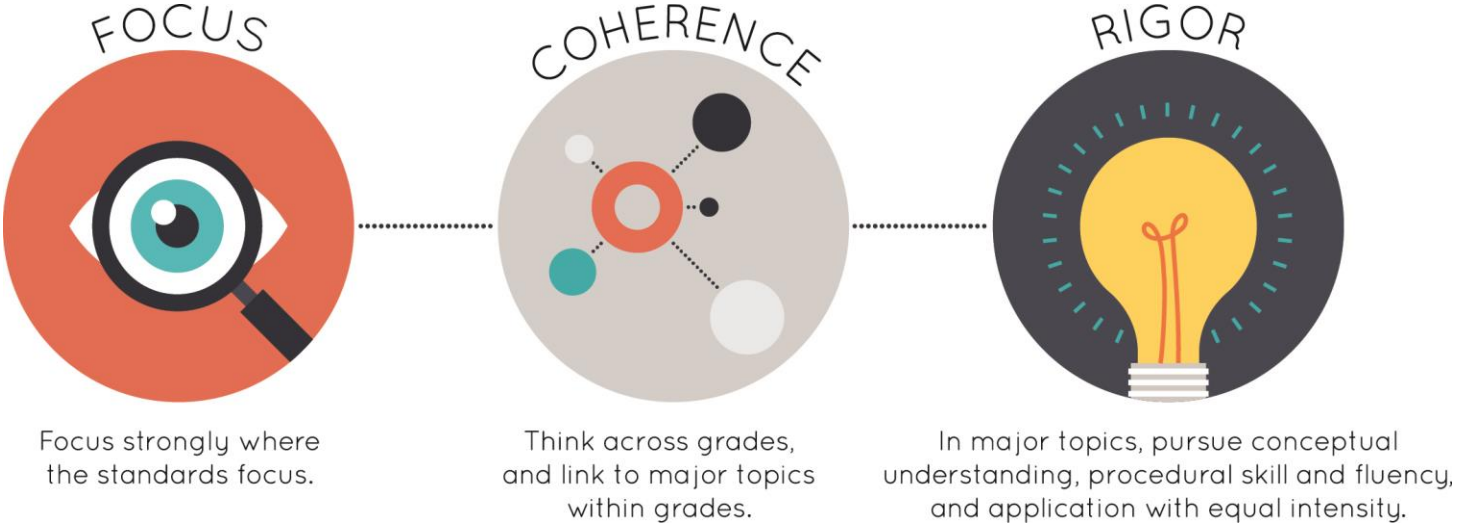
DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **Reveal Math Courses 1-3**

Grade/Course: **6-8**

Publisher: **McGraw Hill LLC**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

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

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

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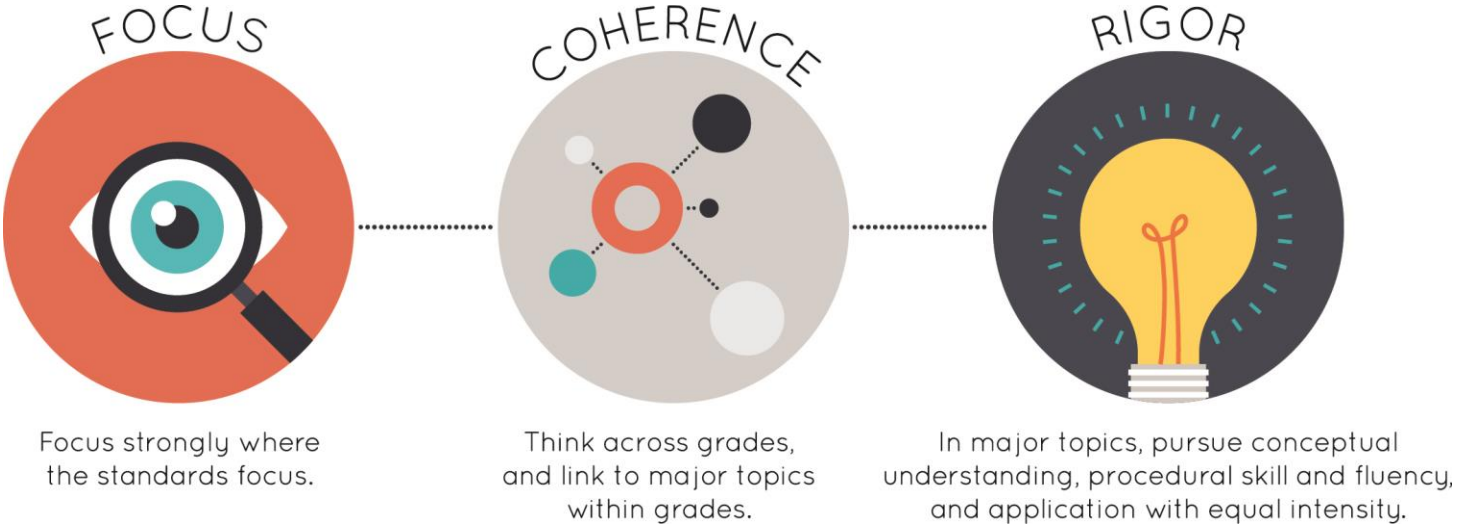

Title: **Reveal Math Course 1**

Grade/Course: **6**

Publisher: **McGraw Hill LLC**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
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To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 60 lessons, 75% are spent on major work of the grade. Specifically, 62% of the lessons are spent on major standards, 15% of the lessons are spent on a combination of major standards and supporting/additional standards, 18% of the lessons are spent on supporting or additional standards, and 5% of the lessons are foundational for future lessons and are not aligned to grade level standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. All lessons across the topics are related to grade-level work and align to the Grade 6 Louisiana Student Standards for Mathematics (LSSM). Foundational lessons are included in the materials that address standards from previous grade levels, but are clearly labeled as foundational lessons. Lessons 2-1, 2-2, and 2-3 are the only lessons

[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
			marked foundational for LSSM 6.RP.A.3 and 6.RP.A.3.C. Specifically, in Lesson 2-1, students use 10 x 10 grids and bar graphs to model percent using decimal notation with tenths and hundredths (LSSM 4.NF.C.6). These lessons build to find percent of a number in context using ratios in Lesson 2-4 (LSSM 6.RP.A.3 and 6.RP.A.3.C). In addition, each module includes pretests and an Are You Ready? Section, which reviews the prerequisite skills necessary to succeed in the module, and every lesson begins with a Warm Up that addresses prerequisite skills. Every lesson introduction includes the grade-level standard(s) with the previous required standard(s) and outlines which standard(s) follow. Assessments for each module address grade-level standards. For example, in Module 8, Test Form A1, Problem 6, students find the area of a right triangle and apply it in the context of the application (LSSM 6.G.A.2 and 6.EE.A.2). In Module 4, Test Form A2, Problem 18, students choose the location of one of the points on the coordinate plane, with rational values for x and y (LSSM 6.NS.C.6.c).
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**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Supporting standards are addressed in Modules 8 and 9 and reinforce major content. For example, Module 8 focuses on the area of polygons

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☒ Yes ☐ No			(supporting LSSM 6.G.A.1). Prior to engaging in supporting work, students develop an understanding of writing and evaluating numeric and algebraic expressions in Lessons 5-3 and 5-4 (major LSSM 6.EE.A.2). In Lessons 8-1, 8-2, and 8-3, students find the area of polygons using area formulas to write and evaluate algebraic expressions, connecting supporting LSSM 6.G.A.1 to major LSSM 6.EE.A.2. Additionally, in Lessons 9-1 through 9-4, students find the volume and surface area of three-dimensional shapes using formulas (supporting LSSM 6.G.A.2 and 6.G.A.3). Students connect to major LSSM 6.EE.A.2c in Lesson 9-4 as they evaluate expressions at specific values of their variables, including ones with exponents. During the lesson students use the formulas $A=s^2$ and $A=\frac{1}{2}bh$ to find the area of the base and lateral faces of a pyramid with given dimensions.
	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 the grade, in cases where these connections are natural and important. For example, Lesson 5-1 connects the Number System (NS) and Equations and Expressions (EE) domain. During the lesson, students find the greatest common factor (LSSM 6.NS.B.4) to identify the factor as part of an expression (LSSM 6.EE.A.2b) and apply the distributive property to the expression to

