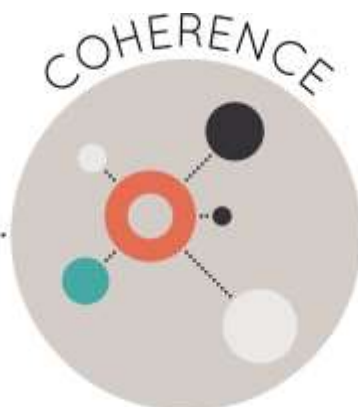




Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



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



In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Title: Reveal Math

Grade/Course: 3-5

Publisher: McGraw Hill

Copyright: 2022

Overall Rating: Tier 3, Not representing quality

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

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

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 3 \(Tier 3\)](#)

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



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



In major topics, pursue conceptual understanding, procedural skill and fluency and application with equal intensity.

Title: **Reveal Math**

Grade/Course: **3**

Publisher: **McGraw Hill LLC**

Copyright: **2022**

Overall Rating: **Tier 3, Not representing quality**

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

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



To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

Section I: Non-negotiable Criteria.

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
<p>Non-negotiable 1. FOCUS ON MAJOR WORK²: Students and teachers using the materials as designed devote the large majority³ of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Required 1a) Materials devote the majority of class time to the major work of each grade/course.</p>	<p>Yes</p>	<p>Materials devote a large majority of time to the major work of the grade. Of the 93 instructional lessons, 68% are spent on major work of the grade. Specifically, 62% of lessons are spent on major standards, 6% of lessons are spent on a combination of major standards and supporting/additional standards, 21% of lessons are spent on supporting or additional standards, 6% of lessons are labeled as optional for foundational work, 2% of lessons are omitted, and 3% of lessons include content beyond the scope of Grade 3.</p>
	<p>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.</p>	<p>No</p>	<p>Materials do not spend minimal time on content outside of the appropriate grade-level. In assessment materials, assessment components make students/teachers responsible for any topics before the grade in which they are introduced. Some lesson components and assessment items include problems that exceed the limitations of the Grade 3 Louisiana Student Standards for Mathematics (LSSM). While Unit 6, Lessons 4 and 6 address LSSM 4.MD.D.8, the implementation guide suggests omitting these lessons, as well as Unit 6, Unit Review items 5, 9, 13, 14 and Performance</p>

² For more on the major work of the grade, see [Focus by Grade Level](#).

