CED.A.1). In Semester B, Unit 6, Lesson 6.09, students interpret the slope and y-intercept of a linear model in the context of real-world applications such as minimum wage and a baby's weight (LSSM S.ID.C.7). In Semester B, Unit 6, Lesson 6.11, students

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			solve problems such as "The equation y=−8.74x2+50.57x+39.02 models the number of customers in a store x hours after opening. Which number is the best estimate for the number of customers in the store 3 hours after opening?" (LSSM A.CED.A.1, S.ID.B.6a).
	Required **3d)** *Balance:* The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. For example, Semester B, Unit 1, Lesson 1.9 addresses LSSM A.CED.A.2 (conceptual/procedural), LSSM A.CED.A.3 (application), and LSSM A.REI.C.6 (procedural) as students complete problems such as, "Breana is selling tickets to a choral performance. On the first day of ticket sales, she sold 3 senior citizen tickets and one child ticket for a total of $38. Breana took in $52 on the second day by selling 3 senior citizen tickets and 2 child tickets. What is the price of a senior citizen ticket?" Semester A, Unit 2, Lesson 2.13 addresses standards LSSM A.CED.A.1 (conceptual/procedural/application), LSSM A.REI.B.3 (procedural), and N.Q.A.3 (conceptual) as students complete problems such as, "Let *h* represent the number of home runs in season 6. Sam wants to be named the greatest home run hitter of his baseball league. In the past five seasons, he has hit 24, 20, 23, 20, and 21 home runs, respectively. To qualify for the home run trophy he must

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			average at least 22 home runs in six seasons. How many home runs must he hit this season to qualify? Which inequality models the problem?" In Semester B, Unit 3, Lesson 3.09, Practice, On Your Own, students apply knowledge of quadratic functions in a real-world context (LSSM A.CED.A.1). Students determine a linear expression to represent a dimension of a dog pen in terms of *x* and write an expression for the area of the pen (conceptual/application). Then, students procedurally determine the dimensions of the dog pen. In Semester B, Unit 6, Lesson 6.08, Practice, On Your Own, students complete a fill-in-the-blank statement given a word bank about the definition of a correlation (conceptual, LSSM S.ID.C.8).
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	Yes	Materials attend to the full meaning of each practice standard. Practice standards are connected to course level content and are meaningfully present throughout the materials. In the Teacher Guide for each unit, there is a list of content standards as well as a list of mathematical practices addressed in the unit with some specific references to where those mathematical practices are addressed. It is important to note the mathematical practices are not noted in the actual lessons. For example, in Semester B, Unit 3, Lesson 3.04, students solve problems such as "Why might you discard a negative solution in a real-world

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			problem?" (LSSM A.REI.B.4b and MP.2). Another example is in Semester A, Unit 5; the Teacher Guide explains that in this unit students will make sense of quantities within the context of given situations and attend to the units when they round to whole numbers, such as a population having to be a whole number of people (LSSM A.SSE.B.3c and MP.2). Also, in Semester A, Unit 4, guidance is provided which states, " Problems interspersed throughout the unit provide opportunities for students to construct viable arguments. In Relations and Functions, students explain if a relation is a function. In Extended Problems: Function Applications, students work through a number of real-world problems and explain how they found their solutions. Questions like, 'Why can every absolute value function be written as a piecewise function?' and 'Why do you need to know the practical domain for a situation to determine the practical range for the situation?' also provide opportunities for students to construct mathematical arguments." (LSSM F.IF.A.1 and MP.3).
	Required 4b) Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in	Yes	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key course-level mathematics that are detailed in the content standards. For example, in Semester B, Unit 1, Lesson 1.04,

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	the standards that explicitly set expectations for multi-step problems.		"Students examine the work of students and determine 'who is correct' and 'in what line does her error occur?' Students explain their reasoning for solutions, using drop-down menus to justify each step in solving the system of equations. Students identify 'What property lets you multiply an equation by a constant?' and explain how." (LSSM A.REI.C.6). In Semester B, Unit 3, Lesson 3.02, students answer a multiple choice question that begins with "Lucia made an error in solving $h^2-4h+4=18$. In which line does her error occur?" (LSSM A.REI.B.4b). In Semester A, Unit 4, Lesson 4.02, students determine if a relation is a function and explain their thinking in several of the problems (LSSM F.IF.A.1). In Semester A, Unit 4, Lesson 4.12, students solve problems such as "Why can every absolute value function be written as a piecewise function?" (LSSM A.REI.D.11).
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	Yes	Materials explicitly attend to the specialized language of mathematics. Each lesson has vocabulary cards which students can use to review definitions of mathematical terms. Each lesson also lists key words which have hyperlinked definitions. For example, in Semester B, Unit 2, Lesson 2.17, in the Model Answer rubric for the question, "Write an equation in which the quadratic expression $2x^2 - 2x - 12$ equals 0. Show the expression in factored form and explain what your solutions mean for the