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			produce an equivalent expression (LSSM 6.EE.A.3). Lesson 7-4 focuses on multiple representations of relationships (LSSM 6.RP.A), as students use ratio tables to analyze the relationship between the dependent and independent variables and use graphs and tables and relate these to equations (LSSM 6.EE.C), connecting the Ratios and Proportional Relationships (RP) and Equations and Expressions (EE) domains. Module 8 connects the Geometry (G) and Expressions and Equations (EE) domains. In Lesson 1, students use the height to find the missing measurement of a parallelogram by evaluating the equation (LSSM 6.EE.A.2c) for the area of a parallelogram (LSSM 6.G.A.1). Lesson 10-3 connects clusters A (Develop understanding of statistical variability) and B (Summarize and describe distributions) of the Statistics and Probability (SP) domain. Students calculate measures of center given data (LSSM 6.SP.A.3) while drawing bar diagrams and dot plots (LSSM 6.SP.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.	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Every lesson begins with a Launch activity, which serves to spark students' interest using real-life context that reflects the mathematical focus of the lesson. Next, the Explore and Develop part guides students through the concepts and/or skills of the lesson. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			materials also provide Think About It! questions which focus on supporting students' development of conceptual understanding. The teacher resources for each lesson include notes and questions for guiding mathematical discourse in the classroom. Throughout the materials, students use various representations, manipulatives (virtual and physical), and visual models as they develop conceptual understanding. Each lesson addresses the standards by including opportunities for students to independently demonstrate conceptual understanding. For example, in Lesson 1-1, students begin to build an understanding of ratios by exploring the idea of comparing two quantities. Students use pictorial diagrams and charts and follow teacher models to make comparisons. Students then continue with similar comparisons to further develop the concept. Next, students learn to write ratios in the part-to-whole and part-to-part format (LSSM 6.RP.A.1). For example, a Talk About It! questions states, "No matter how many batches of lemonade are made, will there always be 2 cups of lemon juice for every 7 cups of water? Justify your response." In Example 2, one of the Questions for Mathematical Discourse suggests that teachers prompt students by saying: "A classmate drew a bar diagram with 2 sections representing tulips and 6 sections representing total followers. Is this a correct representation?

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			Explain. How many flowers would each section represent?" Additionally, in Lesson 4-1, Representing Integers, students use integers to represent quantities using a thermometer and demonstrate positive and negative integers. Students also use a number line to demonstrate positive and negative integers in a different form. Students practice writing an integer that describes a real-world situation and explain the meaning of zero in relation to the problem. Students also graph integers on a given number line (LSSM 6.NS.C.5). In the Think About It! activity, Example 1, students "describe another real-world situation that can be represented by -10. Explain the meaning of zero in that situation." In the Practice section, students write an integer that represents each situation and gives the meaning of zero, such as "A dolphin is 20 feet below sea level."
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. The materials are structured in such a way that students acquire procedural skills and fluencies through a progression of learning over time and across lessons and modules. Each lesson addresses the standards and includes opportunities for students to independently demonstrate procedural skill and fluency. In Lesson 3-1, Example 2, students solve 5,272 ÷ 64 using the standard algorithm (LSSM 6.NS.B.2). At

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			the end of the lesson, students complete practice problems to develop fluency. In Lesson 4-4, students graph rational numbers, including fractions. Students graph ⅕ and -2 ⅗ by converting the fractions to decimals. In Lesson 5-1, Warm Up, students compute (2.5)(1.5) and divide 3.75 by 0.5 to support student's attainment of procedural skill and fluency of the cluster of LSSM 6.NS.B. During the lesson, students write and evaluate numerical expressions involving whole number exponents (LSSM 6.EE.A.1). At the end of the lesson, students engage in procedural type problems such as writing 4x4x4 as an exponent and evaluating 5^5. In Lesson 10-2, students display numerical data on dot plots and histograms (LSSM 6.SP.B.4). In the first example, students go through a step-by-step process of constructing a dot plot to represent the data. In the second example, students go through the same process to construct a histogram. In the practice section of the lesson, students select dot plots and histograms that correctly represent data, then select data sets that correctly represent histograms and dot plots. The lesson also provides extra practice for procedural-type problems.
	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	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. The instructional materials provide opportunities for students to independently demonstrate

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	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.		the use of mathematics in a variety of contexts. Many of the lessons include an Apply section that follows Conceptual Understanding and Fluency portions. For example, in Lesson 1-5, students develop strategies to fluently solve ratio problems. Then, in Apply, Inventory problem, students apply these strategies as they calculate the amount of money the store lost by giving away a free ream of paper in a buy-two-get-one-free sale by using ratio and rate reasoning to solve real-world problems (LSSM 6.RP.3). In Lesson 3-5, Example 1, students calculate how many pounds of cashews are in each package, interpreting and solving a real-world problem in context by dividing fractions. Students explore the procedural fluency of computing quotients of fractions throughout the lesson. Students then apply the procedural skill as they are given an amount of fabric expressed as a fraction and calculate to find how many pieces need to be cut evenly (LSSM 6.NS.A.1). In Lesson 6-3, students use algebra tiles and other methods to solve one-step addition equations. Students also solve equations with rational values. Lastly, students apply this knowledge in the Application section to solve a problem for the amount of spending money available after purchasing four priced items. Students write and solve the equation to find how much money is left to spend (LSSM 6.EE.B.6, 7).

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	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 balanced throughout the materials. Each module in the Teacher Manual begins by explaining how the Three Pillars of Rigor are addressed. The three components of rigor are present in the majority of the modules, and each lesson accurately addresses the components of rigor as per the standards. In the beginning of each lesson, a Conceptual Bridge outlines the implementation of the aspects of rigor for that lesson. For example, the Lesson 7-1, Conceptual Bridge states, “In this lesson, students draw on their knowledge of simplifying expressions to develop understanding of relationships between two variables. They identify independent and dependent variables and use a table to build fluency with finding the variable values, given either the independent variable or the dependent variable. They also apply this understanding to solve multi-step, real-world problems.” The lesson integrates both procedural skill and fluency and conceptual understanding, meeting LSSM 6.EE.C.9. In Lesson 2-4, Examples 1 and 2, students find the percent of a number using the rate per 100, as well as mental math, equivalent ratios, bar diagrams, and double number lines in real-world context. In Example 3, students build procedural skill and fluency by using ratio tables and equivalent ratios to find the percent of a number when the percent is greater than 100. The lesson

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			focuses on students developing their own strategies for solving an application problem involving attendance at a book fair using a partially filled table of survey results (LSSM 6.RP.A.3). Lesson 6-4 incorporates all three components of rigor, as students develop conceptual understanding of one-step multiplication problems by using models and the Division Property of Equality and build fluency as they write and solve equations with whole numbers and fractions. By the end of the lesson, students apply their understanding and skills as they solve multi-step, real-world problems (LSSM 6.EE.B.6 and 6.EE.B.7).
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. Both the Teacher Edition and Student Edition identify what mathematical practice(s) students should use in each guided example or practice problem. Students have multiple opportunities throughout each lesson to meet the mathematical standards. The Think About It! and Talk About It! questions are especially designed to address specific practice standards by prompting students to explain their thinking. The questions elicit critical thinking and encourage students to discuss their findings in a way that develops habits described in the

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			Mathematical Practice Standards. The Teacher Edition also suggests specific strategies to cultivate the Mathematical Practices. For example, students reason abstractly and quantitatively (MP.2) in Lesson 4-3 as they compare and order integers with and without absolute value (LSSM 6.NS.C.7). The Talk About It! question states, "when comparing two negative numbers, like -2 and -3, what do you notice about the absolute value of -2 compared to the absolute value of -3? Does this hold true when comparing other negative numbers?" In Lesson 9-3, Reflect and Practice, students utilize several practice standards as they find solutions. For example, in problem 7, students make sense of problems and persevere in solving them (MP.1) as they find the surface area of a triangular prism using only the diagram of the base and the height of the prism (LSSM 6.G.A.4). In problem 6, students also reason abstractly and quantitatively (MP.2) as they explain why surface area is measured in square units instead of cubic units. In problem 8, students construct viable arguments and critique the reasoning of others (MP.3) (LSSM 6.G.A.4).
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving	**Yes**	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. The Talk About It! sections of the lesson