³ The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Task Unit Assessment items 5, 6, 8, and 9, as these lessons and items address LSSM 4.MD.D.8. However, other instances of lesson components and assessment items that go beyond the scope of the Grade 3 LSSM are not labeled as optional or to omit in the implementation guide. For example, the Unit 7, Unit Review and Performance Task assess students on fractions that go beyond the limitations of the Grade 3 LSSM. In Grade 3, students are limited to fractions with denominators 2, 3, 4, and 6 (LSSM 3.NF.A.2, 3.NF.A.3). Item 9 of the Unit Review includes $\frac{1}{5}$ and $\frac{6}{7}$ as answer choices. Item 16 on the Performance task includes $\frac{6}{5}$ and $\frac{4}{5}$ as answer choices. Additionally, the Summative Assessment for Units 1-13 includes two items that go beyond the scope of the Grade 3 LSSM. On item 7, students compare the fractions $\frac{2}{3}$ and $\frac{2}{5}$. On item 12, students select equivalent fractions of $\frac{3}{4}$. Among the answer choices, $\frac{3}{12}$ and $\frac{9}{12}$ are included. Additionally, Unit 13 includes three lessons that go beyond the scope of LSSM 3.G.A.1. In Lessons 2, 3, and 4 students identify and sort quadrilaterals by the number of right angles in each quadrilateral. Students are not introduced to right angles until Grade 4 (LSSM 4.G.A.1). Students are assessed on this same concept on the following assessments: Lesson 2, Exit Ticket; Lesson 3 Exit Ticket; Unit 13 Math Probe; Lesson 4</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Exit Ticket; Unit 13 Unit Assessments Forms A and B.
<p>Non-negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.</p>	<p>Yes</p>	<p>Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Supporting LSSM 3.MD.B.3 and 3.MD.B.4 are addressed in Unit 12 and connect to major work of the grade that was first developed in previous units. For example, in Unit 12, Lesson 8, students develop an understanding of scaled bar graphs (LSSM 3.MD.B.3). As students draw scaled bar graphs, students apply multiplication strategies to determine what interval to use for bar graphs (LSSM 3.OA.C.7). For example, students display 8, 6, 16, and 10 using an interval of 2 or 4 when drawing a scaled bar graph on item 1 of On My Own. Students continue working with scaled pictures and bar graphs in Lesson 9 as they use the data to solve problems, some of which involve two-step problems, connecting supporting LSSM 3.MD.B.3 to major LSSM 3.OA.D.8. For example, on item 8 of On My Own, students use data from a scaled bar graph to answer the following questions, “Maya visits a second dig site. She collects 5 fewer samples of each type. How many total samples does she collect at the second dig site?” Unit 12, Lessons 10 and 11 connect supporting LSSM 3.MD.B.4 to major LSSM 3.NF.A.2, which was first developed in previous units. For example, in Lesson 10, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>develop an understanding of length in fractions of a unit by applying their understanding of fractions on a number line. During Notice and Wonder, students observe three different rulers in which they can measure a pencil to the nearest inch, half inch, and quarter inch. On item 1 of the Exit Ticket, students determine the length of a hot dog as $10 \frac{1}{4}$ inches. In Lesson 11, On My Own, item 10, students measure several objects to the nearest quarter of an inch, record the data in a table, and then create a line plot to display the data. The lengths of the nails include $1 \frac{1}{4}$, $1 \frac{1}{2}$, $1 \frac{3}{4}$, 2, and $2 \frac{1}{4}$.</p>
	<p>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.</p>	<p>Yes</p>	<p>Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, Unit 4, Lesson 1 connects Clusters C (Multiply and divide within 100) and D (Solve problems involving the four operations, and identify and explain patterns in arithmetic) of the Operations and Algebraic Thinking (OA) domain. During Learn, students use counters and a multiplication table to identify a pattern for multiples of 2 (LSSM 3.OA.D.9). After students understand that multiplying by 2 is the same as doubling and that multiples of 2 always have a 0, 2, 4, 6, or 8 in the ones place, they practice fluently multiplying by 2 during On My Own (LSSM 3.OA.C.7). Students continue identifying</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>patterns when multiplying by 0, 1, 5, and 10 and then practice fluently multiplying by the numbers in the remaining lessons of the unit. Unit 7, Lesson 2 connects the Number and Operations - Fractions (NF) and Geometry (G) domains. During the lesson, students use a fraction to represent one or more parts of a whole (LSSM 3.G.A.2) and develop an understanding of a numerator and denominator to represent a fraction (LSSM 3.NF.A.1). For example, during the Activity Based Exploration, students work with a circle partitioned into 6 equal parts. The teacher explains that one-sixth is a fraction and a number that describes part of a whole and writes the fraction. Students discuss what they notice about the fraction and how the written fraction represents the model. Students then take parts of the circle and write a fraction to represent the portion they chose. Students answer questions such as “How many equal parts make up the whole circle?” “How many equal parts did you choose?” and “How many equal parts are left?” After discussing the questions, the teacher introduces students to the terms numerator, denominator, and unit fraction. Students apply this understanding during On Your Own as they write unit fractions and fractions to represent figures and answer questions such as, “What fraction represents the shaded part and unshaded part of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			figure?” Unit 12, Lesson 4 connects the Operations and Algebraic Thinking (OA) and Measurement and Data (MD) domains. During On My Own, item 9, students solve the following problem, “Rakesh bought blueberries, raspberries, blackberries, and strawberries for his bakery. He bought 4 kilograms of each type of berry. How many kilograms of berries did he buy? Show your work.” (LSSM 3.MD.A, 3.OA.A).
<p>Non-negotiable</p> <p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		
	Required 3d) Balance: The three aspects of rigor are not always treated together and are not always treated separately.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
Non-negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 4a) Materials attend to the full meaning of the practice standards . Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 4b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 4c) Materials explicitly attend to the specialized language of mathematics.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	4d) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:	Required 5a) Materials provide all students extensive work with grade/course-level problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6d) Materials provide 2-3 comprehensive assessments (interims/benchmarks) that measure student learning up to the point of administration.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p>7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons.</p> <p>Materials provide timely supports to target specific skills/concepts to address students’ unfinished learning in order to access grade-level work.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>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.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>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.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>7d) Materials identify prerequisite skills and concepts for the major work of the grade/course, connected to the current on-grade/course-level work.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>7e) Materials provide guidance to help teachers identify students who need prerequisite work to engage</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	successfully in core instruction, on-grade/course-level work.		
	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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7g) Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.			
<i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.			
<i>Tier 3 ratings</i> 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 Quality⁴	1. Focus on Major Work	No	Materials devote a large majority of time to the major work of the grade. However, materials do not spend minimal time on content outside of the appropriate grade-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. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

⁴ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4. Focus and Coherence via Practice Standards	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
II: Additional Alignment Criteria and Indicators of Superior Quality ⁵	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6. Quality of Assessments	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7. Additional Indicators of Quality	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier 3, Not representing quality			

⁵ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



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



In major topics, pursue conceptual understanding, procedural skill and fluency and application with equal intensity.

Title: **Reveal Math**

Grade/Course: **4**

Publisher: **McGraw Hill LLC**

Copyright: **2022**

Overall Rating: **Tier 3, Not representing quality**

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

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



To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

Section I: Non-negotiable Criteria.