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			equation. Show your work," one point is awarded for, "Correctly explains what the solutions mean." Also, the Semester A, Unit 3, Lesson 3.06, A Closer Look portion of the lesson says, "An ordered pair (x, y) is a solution to an inequality in two variables if substituting the values of x and y into the inequality yields a true statement." The definition of solution is defined as, "any value of a variable that turns an open sentence into a true statement." Another example is evidenced in Semester A, Unit 7, Lesson 7.02, as the introduction to sequences begins with "A sequence is a list of numbers, finite or infinite, that follow a particular pattern. In the sequence 2, 5, 8, 11, 14, the pattern is to add 3." In addition, the Teacher Guide for Unit 7 states for MP 6, "Students use mathematical terminology and specific units in their justifications."
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. At the start of each unit, the teacher presents a powerpoint that focuses on one of the Math Practice Standards. The teacher provides examples of how the Math Practice Standard is used and asks students questions along the way to help them understand the importance of using the Math Practice Standards. At the close of the presentation, students are asked to

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			keep track of examples of a certain mathematical practice throughout their work. In the unit review lesson, students share out their examples that they recorded. Most lessons also include a "60-Second Math" video that grounds the mathematical concept by applying it to a problem arising in everyday life. Every unit Teacher Guide explains what math practice standards should be addressed in the lessons throughout the unit and how. For example, in the Teacher Guide for Semester B, Unit 2, Polynomials, it states "MP.6 Attend to precision. In Overview of Polynomials 1 and 2, students attend to the details of polynomials. Students define parts of a polynomial, using flashcards to reinforce new vocabulary. Students use precise definitions in classifying polynomials in a variety of manners." In Semester B, Lesson 6.14, teacher notes of the Class Connect presentation prompts the teacher to ask students, "Has anyone ever told you to do something without having to be accurate or precise? Why do you believe it is important to attend to precision?" to help students better understand why MP.6 exists in the context of mathematics.
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.	**Yes**	Materials provide all students extensive work with course-level problems. Many of the lessons have worked examples and additional practice problems for students

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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			to complete on their own. For the worked examples, there are two options, On-Level and Supportive Level. For example, in Semester A, Unit 3, Lesson 3.08, Supportive Level Activity, students complete 9 problems within the Worked Examples: Try Graphing a System of Linear Inequalities section, and 9 On Your Own questions (LSSM A.REI.D.12). In the On Level Activity of the same lesson, students complete four Worked Examples and twelve On Your Own problems. In Semester B, Unit 2, Lesson 2.08 students complete "Worked Examples: Try Determining a GCF" where they select or type the GCF of the expressions in two problems. Students then complete "On Your Own: Determine a GCF" where they type the GCF of each expression for 20 problems which builds toward LSSM A.SSE.A.2. In Semester B, Unit 3, Lesson 3.06, A Closer Look, the concept of the discriminant is explained to students, they are given bullet point notes on the topic, and then they are shown a worked-out example of the prompt, "Find and use the discriminant to determine the number and types of solutions the equation has" (LSSM A.REI.B.4b).
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on	Yes	Materials relate course-level concepts explicitly to prior knowledge from earlier grades and the course is designed so that prior knowledge is extended to accommodate new knowledge. Lessons are appropriately structured and

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	grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		scaffolded to support student mastery. Lessons begin with a "Get Ready" topic which typically reviews previously learned material and then moves into a Learn topic where new topics are introduced. For example, Semester A, Unit 5, Lesson 5.05, Teacher Guide states, "This lesson scaffolds previous grade-level content to support students in the following grade-level standard: [LSSM] N.RN.B.3." In the Quick Check, students classify numbers as natural, whole, integer, rational, and irrational. In the Math Cast video, students learn about properties of rational and irrational numbers (LSSM N.RN.B.3). Also, in Semester B, Unit 4, Lesson 4.02, the Quick Check asks students, "Do you remember how to evaluate a function that is represented as an equation? Review with a Quick Check." Then, in Lesson 4.02, students answer questions about key features of quadratic functions including finding the vertex, if the parabola opens upward or downward, and what ordered pairs are a solution (LSSM A.REI.D.10).
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	Yes	In the materials, students are asked to produce answers in a variety of ways. In addition to solving problems and typing or choosing their solutions, students also answer questions where they explain their reasoning. For example, in Semester A, Unit 5, Lesson 5.07, Practice, Worked Examples, students fill in the boxes with the appropriate value for the growth or