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	as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.		examples provide students with opportunities to construct viable arguments. The questions are designed to elicit student justification through clarifying questions. The Reflect and Practice section of the lesson include Higher-Order Thinking Problems. Within this section, problems labeled Find the Error and/or Justify Conclusions specifically address MP.3. In Lesson 1-4, the Talk About It! Prompt states, "If the ratio relationships were graphed with blueberries on the y-axis and strawberries on the x-axis, the line for which recipe would have the steepest line? Explain." Students construct viable arguments for which line would be the steepest, comparing two ratios. Additionally, one of the Questions for Mathematical Discourse in this lesson states, "A classmate generated equivalent ratios until the number of ounces of peanuts was 24. Is this a valid method? Justify your response" (LSSM 6.RP.A.3). In Lesson 5-4, Reflect and Practice, problem 17, students substitute values for the variables of an expression (LSSM 6.EE.A.2), and the problem is labeled with Find the Error. Students analyze the evaluation of an expression, determine where an error was made, and correct the error. In Lesson 6-1, students solve equations using substitution (LSSM 6.EE.B.5). The teacher notes suggest the following Questions for Mathematical Discourse: "Why is 3 not a

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			solution?" "Once you know that 3 is not a solution, how do you know to check numbers greater than 3, as opposed to less than 3?" and "Once you know that 4 is a solution, do you need to check whether 5 is a solution? Explain."
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. The materials use precise and accurate mathematical terminology and definitions, and the materials support students in using them throughout the lessons. Teacher Editions, Student Editions, and supplemental materials explicitly attend to the specialized language of mathematics. Students begin each lesson with a What Vocabulary Will You Learn? section that introduces terms for the lesson. Teachers ask questions to engage students and facilitate a whole group discussion regarding the terms they encounter throughout the lesson. The materials include a Language Development Support Handbook with assignments to support students in building mathematical language in relation to the lessons. The materials also provide sample student responses that reflect the mathematical language of the lessons. For example, in Lesson 3-3, students encounter the terms Inverse Property of Multiplication, multiplicative inverse, and reciprocal in the What Vocabulary Will You Learn? section. To engage the class in discussion, the teacher asks, "How would you

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			describe the word inverse using your own words? What is the inverse operation to multiplication?" "Based on the meanings of the terms inverse and multiplicative, describe what you think a multiplicative inverse might be?" and "What does the term reciprocate mean in everyday life?" Lesson 8-4, Talk About It! provides a question and a sample student response to encourage student discourse. Teachers ask students if there is another way to decompose the figure in the animation. The sample student response includes precise mathematical vocabulary and states, "You can decompose the hexagon into six congruent triangles around the center, or it can be decomposed into two triangles on the outer sides and a rectangle in the middle."
	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. A Correlation to the Mathematical Practices guide is provided and includes explanations and descriptions of the practice standards. Each lesson includes Launch - Today's Standards: How can I use these Practices? The Teacher's Notes recommend that teachers "Tell students that they will be addressing these content and practice standards in this lesson. You may wish to have a student volunteer read aloud How Can I Meet This Standard? and How Can I Use These Practices? And

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			connect these to the standards." Lastly, teacher notes are included throughout the lessons that relate the practice standards with the specific content of the lesson. For example, in Lesson 7-3, students utilize MP.7 during the Talk About It! section. Teachers encourage students to "compare and contrast the difference between graphing ordered pairs from an equation and graphing ordered pairs from a ratio table." Students are prompted to analyze the structure of the equation and table when comparing the two methods. In Example 1, students graph a relationship from an equation (MP.2, MP.5, and MP.6). Teacher notes indicate how each of these practices can be used and provide guidance on how to further student understanding using the practices. For example, teacher notes state, "encourage students to make sense of how they can use the table to find the unit rate comparing the number of apples to the number of bushels" (MP.2). Lesson 10-1, Talk About It! provides teacher guidance for use of MP.6. Teachers encourage students to "adhere to the definition of a statistical question in order to explain why the question is not a statistical question." Students continue this practice standard in the first example as they explain why any question is not a statistical question. Later, during Explore, students adhere to precision when collecting and recording data.

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Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
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	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Student Standards for Mathematics. ☐ Yes ☐ No	fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. At the beginning of each module, the Are You Ready? section includes a Quick Review of prerequisite skills needed to begin the module and access grade level content. Students then complete two Quick Check problems related to the Quick Review. The Teacher Edition includes a list of prerequisite skills students may need to review in order to be successful in the module. Each module and lesson begins with a Vertical Alignment section that includes the Previous standards, Now standards, and Next standards in relation to the lesson. Each lesson begins with a Warm Up, which also assesses prerequisite skills. For example, in Module 2, students "learn about the relationship between fractions, decimals, and percents and apply that relationship to finding the percent of a number." The Vertical Alignment section indicates that, previously, students have solved problems involving ratios and rates (LSSM 6.RP.A.1, 6.RP.A.2, and 6.RP.A.3), and will now relate fractions, decimals, and percents and find the percent of a number (LSSM 6.RP.A.3 and 6.RP.3.C). Guidance states that students need to have a deep understanding of the prerequisite skills that include generating equivalent ratios and expressing fractions as decimals. In the Are You Ready? section, guidance suggests that students may need to review

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the following prerequisite skills in order to succeed in the module: "finding equivalent ratios, solving word problems involving ratios and rates, understanding rates, and making predictions using ratios. The Quick Review provides two examples that review how to use part-to-whole ratios and how to use place value to write decimals in word form. The Quick Check provides a ratio word problem and two additional problems in which students write decimals in word form. In addition, Lesson 2-1 specifically identifies LSSM 4.NF.C.6 as a prerequisite standard for the particular lesson. Finally, the Warm Up for the lesson addresses prerequisite skills needed for the lesson, including writing ratios as fractions and solving word problems involving ratios as fractions.
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**No**	Materials do not provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade/course-level work. Each module provides a Cheryl Tobey Formative Assessment Math Probe. Students complete the probes which focus on student misconceptions at the beginning, middle, and end of the modules. In addition, each module includes a Module Pretest to diagnose student readiness prior to beginning the module. However, guidance for what to do with the results of the probe and pretest is not evident. While the materials provide an Are You Ready? section that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			includes a Quick Review and a Quick Check, further guidance on identifying students who need prerequisite work is not provided. The ALEKS® assessment platform is available for purchase to use in conjunction with the materials to analyze results and provide reports which help teachers determine deficiencies, but was not available for review.
	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.	**No**	Materials do not provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the materials. Prerequisite standards and skills are provided; however, there is no guidance or materials provided to address any deficiencies.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Minimal time is spent on content outside of the course level.