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
<p>Non-negotiable 1. FOCUS ON MAJOR WORK²: Students and teachers using the materials as designed devote the large majority³ of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Required 1a) Materials devote the majority of class time to the major work of each grade/course.</p>	<p>Yes</p>	<p>Materials devote a large majority of time to the major work of the grade. Of the 93 instructional lessons, 76% are spent on major work of the grade. Specifically, 60% of lessons are spent on major standards, 16% of lessons are spent on a combination of major standards and supporting/additional standards, 15% of lessons are spent on supporting or additional standards, 6% of lessons are labeled as optional for foundational work, and 2% of lessons include content beyond the scope of Grade 4.</p>
	<p>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.</p>	<p>No</p>	<p>Materials do not spend minimal time on content outside of the appropriate Grade 4 level. In assessment materials, assessment components make students/teachers responsible for any topics before the grade/course in which they are introduced. Some lesson components and assessment items include problems that exceed the limitations of the Grade 4 Louisiana Student Standards for Mathematics (LSSM). Although the Grade 4 materials do not address LSSM 4.MD.C.8, the implementation guide includes guidance to use Reveal Math, Grade 3, Unit 6, Lessons 4 and 6 to address this standard. However, other</p>

² For more on the major work of the grade, see [Focus by Grade Level](#).

³ The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>instances of lesson components and assessment items that go beyond the scope of the Grade 4 LSSM are not labeled as optional or to omit in the implementation guide. For example, in Unit 5, Lesson 3, students determine multiples of two-digit numbers which is a skill outside of the scope of LSSM 4.OA.B.4c. In Grade 4, students determine whether a given whole number is a multiple of a given one-digit number. The implementation guide notes that “This lesson is determining multiples of two-digit numbers.” but does not note the lesson as optional. For example, in Work Together, students solve the following problem, “Which of these numbers are factors of 70? Explain how you know. 2, 3, 4, 5, 10, 12, 13” Students determine that 2, 5, and 10 are factors of 70 and that “70 is a multiple of 1, 2, 5, 7, 10, 14, and 35.” During On My Own, students list the next five multiples of 12, on problem 4, and 15, on problem 4. On the Exit Ticket, students use multiples of 12 to determine the number of photos Suchiya orders. Additionally, on the Unit 8 Math Probe, item 1, students compare the fractions $\frac{3}{8}$ and $\frac{4}{7}$, and on item 4, students compare fractions $\frac{3}{5}$ and $\frac{2}{9}$, which goes beyond the limitations of LSSM 4.NF.A.2 which limits denominators to 2, 3, 4, 5, 6, 8, 10, 12, and 100. On the Unit 8 Assessment, Form A, item 5 states, “Which fraction is less than $\frac{4}{9}$?” In Unit 14, Lesson 7, Learn,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the materials identify a trapezoid as “a quadrilateral with exactly one pair of parallel lines.” However, LSSS 4.G.A.2 defines a trapezoid as a quadrilateral with at least one pair of parallel sides. On My Own, item 9 states, “Are parallelograms also trapezoids?” The correct response states, “No. Trapezoids have exactly one pair of parallel sides, not two pairs. Since parallelograms have two pairs of parallel sides, they are not also trapezoids.” This response does not support the inclusive definition of a trapezoid, having at least one pair of parallel sides, meaning parallelograms are also trapezoids.</p>
<p>Non-negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.</p>	<p>Yes</p>	<p>Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Supporting LSSM 4.MD.A.1, 4.MD.A.2, 4.MD.A.3, and 4.MD.B.4 are addressed in Unit 13 and connect to major work of the grade that was first developed in previous units. Throughout the unit, students use all four operations to solve word problems involving measurement conversions (LSSM 4.OA.A.2, 4.OA.A.3). For example, in Lesson 1, students convert large metric units of length, volume, and mass to smaller equivalent units using concepts developed about multiplicative comparisons. For example, during Learn, Work Together, students solve the following word problem, “Mr. Decker needs 7 liters of paint for his classroom art</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>project. How many milliliters of paint does he need?" Students apply the same concept in Lesson 2 as they solve problems by converting larger customary units of weight to smaller equivalent units, some of which involve multi-step word problems. During Learn, On My Own, item 14, students solve the following problem, "Mark delivered 1 ton of fertilizer to the botanical garden. Each day they spread 50 pounds of fertilizer on the plants. How many days will it take to spread all the fertilizer?" (LSSM 4.MD.A.1, 4.OA.A.2, 4.OA.A.3). In Lessons 5 and 6, students use the four operations to solve conversion word problems involving measurement, time, and money. For example, in Lesson 5, On My Own, item 9, students solve the following problem, "Janet made 6 liters of soup. She serves 5,500 milliliters of the soup. How many milliliters of the soup remain?" (LSSM 4.MD.A.2, 4.OA.A.2, 4.OA.A.3). In Lessons 7 and 8, students solve problems using perimeter and area formulas (LSSM 4.MD.A.3). For example, in Lesson 8, On My Own, item 12, students solve the following multi-step problem, "If the width of the blanket is half the length, what is the area of the blanket?" (LSSM 4.MD.A.3, 4.OA.A.3). In Lessons 10 and 11, students display and interpret data on a line plot and solve problems using data on a line plot (LSSM 4.MD.B.4). The lessons connect to major LSSM 4.NF.B.3 as students add fractions with like</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>denominators. For example, during On My Own, students use a table that shows how many hours Jackson spent practicing the saxophone, with times such as $1\frac{1}{2}$, $\frac{1}{2}$, and 1. Students determine how many hours Jackson practiced in all by adding the fractions (LSSM 4.MD.B.4, 4.NF.B.3). LSSM 4.MD.D.8, a supporting standard, is not addressed in the Grade 4 materials; however, the correlation guide notes that teachers should use Grade 3, Module 6, Lessons 4 and 6 to address this standard.</p>
	<p>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.</p>	<p>Yes</p>	<p>Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, Unit 3, Lesson 1, connects the Operations and Algebraic Thinking (OA) and Number and Operations in Base Ten (NBT) domains as students estimate using rounding to solve multi-step word problems (LSSM 4.OA.A.3, 4.NBT.A.3). For example, students solve the following problem: “Tanya walked 9,526 steps. Her brother Marcus walked 7,488 steps. Tanya says that she walked about 3,000 more steps than Marcus. Marcus says that the difference is closer to 2,000 steps. Whose estimate do you agree with? Explain why.” Unit 6, Lesson 2, connects Clusters A (Generalize place value understanding for multi-digit whole numbers.) and B (Use place value understanding and properties of operations to perform multi-digit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>arithmetic) of the Number and Operations in Base Ten (NBT) domain. During the lesson, students use rounding to estimate products and explain how to estimate products using different estimation strategies (LSSM 4.NBT.A.3, 4.NBT.B.5). For example, during Learn, students analyze two strategies for solving the problem, “An apartment building has 262 apartments. There are 3 sinks in each apartment. About how many sinks are there in the building?” One of the strategies uses compatible numbers while the other strategy uses rounding. In both strategies, students then multiply a one-digit number by a three-digit number. Students practice both strategies during the Activity-Based exploration using index cards numbered 2-9 and a list of prices of various items, including \$789, \$132, and \$1,259. Students use a numbered card to estimate the cost of the number of items for an item from the list, such as 3×789.</p> <p>Unit 14, Lesson 2 connects the Geometry (G) and Measurement and Data (MD) domains. During the lesson, students recognize angles as geometric shapes, understand the concepts of angle measurement, and then classify angles. In the previous lesson, students developed an understanding of lines, line segments, and rays. In this lesson, students learn that an angle is formed when two rays have the same endpoint. They extend this understanding and learn that angles are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			measured with reference to a circle with its center at the common endpoint of the rays and then identify angles based on their measure compared to a right angle (LSSM 4.G.A.1, 4.MD.C.5, 4.MD.C.5a). Students apply this understanding as they respond to prompts, such as the following: “How can you describe the amount of rotation?” “How can you classify the angle? Explain your thinking.” and “Draw the angle.”
<p>Non-negotiable</p> <p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		
	Required 3d) Balance: The three aspects of rigor are not always treated together and are not always treated separately.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
Non-negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 4a) Materials attend to the full meaning of the practice standards . Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 4b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 4c) Materials explicitly attend to the specialized language of mathematics.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	4d) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:	Required 5a) Materials provide all students extensive work with grade/course-level problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6d) Materials provide 2-3 comprehensive assessments (interims/benchmarks) that measure student learning up to the point of administration.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p>7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons.</p> <p>Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>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.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>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.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>7d) Materials identify prerequisite skills and concepts for the major work of the grade/course, connected to the current on-grade/course-level work.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>7e) Materials provide guidance to help teachers identify students who need prerequisite work to engage</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	successfully in core instruction, on-grade/course-level work.		
	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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7g) Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.			
<i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.			
<i>Tier 3 ratings</i> 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 Quality⁴	1. Focus on Major Work	No	Materials devote a large majority of time to the major work of the grade. However, materials do not spend minimal time on content outside of the appropriate grade-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. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