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			decay equation. In the Practice, On Your Own, students answer questions such as "What will the insect population be after 24 h?" where they must create their own equations from tables or words and use those equations to answer the posed question (LSSM A.CED.A.1). Also, in Semester B, Lesson Unit 5, 5.04, Practice, On Your Own, students are asked, "What is the five-number summary for the data set?" (LSSM S.ID.A.3). In addition, in Semester B, Unit 4, Lesson 4.10, Practice, On Your Own, students are asked to, "Graph the quadratic function by graphing the vertex first and then the y-intercept" (LSSM F.IF.B.4).
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.	**Yes**	Materials include support for English Language Learners and other special populations. In the Teacher Guides, certain lessons are indicated as having a Focus section to aid English Language Learners. For example, in Semester A, Unit 4, Lesson 4.10, Focus relates the vocabulary words of "input" and "output" to a blender used to make a smoothie. In Semester B, Unit 3, Lesson 3.07, Focus: Solve Quadratic Equations introduces the vocabulary word "method" with a real-world example before using it in the mathematical realm. This part of the lesson is also denoted as Differentiation for ELL students. In addition, in Semester B, Unit 6, the Teacher Guide states, "Focus: Make Two-Way Tables - In this activity, students focus on the term

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			survey, connecting it to real-world examples and data collections (LSSM 6.SP.A.2)." Also, in Semester A, Unit 7, geometric sequences are introduced as being similar to a family tree to aid in English Language Learners' understanding.
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☒ Yes ☐ No	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.	Yes	Multiple assessment opportunities are embedded into content materials that measure student mastery of standards that reflect the balance of the standards as presented in materials. Every lesson has a practice portion that has up to twenty questions. Some lessons also feature five-question quizzes. Each unit has a Unit Test as the last lesson, each semester has interim checkpoint assessments after every few units, and each semester has a two-part assessment to conclude the content. For example, Semester A, Unit 2, Lesson 2.11, Practice, On Your Own includes twenty multiple-choice problems for students where students solve one-step inequalities to master the procedure (LSSM A.REI.B.3). This is followed by Lesson 2.12 where students solve multi-step inequalities, which leads to Lesson 2.13 where students create inequalities. This lesson concludes with a five-question quiz including questions where students create an inequality to correspond with a situation (LSSM A.CED.A.1). Also, in Semester A, Interim Checkpoint 2, students answer questions such as "A