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

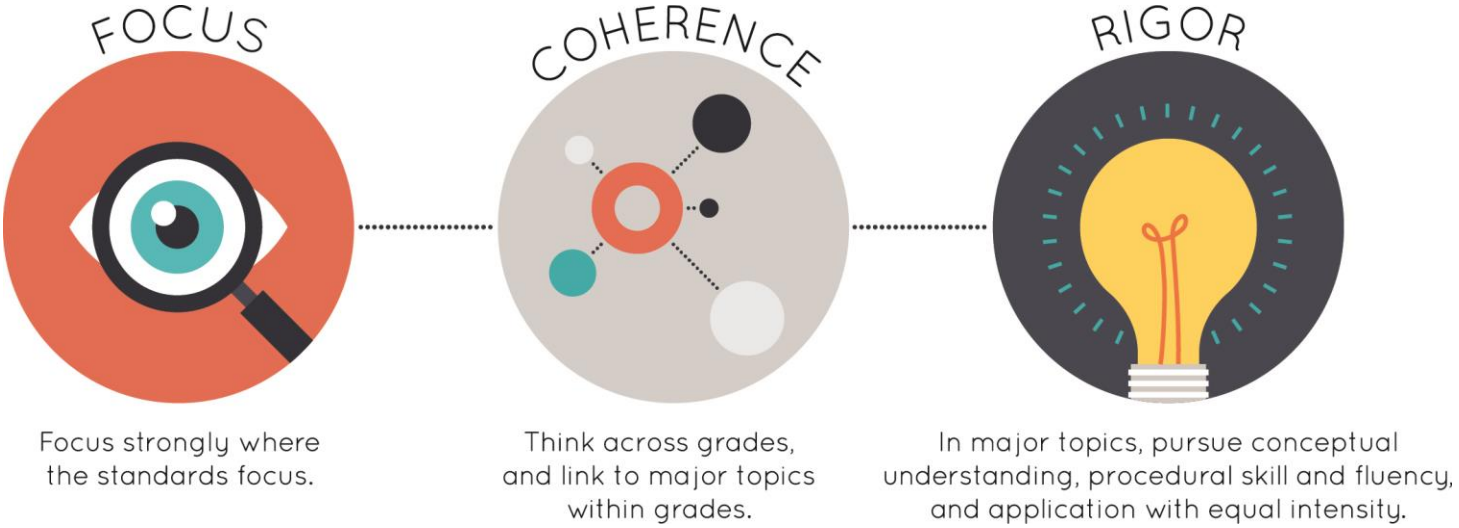
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. The materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in the grade, in cases where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding, procedural skill and fluency, and application of key mathematical concepts, especially where called for explicitly in the standards. The components of rigor are balanced throughout.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. Materials also use specialized language throughout and explains the role of the mathematical practices.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports
	6. Quality of Assessments		See EdReports
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials do not provide guidance to help teachers identify students who need

[6] 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
			prerequisite work to engage successfully in core instruction, on-grade-level work. Materials do not provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **Reveal Math Course 2**

Grade/Course: **7**

Publisher: **McGraw Hill LLC**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 62 lessons, 81% are spent on major work of the grade. Specifically, 65% of the lessons are spent on major standards, 16% of the lessons are spent on a combination of major standards and supporting/additional standards, and 19% of the lessons are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. All lessons across the topics are related to grade-level work and align to the Grade 7 Louisiana Student Standards for Mathematics (LSSM). Every module starts with the Are You Ready? section, which reviews the necessary prerequisite skills for that module, and each lesson includes a Warm Up that addresses the required prerequisite skills for the lesson. For example, the Are You Ready? Section in Module 3, Operations with Integers focuses on graphing whole

[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
			numbers on a number line and adding whole numbers. The Warm Up for Lesson 3-1 includes three problems that address solving word problems involving adding whole numbers. The lesson starts with adding integers with the same sign and progresses to adding integers with different signs and adding three or more integers. Students also add integers in context (LSSM 7.NS.A.1.A, 7.NS.A.1.B, and 7.NS.A.1.D). Pretests for Modules 1, 5, 6, 7, 10 and 11 include items aligned to the Grade 6 LSSM. Every lesson introduction includes the grade-level standard(s) with the previous required standard(s) and outlines which standard(s) follow. Assessments for each module address grade-level standards. For example, in Module 4, Test Form C, Problem 4, students plot points on a number line to show the additive inverse for 1 ¼, -0.75, and -7/4 (LSSM 7.NS.A.1.B and 7.NS.A.1.D). Also, in Module 7, Test Form B, Problem 6, students identify an inequality to represent a situation involving temperature (LSSM 7.EE.B.4.B).
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**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Lesson 1-6 introduces LSSM 7.RP.A.3, and Modules 3 and 4 provide the introduction for LSSM 7.NS.A.2, both of which are reinforced in later modules. For example, supporting standards are addressed in Modules 10

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			and 11. Lessons 10-2, 10-3, and 10-5 connect supporting cluster 7.SP.C to the major standards 7.RP.A.3 and 7.NS.A.2. For example, in Lesson 10-2, students find the relative frequency of simple events (supporting LSSM 7.SP.C.6 and 7.SP.C.7.B) while writing ratios of frequency values (major LSSM 7.RP.A.3). In the Explore and Develop section, students use a frequency table to find ratios of the frequency of blood types and express the ratios as decimals (major LSSM 7.NS.A.2). In Lesson 11-2, students make predictions about a population from a valid sample (supporting 7.SP.A.2) using proportional reasoning (major 7.RP.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 the grade, in cases where these connections are natural and important. Lesson 1-1 connects the Ratios and Proportional Relationships (RP) and Number System (NS) domains. During the lesson, students use a variety of methods to recognize and represent proportional relationship between quantities (LSSM 7.RP.A.2) and perform rational number operations to solve for the unit rate in context (LSSM 7.NS.A.3). Lesson 2-3 focuses on percent increase (LSSM 7.RP.A.3), as students solve multi-step real-life and mathematical problems with rational numbers in any form, including whole numbers, fractions, and decimals

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			(LSSM 7.EE.B.3), connecting the Ratios and Proportional Relationships (RP) and Equations and Expressions (EE) domains. Lesson 2-6 connects the Ratios and Proportional Relationships (RP) domain to Expressions and Equations (EE) domain. During the lesson, students use ratio reasoning to solve equations related to commission, personal finance, sales, and fees (LSSM 7.RP.A.3 and 7.EE.A.2). Lesson 5-1 connects Cluster A (Use properties of operations to generate equivalent expressions) and Cluster B (Solve real-life and mathematical problems using numerical and algebraic expressions and equations) of the Expressions and Equations (EE) domain. Students combine like terms using a rational number as a coefficient (LSSM 7.EE.A.1) while solving the cost of a jacket after a 5% markup (LSSM 7.EE.B.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 featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Every lesson begins with a Launch activity, which serves to spark students' interest using real-life context that reflects the mathematical focus of the lesson. Next, the Explore and Develop part guides students through the concepts and/or skills of the lesson. The materials also provide Think About It! questions which focus on supporting students' development of conceptual understanding. The teacher resources for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			each lesson include notes and questions for guiding mathematical discourse in the classroom. Throughout the materials, students use various representations, manipulatives (virtual and physical), and visual models as they develop conceptual understanding. Each lesson addresses the standards by including opportunities for students to independently demonstrate conceptual understanding. Students develop conceptual understanding in Lesson 3-3 as they multiply integers in two different scenarios: multiplying numbers with the same sign and multiplying numbers with opposite signs. The materials introduce multiplying numbers with opposite signs as repeated addition and model the concept on number lines before using multiplication patterns to show students why the product of two negatives is a positive (LSSM 7.NS.A.2). In Lesson 5-5, students simplify linear equations using the Distributive Property and by combining like terms. Students develop conceptual understanding throughout the lesson by answering the Talk About It! questions. For example, in Example 1, students answer the question, “Why was the Distributive Property performed first?” In Example 2,, the teacher encourages students to analyze the structure of an expression prior to simplifying it. During the Exit Ticket in Lesson 5-5, students write an expression that represents the number of decorations

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and streamers that would be left over. Students find the simplified expression and explain how they found it (LSSM 7.EE.A.1). In the Explore and Develop-Learn section of Lesson 7-2, students "compare and contrast the steps for writing an equation from a real-world problem with the steps for writing an inequality from a real-world situation." The teacher points out "that steps are the same, but the symbols used are different" and encourages students to "pay close attention to the phrases used in an inequality situation to determine the correct symbol to use" (LSSM 7.EE.4b). Students answer the question, "How do you know which inequality symbol to use when representing a real-world situation?" In Lesson 11-5, students develop conceptual understanding of two-dimensional figures that result from slicing three-dimensional figures. Students view a video that shows cross sections of different three-dimensional figures, then conduct research to explain how and when cross sections are used in real life. Students solve multiple examples with cross sections of different three-dimensional solids and determine what shape results from the cut (LSSM 7.G.A3).
	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	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. The materials are structured in such a way that students acquire procedural skills and fluencies