⁴ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4. Focus and Coherence via Practice Standards	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
II: Additional Alignment Criteria and Indicators of Superior Quality⁵	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6. Quality of Assessments	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7. Additional Indicators of Quality	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier 3, Not representing quality			

⁵ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Strong mathematics instruction contains the following elements:



Focus strongly where the standards focus.



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



In major topics, pursue conceptual understanding, procedural skill and fluency and application with equal intensity.

Title: **Reveal Math**

Grade/Course: **5**

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Overall Rating: **Tier 3, Not representing quality**

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

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



To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

Section I: Non-negotiable Criteria.

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
<p>Non-negotiable 1. FOCUS ON MAJOR WORK²: Students and teachers using the materials as designed devote the large majority³ of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Required 1a) Materials devote the majority of class time to the major work of each grade/course.</p>	<p>Yes</p>	<p>Materials devote a large majority of time to the major work of the grade. Of the 92 instructional lessons, 80% of lessons focus on major standards of the grade. Specifically, 74% of lessons are spent on major standards, 7% of lessons are spent on a combination of major standards and supporting/additional standards, 11% of lessons are spent on supporting or additional standards, 6% of lessons are labeled as optional for foundational work, and 2% of lessons include content beyond the scope of Grade 5.</p>
	<p>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.</p>	<p>No</p>	<p>Materials do not spend minimal time on content outside of the appropriate grade-level. Assessment components in assessment materials make students or teachers responsible for any topics before the grade/course in which they are introduced. Some lesson components and assessment items include problems that exceed the limitations of the Grade 5 Louisiana Student Standards for Mathematics (LSSM) or do not align with the Grade 5 LSSM. Unit 13, Lesson 5, Learn, defines a trapezoid as “a quadrilateral with exactly one pair of parallel sides” whereas LSSM 5.G.B.4 defines a trapezoid as a quadrilateral with</p>

² For more on the major work of the grade, see [Focus by Grade Level](#).