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			train is traveling 55 miles per hour to a destination that is 330 miles away. The function f(x)=−55x+330 represents the remaining number of miles to the destination after x hours of travel. What is the practical domain of the function f?" (LSSM F.IF.B.5).
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.	**Yes**	Assessment items include a combination of tasks that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a course-appropriate way. Every lesson consists of an On Your Own practice section, which has up to twenty items presented in various formats including multiple choice, true/false table, numeric, drop down menu, and graphing. Some lessons also have quizzes. While there is a Unit Test at the conclusion of every unit, there are also Interim Checkpoint Assessments between every few units and a semester assessment at the end of each of the two semesters. All of these assessments consist of all of the different types of technology-enhanced questions from the lesson practices along with at least three multi-part open-ended tasks. For example, in Semester B, Interim Checkpoint 3, question 2, students are asked, "Amber coaches soccer and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			volleyball. She coaches both sports for a total of 10 hours each day. The soccer practice lasts 1 hour more than twice as long as the volleyball practice. (a) Write a system of equations to model the situation. Use v for the number of hours Amber coaches volleyball in a day and s for the number of hours she coaches soccer. (b) How many hours each day does Amber spend coaching each sport? Show your work." This assesses students' knowledge of LSSM A.CED.A.2 conceptually and procedurally while assessing LSSM A.CED.A.3 through application as indicated by the Algebra I Guide to Rigor for both standards. Also, in Semester B, Interim Checkpoint 3, question 4 states "Frank solves the system of equations using the linear combination method. $2x+3y=-13x-5y=10$. Which steps would allow him to eliminate the y terms in the system of equations?" reflecting the conceptual component of rigor of LSSM A.REI.C.5. Also, in Semester A Test, Part 2, question 3, students are asked, "Dr. Silas studies a culture of bacteria under a microscope. The function $b1(t)=1200(1.8)t$ represents the number of bacteria t hours after Dr. Silas begins her study. (a) What does the value 1200 represent in this situation? (b) What does the value 1.8 represent in this situation? (c) The number of bacteria in a second study is modeled by the function $b2(t)=1000(1.8)t$. What does the value of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			1000 represent in this situation? What does the difference of 1200 and 1000 mean between the two studies?" This problem provides students the opportunity to conceptually understand each piece of the exponential function individually as called for in LSSM A.SSE.A.1b.
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.	Yes	Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction. Each open-ended portion of Semester Test, Interim Checkpoint, and Unit Test assessments includes a rubric which consists of a model answer, summary of concept(s) addressed with point allocations, and feedback for students that may have gotten any portions of a concept wrong. For example, for Semester A, Interim Checkpoint 1, Part 2, question 1, students complete a dimensional analysis problem. According to the rubric, two of the three points allocated for the problem are for, "Multiplies by the correct conversion factors and shows all work," and if students do not get full credit for this concept the feedback suggestion is, "Make sure you write the conversion factors in the correct order so that you are left with minutes as units. Remember that there are 24 h in 1 day and 60 min in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			1 hour" (LSSM A.N.Q.A.1). Also, for Semester A, Unit 5 Test, Part B, students are asked to critique Gavin's reasoning about a savings account compounded annually. The rubric allocates 1 point for, "Writes an equation to model the situation with interest being compounded quarterly," and states, "The equation $A=P(1.09)^t$ represents the situation with interest being compounded annually. The word quarterly means four times annually. Use the power of a power property to write an equivalent equation with the exponent 4t rather than t outside the parentheses," as feedback to give a student if they do not receive full credit for mastering this concept (LSSM A.SSE.B.3c).
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.	**Yes**	Materials provide seven comprehensive assessments that measure student learning up to the point of administration. Of the comprehensive assessments, three are Interim Checkpoints in Semester A, two are Interim Checkpoints in Semester B, and the other two are Semester Tests with one at the conclusion of each semester. The Interim Checkpoint assessments are sequenced every two to three units. Each Interim Checkpoint assessment addresses standards learned in previous units. For example, after completing an Expressions and Problem Solving Unit and a One-Variable Linear Equations and Inequalities Unit, students take Interim Checkpoint 1, which consists