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		through a progression of learning over time and across lessons and modules. Each lesson addresses the standards and includes opportunities for students to independently demonstrate procedural skill and fluency. In Lesson 1-1, students find unit rates when one or both values are fractions. The materials guide students through the process of writing a ratio (4:⅓) as a complex fraction and rewriting it as 4 divided by ⅓, then multiplying 4 by the reciprocal of ⅓ to find the unit rate (LSSM 7.RP.A.1). In Lesson 3-5, Example 1, students move through steps to evaluate an expression, building procedural fluency (LSSM 7.NS.A.3). Students practice problems at the end of the lesson to work towards attainment of the procedural skill. In Lesson 6-2, students solve two-step equations using the Arithmetic Method and Algebraic Method. Students solve practice problems at the end of the lesson to gain procedural skill and fluency (LSSM 7.EE.B.4). Lesson 10-5 prompts students to use organized lists, tables, and tree diagrams to represent the sample space of compound events. In Example 1, students suppose a nickel and penny are tossed and use two methods to show the sample space. In Method 1, they fill the blanks in on a table. In Method 2, they fill out a tree diagram. After reviewing both methods, they conclude that there are four possibilities (LSSM 7.SP.C.8b). At the end of the lesson, students solve practice

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			problems to find outcomes and probability.
	Required **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. The instructional materials provide opportunities for students to independently demonstrate the use of mathematics in a variety of contexts. Many of the lessons include an Apply section that follows Conceptual Understanding and Fluency portions. Modules include Performance Tasks that address application of the standards. For example, in Lessons 4-1 through 4-5, students learn how to add, subtract, multiply, and divide rational numbers. Lesson 4-6 focuses on applying rational number operations. In the Module 4 Performance Task, Operations with Rational Numbers, students use fractions and decimals to solve a real-world problem involving a lawn care company. The performance task includes seven parts which require students to apply their learning of the four operations with rational numbers. Specifically, Part E requires students to find out how many acres the worker has to mow when a coworker does not show up. Then, students compute how many acres the owner's brother would need to mow if he is hired to do half of the work (LSSM 7.NS.3). Lessons 9-3 through 9-6 are devoted to developing proficiency in LSSM 7.G.B.6 by presenting real-world problems

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			involving area, volume, and surface area. In Lesson 9-3, students use the blueprint of a mosaic as a complex polygon to solve a problem. The problem states that each ceramic tile used to make the mosaic is 2.5 square feet and asks to calculate the number of tiles needed. Students find the area of a complex shape and apply their understanding to divide the total area by the area of each tile. In Lesson 9-6, students apply their knowledge of surface area to solve whether one quart of paint covering eighty-seven square feet will be enough to cover a toy box in the shape of a rectangular prism after calculating the surface area of the toy box (LSSM 7.G.B.6).
	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 balanced throughout the materials. Each module in the Teacher Manual begins by explaining how the Three Pillars of Rigor are addressed. The three components of rigor are present in the majority of the modules, and each lesson accurately addresses the components of rigor as per the standards. In the beginning of each lesson, a Conceptual Bridge outlines the implementation of the aspects of rigor for that lesson. For example, the Lesson 2-1, Conceptual Bridge states, “students draw on their understanding of proportional relationships and percents to build fluency with determining the percent of change when a quantity either increases or decreases. They apply their understanding of percents of change to solve real-world

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			problems." The lesson integrates both procedural skill and fluency and application. In the Apply section of this lesson, students learn that the first motion picture lasted 2.11 seconds, while today's movies last an average of two hours. Students calculate the percent of change for the length of the first movie and the current average. Students must also apply their understanding of proportions to solve the problem since the values are provided in different units. Students incorporate this with the understanding that a percentage is a ratio out of 100 as they use fluency skills to solve the proportion (LSSM 7.RP.A.3).Lesson 9-1 incorporates all three aspects of rigor, but demonstrates the aspects separately as needed. During the lesson, students first develop an understanding of the relationships between the radius and diameter of a circle, then explore the relationship between the diameter of a circle and the distance around the same circle. Students practice using formulas to find the circumference of circles with the diameter in Example 1 and the radius in Example 2. Then, in the Apply section, students use information about a circular garden with a radius of three feet and the neighbor's circular garden that is "2.5 feet longer than the diameter of Kamma's garden" to find how much edging the neighbor would need to border her garden (LSSM 7.G.4).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. Both the Teacher Edition and Student Edition identify what mathematical practice(s) students should use in each guided example or practice problem. Students have multiple opportunities throughout each lesson to meet the mathematical standards. The Think About It! and Talk About It! questions are especially designed to address specific practice standards by prompting students to explain their thinking. The questions elicit critical thinking and encourage students to discuss their findings in a way that develops habits described in the Mathematical Practice Standards. The Teacher Edition also suggests specific strategies to cultivate the Mathematical Practices. In Lesson 1-2, students reason abstractly and quantitatively (MP.2) as they utilize equivalent fractions when solving, “What would the cost of a 4-mile taxi ride need to be in the second city so that there was a proportional relationship?” (LSSM 7.RP.A.2). In Lesson 5-4, students sort expressions into monomials and not monomials (LSSM 7.EE.A.2), engaging in MP.7 as they analyze the structure to place expressions into the correct category. In Lesson 7-1, students graph the solution set of an

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			inequality (LSSM 7.EE.B.4). When representing an inequality on a number line, students attend to precision (MP.6) as they use a closed or open dot to indicate whether the value is included in the inequality.
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. The Talk About It! sections of the lesson examples provide students with opportunities to construct viable arguments. The questions are designed to elicit student justification through clarifying questions. The Reflect and Practice section of the lesson include Higher-Order Thinking Problems. Within this section, problems labeled Find the Error and/or Justify Conclusions specifically address MP.3. In Lesson 2-4, Example 2, students determine whether a 20% discount followed by a 30% discount is the same as adding the two as a 50% discount, then use the values to justify their reasoning in the Talk About It! section (LSSM 7.RP.A.3). In Lesson 5-1, Reflect and Practice, problem 19 is labeled with Find the Error. The problem shows a student's work for simplifying an expression using the distributive property (LSSM 7.EE.A.1, 2). Students identify the mistake and explain how they would correct it. In Lesson 9-1, Practice Problem

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			14, Justify Conclusions, students use mental math to determine whether the circumference of a circle with a radius of five inches will be greater than or less than 30 inches (LSSM 7.G.B.4), then write an argument that justifies their solution. In Lesson 11-1, Example 1, students analyze three options for a survey and select the valid sampling method that best describes each option (LSSM SP.A.1, 2). In Talk About It!, they explain how the sampling method might affect the results of a survey, specifically if the participants were not randomly selected.
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. The materials use precise and accurate mathematical terminology and definitions, and the materials support students in using them throughout the lessons. Teacher Editions, Student Editions, and supplemental materials explicitly attend to the specialized language of mathematics. Students begin each lesson with a What Vocabulary Will You Learn? section that introduces terms for the lesson. Teachers ask questions to engage students and facilitate a whole group discussion regarding the terms they encounter throughout the lesson. The materials include a Language Development Support Handbook with assignments to support students in building mathematical language in relation to the lessons. The materials also provide sample student

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			responses that reflect the mathematical language of the lessons. For example, in Lesson 1-2, students encounter the term proportional relationship in the What vocabulary Will You Learn? section. To engage the class in discussion, the teacher asks, “What are some synonyms of the word relationship” and offers the student sample responses, “association, link, correlation.” Students first discuss the relationship between flour and water for different batches of dough and notice that the ratio is maintained for all batches. Then the teacher explains that two quantities are in a proportional relationship if the two quantities have a constant ratio between them. Students continue to use the mathematical language as they discuss proportional relationships. In Lesson 6-1, students encounter the terms equation, equivalent, and defining a variable in the What Vocabulary Will You Learn? section. The teacher engages students in discussion by asking questions such as “The term equation comes from the Latin term *aequare,* which means to make equal. What are some other terms used in mathematics that are similar to the term equation?” and “Describe in your own words the meaning of the term variable, as used in mathematics.” In Lesson 8-1, students use precise language and notation to describe angles as acute and obtuse.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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. A Correlation to the Mathematical Practices guide is provided and includes explanations and descriptions of the practice standards. Each lesson includes Launch - Today's Standards: How can I use these Practices? The Teacher's Notes recommend that teachers "Tell students that they will be addressing these content and practice standards in this lesson. You may wish to have a student volunteer read aloud How Can I Meet This Standard? and How can I Use These Practices? and connect these to the standards." Lastly, teacher notes are included throughout the lessons that relate the practice standards with the specific content of the lesson. For example, Lesson 4-4 introduces students to multiplying rational numbers. In Example 3, students multiply a fraction (⅓) and a decimal number (-2.75). Teacher notes suggest encouraging students to consider all options of solving the problem (MP.1) and to analyze the structure of each fact, noting that ⅓ will be a repeating decimal, so it is easier to solve by converting -2.75 to a fraction (MP.7). In Lesson 8-4, students use scale drawings to find length. The teacher notes provide guidance for utilization of MP.6 and state, "encourage them to be careful about specifying the units of measure, as they