³ The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>at least one pair of parallel sides. Item 12 of On My Own, states, “What are the properties of a trapezoid?” The sample response states, “A trapezoid is a polygon with 1 pair of parallel sides.” Unit 13, Lesson 6, Learn, states “Trapezoids are quadrilaterals but never parallelograms.” During Work Together, students respond to the following prompt, “Are the following statements always true, sometimes true, or never true?” The sample response for “A trapezoid is a parallelogram” states “never true.” During On My Own, students identify figures by subcategories. The answer key does not support the inclusive definition of a trapezoid, having at least one pair of parallel sides. The Unit 13 Assessment includes items and answers that do not align with LSSM 5.G.B.4, such as item 9 and item 13. During the Unit 13 Performance Task, Part A and B, students plot coordinates in all four quadrants using negative and positive numbers which goes beyond the scope of the LSSM 5.G.A.1 and 5.G.A.2. Students are not introduced to negative numbers and quadrants other than the first quadrant before Grade 6 (LSSM 6.NS.C.8). Additionally, students do not draw polygons on the coordinate plane until Grade 6 (LSSM 6.G.A.3). For example, in Part A, students plot two points on a coordinate grid, (-4, -2) and (2, -2) and determine the third point, (-1, 5) to make</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			an isosceles triangle. In Part B, students plot (-3, 5) and (5, 5) and determine the other two points, (5, -4) and (-3, -4), to make a rectangle.
<p>Non-negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.</p>	<p>Yes</p>	<p>Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Supporting LSSM 5.MD.A.1 and 5.MD.B.2 are addressed in Unit 12 and connect to major work of the grade that was first developed in previous units. Throughout the unit, students convert unit measurements, solve problems using measurement conversions, make line plots with fraction measurements, and solve measurement problems involving fractions. Students use the four operations to solve measurement problems that involve fractions and decimals, connecting to major LSSM 5.NBT.7 and 5.NF.A.1. For example, in Lesson 1, Explore and Develop, Learn, students convert cups to pints and hours to minutes to answer “How many pints of yogurt will Mikayla need?” and “How many minutes does she need to freeze the yogurt?” (LSSM 5.MD.A.1). Students divide 7 by 2 to determine that Mikayla needs 3 1/2 pints of yogurt (LSSM 5.NF.B.3) and then multiply 3/4 by 60 to determine that she needs 45 minutes to freeze the yogurt (LSSM 5.NF.B.4a). In Lesson 2, On My Own, item 9, students use Andrew’s height of 142 centimeters to determine his height in meters, 1.42</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>meters. On item 14, students solve, “Ada’s backpack has a mass of 9,080 grams. What is the mass in kilograms?” (LSSM 5.MD.A.1, 5.NBT.7). In Lesson 3, students apply metric and customary unit conversion concepts developed in the first two lessons to solve multi-step problems involving measurement units (LSSM 5.MD.A.1). Students solve problems such as, “Ruby’s backpack has a mass of 4 kilograms. She removes a book that has a mass of 120 grams. What is the mass of Ruby’s backpack after she removes the book?” and “Adrian has a roll of wrapping paper that is 3 yards long. He uses $\frac{1}{3}$ of the wrapping paper. To wrap a present. What is the length, in feet, of the paper on the roll?” (LSSM 5.NBT.7, 5.NF.B.3). In Lesson 4, On My Own, item 8, students use fractional data on a line plot to answer the question, “What is the difference in inches between the longest and the shortest mice?” (LSSM 4.MD.A.2, 5.NF.A.2). In Lesson 5, students use fractional data on a line plot to solve problems involving the addition and subtraction of fractions with unlike denominators, such as item 1, “What is the combined weight of the 4 lightest mice?” Students add fractions with denominators 4 and 8 to find the solution (LSSM 4.MD.A.2, 5.NF.A.2).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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.</p>	<p>Yes</p>	<p>Materials include problems and activities that connect two or more clusters in a domain and two or more domains in the grade level where these connections are natural and important. For example, Unit 2, Lesson 3, Use Formulas to Determine Volume, connects the Measurement and Data (MD) and Number and Operations in Base Ten (NBT) domains. During the lesson, students find the volume of rectangular prisms using formulas. During Learn, students connect visual models to a formula for finding volume. For one model, students find the number of cubes in one layer and then multiply by the number of layers as they use $v = b \times h$. In the other model, students observe and then multiply the three dimensions as they use $v = l \times w \times h$. Students practice finding volume as they multiply multi-digit whole numbers using the standard algorithm (LSSM 5.MD.C.5, 5.NBT.B.5). For example, during On My Own, students find the volume of figures with dimensions such as 7 centimeters, 2 centimeters, 5 centimeters and 8 feet, 4 feet, 10 feet. On the Exit Ticket, students solve the following problem: "Miss Jaime's container has a base layer of 1-inch cubes. The area of the base is 320 square inches. She fills the container 5 inches high with more cubes. What is the volume of the container?" Unit 14, Lesson 3 connects the Expressions and Equations (EE), Number and Operations in Base Ten (NBT), and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Number and Operations - Fractions (NF) domains. During the lesson, students use the order of operations to evaluate numeric expressions, some of which involve fractions and decimals (LSSM 5.OA.A.1, 5.NF.A.1, 5.NBT.B.7). During On My Own, students evaluate expressions such as the following: $2 \frac{3}{8} + 1 \frac{1}{4} \times 6 \frac{3}{4} - \frac{1}{2}$; $5.8 \times (6.75 + 3.25) \div 2$.
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	those places in the content standards where expectations for multi-step and real-world problems are explicit.		
	Required 3d) Balance: The three aspects of rigor are not always treated together and are not always treated separately.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
Non-negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 4a) Materials attend to the full meaning of the practice standards . Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 4b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 4c) Materials explicitly attend to the specialized language of mathematics.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	4d) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across	Required 5a) Materials provide all students extensive work with grade/course-level problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 5b) Materials relate grade/course-level concepts explicitly to prior knowledge from earlier grades and	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>grades/courses by staying consistent with the progressions in the Standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>		
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p>7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons.</p> <p>Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>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.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>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.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>7d) Materials identify prerequisite skills and concepts for the major work of the grade/course, connected to the current on-grade/course-level work.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>7e) Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7g) Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.			
<i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.			
<i>Tier 3 ratings</i> 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 Quality⁴	1. Focus on Major Work	No	Materials devote a large majority of time to the major work of the grade. However, materials do not spend minimal time on content outside of the appropriate grade-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. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	4. Focus and Coherence via Practice Standards	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