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of thirty technology-enhanced questions and three open-ended tasks focusing on expressions and solving and creating equations and inequalities to assess students' mastery of the concepts. Semester A, Interim 2.5 assesses LSSM A.SSE.B.3c, which students learn in Unit 5 and LSSM A.REI.D10, which students learn in Unit 6. In Semester B, Unit 2 addresses LSSM A.APR.A.1, which is assessed in Interim 3.
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☒ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Yes**	The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Included in the teacher resources for Semester A and B is a Pacing Guide which denotes the number of days each lesson should take. In the publisher-provided Syllabus, it is noted, "You should expect to spend 60 to 75 minutes each day reading, responding, and completing other activities, both online and offline." In accordance with the Pacing Guide, each semester will take 90 class periods, including days for assessments. Also, the Overview PowerPoint presentations for each lesson give pacing notes, such as in the Semester A, Unit 7, Lesson 7.02 Overview for Block Scheduling; the note states, "You can expand on the learn activity in this lesson by pairing it with the lesson Arithmetic Sequence and with the lesson Geometric Sequence."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.	**Yes**	The materials are well organized for students and teachers. Teacher editions are concise with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes. Although teacher resources for lesson guidance and implementation are provided, they are housed separately from the course materials and are not embedded within lessons. Lessons within each unit follow a five-part instructional model that includes: Get Ready, Learn, Practice (Guided and Independent), Review, and Assessment. In addition, each unit begins with an introduction to the unit and the discussion board that will be used during the unit. As a separate resource, Teacher's Guide Volume A, for the first semester, and Volume B, for the second semester, are provided for instructional delivery and lesson flow. The semester teacher guides provide an overall description of the components within each part of the five-part instructional model. The lesson structure is consistent across lessons and units. For example, during Get Ready, students watch a video that emphasizes real life applications about the concept and then engage in an informal check on prerequisite skills. During Practice, students apply their learning in a real-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			world scenario in the Apply It section, engage in guided practice in the Worked Examples section, and then practice independently in the On Your Own section. The semester teacher guides provide a clear connection between teacher resources and the lessons and activities within the unit and support the teacher in instruction and implementation at the unit and lesson level. Within each unit on the online platform, teacher resources are provided. The semester teacher guides describe each resource and indicate in which part of the lesson or unit the resources are utilized. The semester teacher guides also provide lesson implementation guidance depending on which blended learning structure is utilized. The guidance indicates which portion of the lesson is structured for individual work, small group, and whole group. General questions related to mathematical discourse are provided in the Mathematical Practices and Discourse in Summit Math section of the Teacher Guide Volumes A and B. The guide includes questions for each part of the instructional model. For example, in the Get Ready section, teachers are suggested to "Have students defend their answers to the opening questions in the 60-Second Math before it is revealed." In the Practice sections, teachers are suggested to "Set expectations for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			perseverance and productive struggle… Ask, 'What else have you tried?' or prompt students to explain what they do know about a problem or topic." More specifically, the semester teacher guides provide implementation guidance for each lesson. Each part of the lesson is broken down within this guide to support teachers in the implementation of the lesson. Lesson goals, standards, materials, and vocabulary are listed for teachers. The Learn portion of the lesson is broken down by activities and descriptions of those activities, as well as screenshots of each section, video transcripts (when included), and differentiated instruction support. Example problems, guidance, and screen shots are provided for the Practice section. Teacher resources are provided for each unit and are accessed through the Teacher Resources tab of the online platform. Those resources include a Teacher's Guide and a Mathematical Practices Introduction for the unit, as well as Lesson Overview Powerpoints, Grading Rubrics, Class Connect Toolkit Powerpoints, and answer keys for unit tests. The Teacher's Guide indicates specific moments in the unit where mathematical practices are utilized, provides prerequisite standards for each lesson, indicates and addresses difficult concepts and common misconceptions, and describes support resources for teachers. For example, in Unit 6,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Teacher's Guide, Difficult Concepts and Misconceptions, Graph Exponential Functions, it states, "Students may need practice remembering that a function is only an exponential function if the variable is in the exponent. Ask the students to write a list of exponential functions and then determine if they are actually exponential functions. Ask students, 'What makes a function an exponential function?'"
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.	**Yes**	Materials include unit and lesson study tools for teachers. Each unit has a Teacher Guide which lists the standards for each lesson, if any, prerequisite standards needed for the lesson, the mathematical practices embedded into the unit, considerations for ELL students, teaching notes, and common misconceptions. For example, in Semester A, the Unit 7 Teacher Guide states, "MP. 2 In Function Parameters, students seek to make sense of quantities and their relationships in problem situations. The thrust of the lesson is for students to abstract given situations, representing them symbolically" and "Teaching Note: In Function Parameters, students seek to make sense of quantities and their relationships in problem situations. The thrust of the lesson is for students to abstract given situations, representing them symbolically." Also, each lesson features an Overview PowerPoint presentation which includes common

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			misconceptions, strategies to utilize, notes for block scheduling, and suggestions for face-to-face instruction. For example, for Semester A, Lesson 7.05, the Overview PowerPoint lists a strategy as, "Relate the common difference in a sequence to the slope of a linear function." Although the Overview Powerpoint provides guidance for the lesson, the inclusion of suggested discussion questions and anticipated student responses is not included, rather just descriptions of each portion of the lesson along with its objectives.
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	Yes	Materials identify prerequisite skills and concepts for the major work of the course. Teacher Guides are provided for each unit in Semester A and B. Teacher Guides include a list of prerequisite standards from the previous three years of study. For example, in Semester A, Unit 3, the Teacher Guide lists that Lesson 3.03 addresses LSSM A.CED.A.2 (create and graph equations in two or more variables) and the prerequisite standard for this is LSSM 8.F.B.4 (construct function that models linear relationship). Also, in Semester B, Unit 5, the Teacher Guide lists that Lesson 5.02 addresses LSSM A.CED.A.1 (create equations and inequalities in one variable), LSSM N.Q.A.3 (choose a level of accuracy), and LSSM S.ID.A.2 (use statistics appropriate for shape of data to compare center and spread), and the prerequisite standards