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			may choose a smaller unit of measure for the drawing and a larger unit of measure for the actual Eiffel Tower." In Lesson 9-2, teacher notes provide guidance for utilization of MP.2 during the Talk About It! Section, stating, "encourage them to reason about the relationship between the diameter and radius of a circle in order to manipulate the variables and write the equations. Later in the lesson, guidance for student utilization for MP.5 states, "Students will use Sketchpad to explore and examine the relationship between the diameter of a circle and the distance around the circle."
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons.	**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.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. At the beginning of each module, the Are You Ready? section includes a Quick Review of prerequisite skills needed to begin the module and access grade level content. Students then complete two Quick Check problems related to the Quick Review. The Teacher Edition includes a list of prerequisite skills students may need to review in order to be successful in the module. Each module and lesson begins with a Vertical Alignment section that includes the Previous standards, Now standards, and Next standards in relation to the lesson. Each lesson begins with a Warm Up, which also assesses prerequisite skills. For example, in Module 5, students "use properties of operations to simplify algebraic expressions." The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Vertical Alignment section indicates that, previously, students have added, subtracted, multiplied, and divided integers (LSSM 7.NS.A.3), and will now use properties of operations to simplify algebraic expressions (LSSM 7.EE.A.1 and 7.EE.A.2). Guidance states that students need to have a deep understanding of the prerequisite skills that include fluently performing the four operations with rational numbers, applying the Order of Operations to numerical expressions involving rational numbers, and evaluating simple algebraic expressions. In the Are You Ready? section, guidance suggests that students may need to review the following prerequisite skills in order to succeed in the module: "writing and evaluating expressions using the order of operations, adding and subtracting rational numbers, finding the greatest common factor of two numbers, and multiplying and dividing rational numbers." The Quick Review provides two examples that review how to subtract and multiply integers, and the Quick Check provides four problems in which students simplify expressions. In addition, Lesson 5-2 specifically identifies LSSM 7.EE.A.1 and 7.EE.A.2 as prerequisite standards for the particular lesson. Finally, the Warm Up for Lesson 5-2 addresses prerequisite skills needed for the lesson, including adding rational numbers.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**No**	Materials do not provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade/course-level work. Each module provides a Cheryl Tobey Formative Assessment Math Probe. Students complete the probes which focus on student misconceptions at the beginning, middle, and end of the modules. In addition, each module includes a Module Pretest to diagnose student readiness prior to beginning the module. However, guidance for what to do with the results of the probe and pretest is not evident. While the materials provide an Are You Ready? section that includes a Quick Review and a Quick Check, further guidance on identifying students who need prerequisite work is not provided. The ALEKS® assessment platform is available for purchase to use in conjunction with the materials to analyze results and provide reports which help teachers determine deficiencies, but was not available for review.
	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.	**No**	Materials do not provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the materials. Prerequisite standards and skills are provided; however, there is no guidance or materials provided to address any deficiencies.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	appropriately address unfinished learning using prerequisite work.		
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Minimal time is spent on content outside of the course level.
	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. The materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in the grade, in cases where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding, procedural skill and fluency, and application of key mathematical concepts, especially where called for explicitly in the standards. The components of rigor are balanced throughout.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present

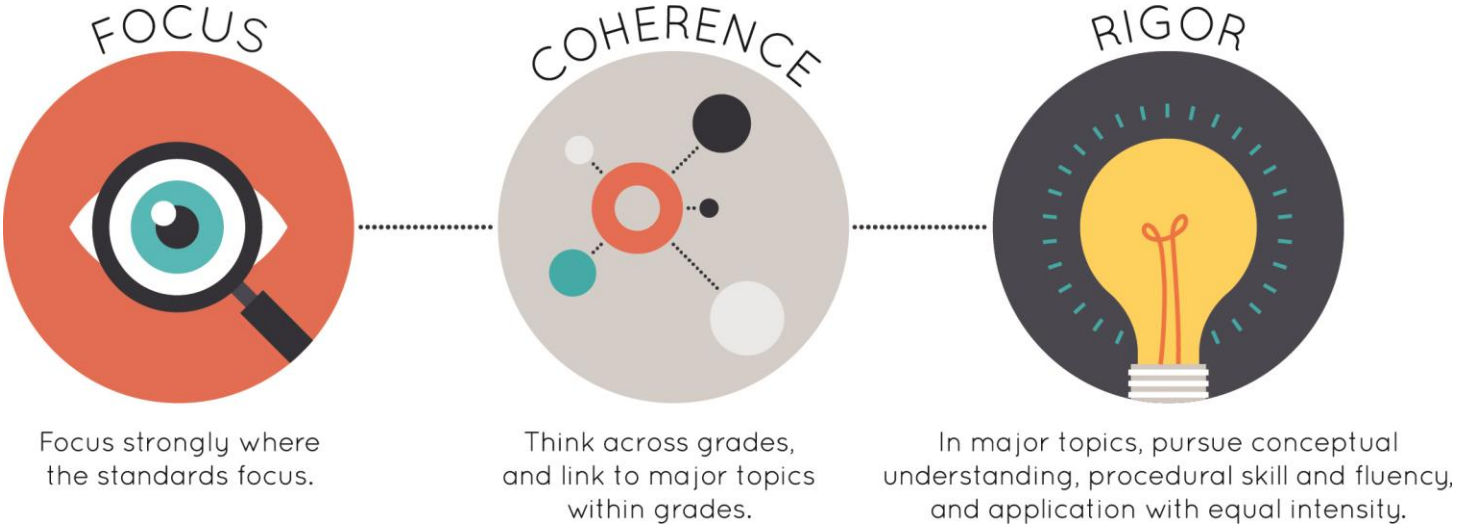
[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			throughout the materials. Materials also use specialized language throughout and explains the role of the mathematical practices.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports
	6. Quality of Assessments		See EdReports
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials do not provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Materials do not provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

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

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **Reveal Math Course 3**

Grade/Course: **8**

Publisher: **McGraw Hill LLC**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 57 lessons, 81% are spent on major work of the grade. Specifically, 70% of the lessons are spent on major standards, 11% of the lessons are spent on a combination of major standards and supporting/additional standards, 17% of the lessons are spent on supporting or additional standards, and 2% of the lessons are foundational for future lessons and are not aligned to grade level standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. All lessons across the topics are related to grade-level work and align to the Grade 8 Louisiana Student Standards for Mathematics (LSSM). Foundational lessons are included in the materials that address standards from previous grade levels but are clearly labeled as foundational lessons, including Lessons 1-1, 4-2, and 4-6. Lesson 1-1