⁴ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Additional Alignment Criteria and Indicators of Superior Quality⁵	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6. Quality of Assessments	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7. Additional Indicators of Quality	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier 3, Not representing quality			

⁵ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

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

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

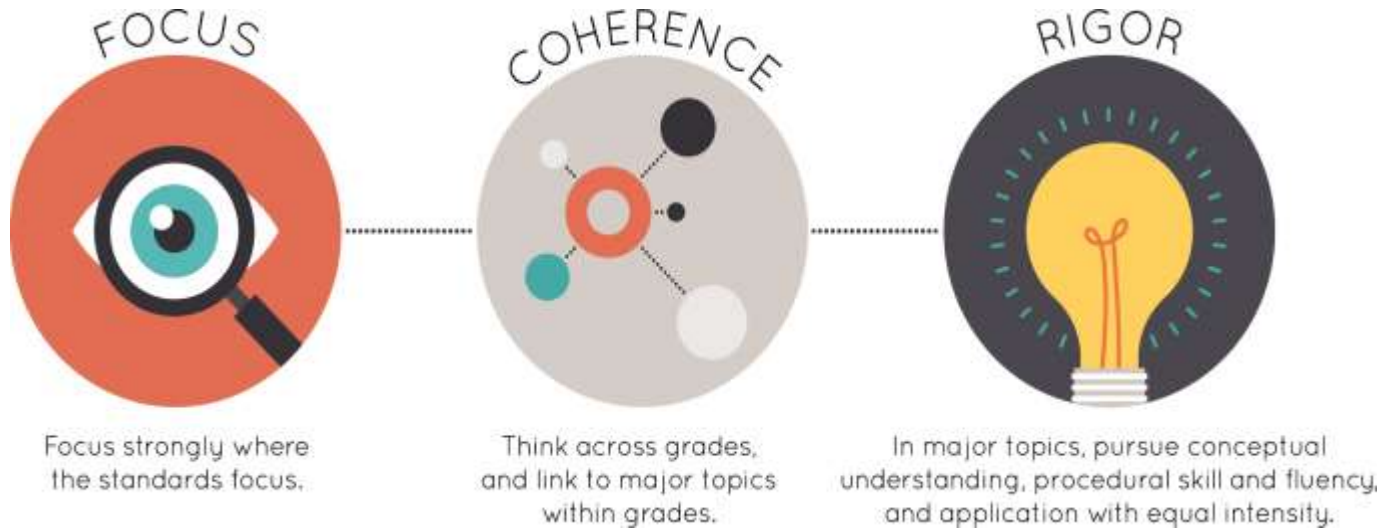
Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their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

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

Appendix I.

Publisher Response

Strong mathematics instruction contains the following elements:



Title: **Reveal Math**

Grade/Course: **3**

Publisher: **McGraw Hill LLC**

Copyright: **2022**

Overall Rating: **Tier 3, Not representing quality**

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

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



To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

Section I: Non-negotiable Criteria.