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			needed for this are LSSM 6.SP.A.2 (under a set of data has a distribution) and LSSM 6.SP.B.5d (relate choice of measures of center and variability to the shape of the data distribution).
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	Yes	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-course-level work. Each semester includes a Readiness Checkpoint, which serves as a diagnostic assessment addressing prerequisite standards needed for the semester. The Semester A Readiness Checkpoint consists of fourteen diagnostic groups, which each address a different prerequisite topic. Each group has 2-3 questions ranked with difficulty levels of low, medium, and hard. For example, Semester A Readiness checkpoint includes questions such as "Solve for x. $3x + 7 = 19$" which addresses LSSM 8.EE.C.7b. There is no guide to scoring this assessment. Also, most lessons include a Get Ready section, which includes a Quick Check asking students if they remember a prerequisite skill needed for the lesson. For example, Semester A, Unit 2, Lesson 2.06 asks students, "Do you remember how to solve addition equations?" Then the program provides a drop down question on solving one step addition equations, which should prepare students for solving linear equations with variables on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			both sides of linear equations as taught in this lesson.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	Yes	Materials provide targeted, aligned, prerequisite work for the major work of the course, directly connected to specific lessons and units in the curriculum. Every unit's Teacher Guide lists some lessons with the standards it addresses, the prerequisite standards that need to be mastered to be successful in the lesson, and the section to look at in the semester's appendix for prerequisite remediation lessons. For example, in Semester B, Unit 3, Lesson 3.03, the Teacher Guide states the lesson addresses LSSM A.REI.B.4a (completing the square) and LSSM A.REI.B.4b (solve quadratic equations using a variety of methods). It states the prerequisite standard that is needed is LSSM 6.EE.A.3 (properties of operations), and the connected Appendix lesson is Equivalent Expressions. The Equivalent Expressions lesson consists of a Closer Look section, which features hyperlinked vocabulary words, an interactive algebra tile demonstration, and practice identifying properties. It also has four practice problems for students to try and then check themselves. Also, in the Semester A, Unit 4 Teacher Guide, prerequisite LSSM 6.EE.A.2 is connected to LSSM F.IF.A.1 and LSSM F.IF.A.2, and LSSM 6.EE.A.2 is included in Appendix lesson "Translate Words to Expressions."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	**No**	Materials do not provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work. The Semester B, Unit 3 Teacher Guide states under the Prerequisite section, "This unit focuses on quadratic equations. A foundation of equations has been established over the past two years. Understanding of prerequisite material is necessary for students' successful learning of new material. However, some students might need additional resources to master prerequisite material. The Appendix provides remediation for Algebra 1 standards by strengthening prerequisite material." For example, prerequisite LSSM 8.EE.A.1 is connected to LSSM A.SSE.B.3c with Appendix lesson "Integer Exponents." However, there is no guidance about how the Appendix lessons should be used or when those lessons should be assigned. In Semester B, Unit 4, the Teacher Guide connects prerequisite LSSM 7.EE.A.1 with Algebra I LSSM A.SSE.B.3a with Appendix lesson "Brackets and Parentheses." Again, there is no evidence of guidance of when that Appendix lesson should be introduced to students or how teachers can provide guidance on how to address the unfinished learning.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION *Tier 1 ratings* receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. *Tier 2 ratings* receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. *Tier 3 ratings* receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[4]	1. Focus on Major Work	Yes	Materials devote the majority of class time to the major work of each course and spend minimal time on content outside of the appropriate course during core math instruction.
	2. Consistent, Coherent Content	Yes	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a course, in cases where these connections are natural and important.
	3. Rigor and Balance	Yes	Materials are designed so that students develop conceptual understanding of key mathematical concepts, attain the fluencies and procedural skills, and spend sufficient time working with engaging applications. The three aspects of rigor are not always treated together or separately.
	4. Focus and Coherence via Practice Standards	Yes	Materials attend to the full meaning of the practice standards. Materials provide sufficient opportunities for students to construct viable arguments and critique

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the arguments of others, in addition to attending to the specialized language of mathematics. There are teacher-directed portions in the materials that explain the role of the practice standards.
II: Additional Alignment Criteria and Indicators of Superior Quality[5]	5. Alignment Criteria for Standards for Mathematical Content	Yes	Materials provide all students extensive work with course-level problems. Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. Materials ask for a variety in what students produce. Support for English Language Learners and other special populations is provided by the materials.
	6. Quality of Assessments	Yes	Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics.
	7. Additional Indicators of Quality	Yes	The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take. Materials include unit and lesson study tools for teachers, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			unit and discussion on student ways of thinking. The materials are well organized for students and teachers. Teacher editions are concise with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes. Materials identify prerequisite skills and concepts for the major work of the course, connected to the current on-course-level work. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-course-level work. Materials provide targeted, aligned, prerequisite work for the major work of the course directly connected to specific lessons and units in the curriculum. However, materials do not provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.
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 2020-2021 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades 6-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.