[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
			begins with students using the order of operations to evaluate expressions without exponents (LSSM 7.NS.1d). The lesson progresses to introduce powers to expressions and the Laws of Exponents (LSSM 8.EE.A1). Lesson 4-2 is foundational for LSSM 8.EE.B.6, 8.F.B.4, and 8.SP.A.3. Students find the slope of a line using a graph, a table, and the formula. The materials label Lesson 4-2 and 4-6 as foundational, but address skills required for students to access grade-level content and to reach the full extent of the grade-level standard. Pretests for each module include standards from Grades 3-7. Every module starts with Are You Ready? Section, which reviews the necessary prerequisite skills for that module, and each lesson includes a Warm Up that addresses the required prerequisite skills for that lesson and a lesson introduction which includes the grade-level standard(s) with the previous required standard(s) and the standard(s) that follow. Assessments for each module address grade level standards. For example, in Module 10, Test Form B, Question 2, students determine volume in cubic feet of a cylinder (LSSM 8.G.C.9).
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Supporting standards are addressed in Modules 2, 5 and 11. Students first develop an understanding of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
consistent with the content in the Standards. ☒ Yes ☐ No			major LSSM 8.EE.A.2 in Lesson 2-2 as they find roots using square models. Then, Lesson 2-3 reinforces this major concept as students utilize the real number system, combining work with squares and cubes of numbers and irrational numbers. By the end of the lesson, students identify numbers as rational or irrational, such as 0 and the square root of 7, connecting supporting LSSM 8.NSA.a to major LSSM 8.EE.A.2. Students learn to solve linear equations in one variable in Module 3 (LSSM 8.EE.C.7). Then, in Lesson 5-3, students construct linear functions (supporting LSSM 8.F.B.4). Students use data from a table to find the rate of change and the initial value. Students use the slope-intercept form of a linear equation to find the y-intercept (major LSSM 8.EE.C.7).
	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 the grade, in cases where these connections are natural and important. Lesson 2-4 connects the Number System (NS) and Expressions and Equations (EE) domains. During the lesson, students estimate irrational numbers (LSSM 8.NS.A.2) using the roots of perfect squares and a number line (LSSM 8.EE.A.2). Lesson 11-3, connects the Functions (F) and Statistics and Probability (SP) domains. Students determine an equation for a line (LSSM 8.F.B.4) to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			approximate a set of data (LSSM 8.SP.A.3), known as a line of fit. Lesson 5-6, connects Cluster A (Define, evaluate, and compare functions) and Cluster B (Use functions to model relationships between quantities) of the Functions (F) domain. Students analyze and sketch qualitative graphs (LSSM 8.F.B.5) and identify whether the rate of change is constant (LSSM 8.F.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 featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Every lesson begins with a Launch activity, which serves to spark students' interest using real-life context that reflects the mathematical focus of the lesson. Next, the Explore and Develop part guides students through the concepts and/or skills of the lesson. The materials also provide Think About It! questions which focus on supporting students' development of conceptual understanding. The teacher resources for each lesson include notes and questions for guiding mathematical discourse in the classroom. Throughout the materials, students use various representations, manipulatives (virtual and physical), and visual models as they develop conceptual understanding. Each lesson addresses the standards by including opportunities for students to independently demonstrate conceptual understanding. In Lesson 4-3, students use right triangles to find the ratio of rise to run. Students compare

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			slopes of similar triangles and verify that any two points have the same slope (LSSM 8.EE.B.6). In the Talk About It! for Example 1, students explain why the slope is the same between any two points on a line using the properties of similar triangles. In Lesson 5-1, students learn the definition of a function, demonstrate conceptual understanding by identifying a function as they analyze various data sets, including graphs, and answer, "How can you alter the relation so that it will be a function?" In Lesson 5-2, students use a rule to complete function tables, demonstrating their understanding of the concept (LSSM 8.F.A.1). Students answer questions such as: "What do the values 4 and 3,080 represent in this situation?" and "What does the input value represent, within the context of the problem?" Lessons 8-1 through 8-4 develop students' conceptual understanding of the four transformations (dilations, translations, reflections, and translations) in individual lessons before making connections. The lesson sequence begins with an exploration of each transformation, followed by development of the movements required for each transformation. Through this progression, students develop the individual concepts before experiencing them together in a sequence of transformation (LSSM 8.G.A.3). Specifically, in Lesson 8-2, students explain how the x-values and y-values of the preimage and image

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			compare. In Lesson 8-3, students utilize an interactive presentation to develop understanding about rotations of 90°, 180°, and 270°.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. The materials are structured in such a way that students acquire procedural skills and fluencies through a progression of learning over time and across lessons and modules. Each lesson addresses the standards and includes opportunities for students to independently demonstrate procedural skill and fluency. In Lesson 2-1, Example 3, students work through the procedural steps for converting a repeating decimal to a rational number. Directly following the example, students practice the procedure to help develop fluency for the process. Students practice the procedure again in the Practice and Homework for Lesson 2-1 (LSSM 8.NS.A.1). Module 3 addresses the procedural skill and fluency standards (LSSM 8.EE.C.7a and 8.EE.C.7b). The lessons progress from learning to solve equations with variables on both sides to writing equations with variables on both sides. In Lesson 3-4, students solve multi-step equations, then, in Lesson 3-5, students determine the number of solutions for a given equation. The Test Practice for Module 3 focuses specifically on the procedural skill of solving equations to build fluency. In Lesson 7-5, students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			find the distance between two points. In the first example, students find the distance between the points, (3,0) and (7,-5). Students plot both points on the graph and draw three segments to form a right triangle, then use the Pythagorean theorem to calculate the distance (LSSM 8.G.B.8).
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. The instructional materials provide opportunities for students to independently demonstrate the use of mathematics in a variety of contexts. Many of the lessons include an Apply section that follows Conceptual Understanding and Fluency portions. Module 5 focuses on functions. Students begin identifying functions, understanding function tables, and constructing linear equations in Lessons 5-1 through 5-3. In Lesson 5-4, students apply these skills to compare functions in context. In Example 1, students use a function and a table of two high speed trains to solve the problem. Students compare starting value, rate of change, and the difference in traveling distances from one train to another. In the Apply section of the lesson, students solve an application problem by comparing the costs of three different online book subscriptions. Students consider the cost of each subscription using three different representations of functions: an equation,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			a table, and a graph. Students determine which subscription has the best value and justify their solution (LSSM 8.F.A.2). In Lesson 6-3, students solve systems of equations by substitution. Students apply the different procedural strategies they develop within the lesson to solve system of equations problems in the Apply section, such as: "Mei paid $15.75 for 6 greeting cards. Some of the cards cost $2.50 each, and some cost $3.25 each". Students calculate how much of each card is purchased (LSSM 8.EE.C.8c). In Lesson 10-4, students use volume formulas to find the missing dimensions for cylinders, cones, and spheres. In the Apply section of the lesson, students use the height and volume of two different cans of corn to determine how many more of the smaller cans than larger cans would fit on shelves of various sizes, then compare those answers to determine how many more smaller cans would fit than larger ones (LSSM 8.G.C.9).
	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 balanced throughout the materials. Each module in the Teacher Manual begins by explaining how the Three Pillars of Rigor are addressed. The three components of rigor are present in the majority of the modules, and each lesson accurately addresses the components of rigor as per the standards. In the beginning of each lesson, a Conceptual Bridge outlines the implementation of the aspects of rigor for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			that lesson. For example, the Lesson 11-5, Conceptual Bridge states, "In this lesson, students continue to expand on their understanding of two-way tables and relative frequencies to determine if a possible association exists between two categorical variables. They apply their understanding to real-work problems involving associations in two-way tables." This lesson integrates all three components of rigor, meeting LSSM 8. SP.A.4. Lesson 6-2 integrates conceptual understanding and procedural skill and fluency. Students first develop an understanding of the relationship between the slopes and y-intercepts of systems of equations and the number of solutions of the system. Then, students build fluency in determining the number of solutions by analyzing the slopes and y-intercepts of the systems of equations. The lesson begins with visuals of the graphs of equations with the same slope and different y-intercepts (parallel lines), equations with different slopes, and lines with the same slope and same y-intercepts (same line), and shows whether these systems of equations have none, one, or infinitely many solutions, building conceptual understanding of this standard. The lesson then walks students through writing equations in slope-intercept form in order to identify slope and y-intercept and determine the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			number of solutions of a system of equations (LSSM 8.EE.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. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. Both the Teacher Edition and Student Edition identify what mathematical practice(s) students should use in each guided example or practice problem. Students have multiple opportunities throughout each lesson to meet the mathematical standards. The Think About It! and Talk About It! questions are especially designed to address specific practice standards by prompting students to explain their thinking. The questions elicit critical thinking and encourage students to discuss their findings in a way that develops habits described in the Mathematical Practice Standards. The Teacher Edition also suggests specific strategies to cultivate the Mathematical Practices. In Lesson 4-6, students graph lines using slope-intercept form, building towards LSSM 8.EE.C.8.B and 8.F.A.3. To introduce this skill, the teacher asks questions which encourage students to reason abstractly and quantitatively (MP.2), and instructs students to be precise in their explanations (MP.6) as they discuss “why the origin was not used to the graph the line” and “why it makes sense to plot three or more points using