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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.				
<p>Non-negotiable 1. FOCUS ON MAJOR WORK²: Students and teachers using the materials as designed devote the large majority³ of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Required 1a) Materials devote the majority of class time to the major work of each grade/course.</p>	<p>Yes</p>	<p>Materials devote a large majority of time to the major work of the grade. Of the 93 instructional lessons, 68% are spent on major work of the grade. Specifically, 62% of lessons are spent on major standards, 6% of lessons are spent on a combination of major standards and supporting/additional standards, 21% of lessons are spent on supporting or additional standards, 6% of lessons are labeled as optional for foundational work, 2% of lessons are omitted, and 3% of lessons include content beyond the scope of Grade 3.</p>	
	<p>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.</p>	<p>No</p>	<p>Materials do not spend minimal time on content outside of the appropriate grade-level. In assessment materials, assessment components make students/teachers responsible for any topics before the grade in which they are introduced. Some lesson components and assessment items include problems that exceed the limitations of the Grade 3 Louisiana Student Standards for Mathematics (LSSM). While Unit 6, Lessons 4 and 6 address LSSM 4.MD.D.8, the implementation guide suggests omitting these lessons, as well as Unit 6, Unit Review items 5, 9, 13, 14 and Performance</p>	<p>The document referenced in this response was not included in the original submission of materials for review. As a result, the LDOE did not review this document and is, therefore, unable to assess the validity of the information provided in this response.</p> <p>The Grade 3 instructional materials for Unit 6 may contain items indicated as OMITTED as they relate to standard LSSM 4.MD.D.8. Unit 6, Lessons 4 and 6 may be omitted without compromising the integrity of the unit. The Grade 3 Unit 6 Math Probe, Unit Review items #5, #9, #13, #14, the Unit Performance Task, and Unit Assessments,</p>

² For more on the major work of the grade, see [Focus by Grade Level](#).