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the slope in order to verify they have graphed the correct line." During the Explore and Learn Section of Lesson 7-1, students "justify their conclusions and make sense of their findings" (MP.3) and "use Web Sketchpad to explore the relationships between angles created by parallel lines and transversals" (MP.5) as teachers "encourage students to use the sketch to examine the structure of the parallel lines and transversals in order to make predictions about the angle measures that are formed" (MP.7) (LSSM 8.G.A.5).
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. The Talk About It! sections of the lesson examples often provide students with opportunities to construct viable arguments. The questions are designed to elicit student justification through clarifying questions. The Reflect and Practice section of the lesson include Higher-Order Thinking Problems. Within this section, problems labeled Find the Error and/or Justify Conclusions specifically address MP.3. In Lesson 2-2, Apply, problem 4, students use a picture and the description of a bulletin board comprised of four equal squares of cork board, with each board measuring 36 square feet to determine the length of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			bulletin board (LSSM 8.EE.A.2). Then answer the question, "How can you show your solution is reasonable?" and complete the Write About It! for the lesson. Lesson 1-4, Explore and Develop, Talk About It! includes an extension to the exponent table regarding cake pieces, using two as a base. Students observe what happens to the exponent of two each time the number of cake pieces is divided by two and explain why that is true (LSSM 8.EE.A.1). In Lesson 7-4, Reflect and Practice, problem 5, students use their knowledge of the Pythagorean Theorem (LSSM 8.G.B.6) to construct an argument. They use the measure of the side of a rectangle and the measure of the diagonal to determine whether the rectangle is a square. In Lesson 11-1, the Apply section, students use a chart with the results of a survey of the amount of time people spent in a store versus the amount of money they spent to solve the problem. They also interpret a scatter plot representing the data (LSSM 8.SP.A.1). In Problem 4, Write About It!, students construct an argument to defend their solution to the task.
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. The materials use precise and accurate mathematical terminology and definitions, and the materials support students in using them throughout the lessons. Teacher Editions, Student Editions, and supplemental

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			materials explicitly attend to the specialized language of mathematics. Students begin each lesson with a What Vocabulary Will You Learn? section that introduces terms for the lesson. Teachers ask questions to engage students and facilitate a whole group discussion regarding the terms they encounter throughout the lesson. The materials include a Language Development Support Handbook with assignments to support students in building mathematical language in relation to the lessons. The materials also provide sample student responses that reflect the mathematical language of the lessons. For example, in Lesson 3-2, students encounter the term expression in the What Vocabulary Will You Learn? section. The teacher provides the meaning of express, a verb meaning to convey a thought or feeling through words or gestures, and then asks, “How that might relate to a mathematical expression?” In Lesson 6-1, students encounter the terms systems of equations and solutions in the What Vocabulary Will You Learn? section, which are defined in the introduction paragraph. In the first example, students solve a system of equations by graphing. They graph the equations and identify the point of intersection. Then they check that the ordered pair is a solution to both equations and build an understanding that, because it is true for both equations, the ordered pair is the solution to the system. During Talk About It!, students explain why

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			they chose the solution (-2,1). The provided sample student response states, “Graphing a system of equations might only provide an estimate of the solution, if it is not clear the point of intersection. Algebra is used to verify that the point of intersection is the exact solution of both equations.” In Lesson 7-5, What Vocabulary Will You Use?, students define the term coordinate as it relates to coordinating an activity. Students identify how they think this relates to the mathematical term coordinate plane.
	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. A Correlation to the Mathematical Practices guide is provided and includes explanations and descriptions of the practice standards. Each lesson includes Launch - Today’s Standards: How can I use these Practices? The Teacher’s Notes recommend that teachers “Tell students that they will be addressing these content and practice standards in this lesson. You may wish to have a student volunteer read aloud How Can I Meet This Standard? and How Can I Use These Practices? and connect these to the standards.” Lastly, teacher notes are included throughout the lessons that relate the practice standards with the specific content of the lesson. For example, in Lesson 9-3, students utilize MP.6 in the Talk About It! section. Teacher notes provide guidance that states,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"encourage students to use clear and precise numerical language to compare and contrast using transformations to prove congruence and similarity." In Lesson 3-4, as students translate problems into equations, teacher notes for student utilization of MP.2 state, "Encourage students to practice writing expressions with known values and then generalize those expressions by using variables." and "Encourage students to think about the correspondence between the variables, expressions, and equations that would help to translate the real-world scenario into a multi-step equation." The Explore and Develop section includes additional teacher guidance MP.1, MP.4, and MP.7. Then, in the Apply section, students develop their own strategies to solve an application problem as they find the total payroll of a coffee shop. Teacher guidance notes that students should address the task by first seeking to understand the task before determining possible entry points to solve the task (MP.1), including the use of mathematical models (MP.4). Teachers encourage students to evaluate their model and/or progress and change directions as necessary. Additionally, guidance suggests that teachers remind students to make sure their arguments use correct mathematical reasoning (MP.3) as they respond to the Write About It!.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
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	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Student Standards for Mathematics. ☐ Yes ☐ No	fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. At the beginning of each module, the Are You Ready? section includes a Quick Review of prerequisite skills needed to begin the module and access grade level content. Students then complete two Quick Check problems related to the Quick Review. The Teacher Edition includes a list of prerequisite skills students may need to review in order to be successful in the module. Each module and lesson begins with a Vertical Alignment section that includes the Previous standards, Now standards, and Next standards in relation to the lesson. Each lesson begins with a Warm Up, which also assesses prerequisite skills. For example, in Module 3, students "write and solve linear equations with variables on each side." The Vertical Alignment section indicates that, previously, students have written and solved equations of the form px+q=r and p(x+q)=r, where *p*, *q*, and *r* are rational numbers (LSSM 7.EE.B.4.A and 7.EE.B.4b), and will now write and solve linear equations with variables on each side (LSSM 8.EE.C.7, 8.EE.C.7a, and 8.EE.C.7b). Guidance states that students need to have a deep understanding of the prerequisite skills, solving one-step and two-step equations involving rational numbers. In the Are You Ready? section, guidance suggests that students may need to review the following prerequisite skills

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in order to succeed in the module: "using and applying operations with rational numbers, solving two-step equations with rational coefficients, converting measurement units, using the distributive property, and solving multi-step equations with rational coefficients." The Quick Review provides two examples that review how to solve one-step addition and subtraction equations and one-step multiplication and division equations. The Quick Check provides two word problems in which students write and solve equations to find the solution. In addition, Lesson 3-2 specifically identifies LSSM 8.EE.C.7b as a prerequisite standard for the particular lesson. Finally, the Warm Up for Lesson 3-2 addresses prerequisite skills needed for the lesson, including using operations with rational numbers and solving two-step equations with rational coefficients.
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**No**	Materials do not provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade/course-level work. Each module provides a Cheryl Tobey Formative Assessment Math Probe. Students complete the probes which focus on student misconceptions at the beginning, middle, and end of the modules. In addition, each module includes a Module Pretest to diagnose student readiness prior to beginning the module. However, guidance for what to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			do with the results of the probe and pretest is not evident. While the materials provide an Are You Ready? section that includes a Quick Review and a Quick Check, further guidance on identifying students who need prerequisite work is not provided. The ALEKS® assessment platform is available for purchase to use in conjunction with the materials to analyze results and provide reports which help teachers determine deficiencies, but was not available for review.
	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.	**No**	Materials do not provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the materials. Prerequisite standards and skills are provided; however, there is no guidance or materials provided to address any deficiencies.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Minimal

[5] 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
			time is spent on content outside of the course level.
	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. The materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in the grade, in cases where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding, procedural skill and fluency, and application of key mathematical concepts, especially where called for explicitly in the standards. The components of rigor are balanced throughout.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. Materials also use specialized language throughout and explains the role of the mathematical practices.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports
	6. Quality of Assessments		See EdReports
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade.

[6] 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
			Materials do not provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Materials do not provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum.
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 3-12.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.