³ The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Task Unit Assessment items 5, 6, 8, and 9, as these lessons and items address LSSM 4.MD.D.8. However, other instances of lesson components and assessment items that go beyond the scope of the Grade 3 LSSM are not labeled as optional or to omit in the implementation guide. For example, the Unit 7, Unit Review and Performance Task assess students on fractions that go beyond the limitations of the Grade 3 LSSM. In Grade 3, students are limited to fractions with denominators 2, 3, 4, and 6 (LSSM 3.NF.A.2, 3.NF.A.3). Item 9 of the Unit Review includes $\frac{1}{5}$ and $\frac{6}{7}$ as answer choices. Item 16 on the Performance task includes $\frac{6}{5}$ and $\frac{4}{5}$ as answer choices. Additionally, the Summative Assessment for Units 1-13 includes two items that go beyond the scope of the Grade 3 LSSM. On item 7, students compare the fractions $\frac{2}{3}$ and $\frac{2}{5}$. On item 12, students select equivalent fractions of $\frac{3}{4}$. Among the answer choices, $\frac{3}{12}$ and $\frac{9}{12}$ are included. Additionally, Unit 13 includes three lessons that go beyond the scope of LSSM 3.G.A.1. In Lessons 2, 3, and 4 students identify and sort quadrilaterals by the number of right angles in each quadrilateral. Students are not introduced to right angles until Grade 4 (LSSM 4.G.A.1). Students are assessed on this same concept on the following assessments: Lesson 2, Exit Ticket; Lesson 3 Exit Ticket; Unit 13 Math Probe; Lesson 4</p>	<p>Forms A and B, items #5, #6, #8, and #9 should be OMITTED. This has been reflected in the alignment guide. Reveal Math G3 Alignment to Louisiana Student Standards for Mathematics.docx</p> <p>The Unit 7 Unit Review items 8, 9, and 16 can be considered OPTIONAL. Unit 7 Assessment, Forms A and B, items 6 and 9 can be considered OPTIONAL as students are only required to be responsible for fractions with denominators 2, 3, 4, 6, and 8. These items contain exposure to other fractions so students are not required to complete this item. The Unit 7 Performance Task assesses the unit's major and supporting standards.</p> <p>Unit 13 of Grade 3 contains lessons that refer to right angles. LSSM 3.G.A.1 does not make reference to right angles as a means of identification until Grade 4. It is recommended that Grade 3, Unit 13, Lesson 2 be OMITTED.</p> <p>In Unit 13, Lesson 3, it is recommended to OMIT items 7-12 of the On My Own and the Exit Ticket.</p> <p>It is recommended to OMIT Unit 13, Lesson 4.</p> <p>OMIT Unit 13 Performance Task Part C and D.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Exit Ticket; Unit 13 Unit Assessments Forms A and B.	<p>The Unit 13 Assessments, Forms A and B, OMIT items 2, 3, 4, 5, 6, 7, 10, 12, 13, 14, 16.</p> <p>The Units 1-13 Summative Assessment contains three items that can be OMITTED. These include items 2, 7, and 12. These can be OMITTED and will not affect the ability to fully assess students as intended.</p> <p>With the guidance listed above, we have calculated that of the 92 instructional lessons, 80% are spent on major work of the grade. Specifically, 63% of lessons are spent on major standards, 17% of lessons are spent on a combination of major standards and additional standards, 9% of lessons are spent on supporting or additional standards, 7% of lessons are labeled as optional for foundational work and 4% of lessons include content beyond the scope of Grade 3.</p>
<p>Non-negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.</p>	<p>Yes</p>	<p>Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Supporting LSSM 3.MD.B.3 and 3.MD.B.4 are addressed in Unit 12 and connect to major work of the grade that was first developed in previous units. For example, in Unit 12, Lesson 8, students develop an understanding of scaled bar graphs (LSSM 3.MD.B.3). As students draw scaled bar graphs, students</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>apply multiplication strategies to determine what interval to use for bar graphs (LSSM 3.OA.C.7). For example, students display 8, 6, 16, and 10 using an interval of 2 or 4 when drawing a scaled bar graph on item 1 of On My Own. Students continue working with scaled pictures and bar graphs in Lesson 9 as they use the data to solve problems, some of which involve two-step problems, connecting supporting LSSM 3.MD.B.3 to major LSSM 3.OA.D.8. For example, on item 8 of On My Own, students use data from a scaled bar graph to answer the following questions, “Maya visits a second dig site. She collects 5 fewer samples of each type. How many total samples does she collect at the second dig site?” Unit 12, Lessons 10 and 11 connect supporting LSSM 3.MD.B.4 to major LSSM 3.NF.A.2, which was first developed in previous units. For example, in Lesson 10, students develop an understanding of length in fractions of a unit by applying their understanding of fractions on a number line. During Notice and Wonder, students observe three different rulers in which they can measure a pencil to the nearest inch, half inch, and quarter inch. On item 1 of the Exit Ticket, students determine the length of a hot dog as $10 \frac{1}{4}$ inches. In Lesson 11, On My Own, item 10, students measure several objects to the nearest quarter of an inch, record the data in a table, and then create a line plot to display</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>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.</p>	<p>Yes</p>	<p>the data. The lengths of the nails include $1\frac{1}{4}$, $1\frac{1}{2}$, $1\frac{3}{4}$, 2, and $2\frac{1}{4}$.</p> <p>Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, Unit 4, Lesson 1 connects Clusters C (Multiply and divide within 100) and D (Solve problems involving the four operations, and identify and explain patterns in arithmetic) of the Operations and Algebraic Thinking (OA) domain. During Learn, students use counters and a multiplication table to identify a pattern for multiples of 2 (LSSM 3.OA.D.9). After students understand that multiplying by 2 is the same as doubling and that multiples of 2 always have a 0, 2, 4, 6, or 8 in the ones place, they practice fluently multiplying by 2 during On My Own (LSSM 3.OA.C.7). Students continue identifying patterns when multiplying by 0, 1, 5, and 10 and then practice fluently multiplying by the numbers in the remaining lessons of the unit. Unit 7, Lesson 2 connects the Number and Operations - Fractions (NF) and Geometry (G) domains. During the lesson, students use a fraction to represent one or more parts of a whole (LSSM 3.G.A.2) and develop an understanding of a numerator and denominator to represent a fraction</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>(LSSM 3.NF.A.1). For example, during the Activity Based Exploration, students work with a circle partitioned into 6 equal parts. The teacher explains that one-sixth is a fraction and a number that describes part of a whole and writes the fraction. Students discuss what they notice about the fraction and how the written fraction represents the model. Students then take parts of the circle and write a fraction to represent the portion they chose. Students answer questions such as “How many equal parts make up the whole circle?” “How many equal parts did you choose?” and “How many equal parts are left?” After discussing the questions, the teacher introduces students to the terms numerator, denominator, and unit fraction. Students apply this understanding during On Your Own as they write unit fractions and fractions to represent figures and answer questions such as, “What fraction represents the shaded part and unshaded part of the figure?” Unit 12, Lesson 4 connects the Operations and Algebraic Thinking (OA) and Measurement and Data (MD) domains. During On My Own, item 9, students solve the following problem, “Rakesh bought blueberries, raspberries, blackberries, and strawberries for his bakery. He bought 4 kilograms of each type of berry. How many kilograms of berries did he buy? Show your work.” (LSSM 3.MD.A, 3.OA.A).</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 3d) Balance: The three aspects of rigor are not always treated together and are not always treated separately.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p>Non-negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</p>	<p>Required 4a) Materials attend to the full meaning of the practice standards. Each practice standard is connected to</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.</p>			
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 4c) Materials explicitly attend to the specialized language of mathematics.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>4d) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p>Section II: Additional Alignment Criteria and Indicators of Superior Quality</p>				
<p>5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</p> <p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials provide all students extensive work with grade/course-level problems.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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,</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	Required 6a) Multiple assessment opportunities are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 6b) Assessment items include a combination of tasks that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6d) Materials provide 2-3 comprehensive assessments (interims/benchmarks) that measure student learning up to the point of administration.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
7. ADDITIONAL INDICATORS OF QUALITY:	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	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>Materials are well organized and provide teacher guidance for units and lessons.</p> <p>Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>guidance about the amount of time a task might reasonably take.</p>			
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>7d) Materials identify prerequisite skills and concepts for the major work of the grade/course, connected to the current on-grade/course-level work.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>7e) Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>7g) Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

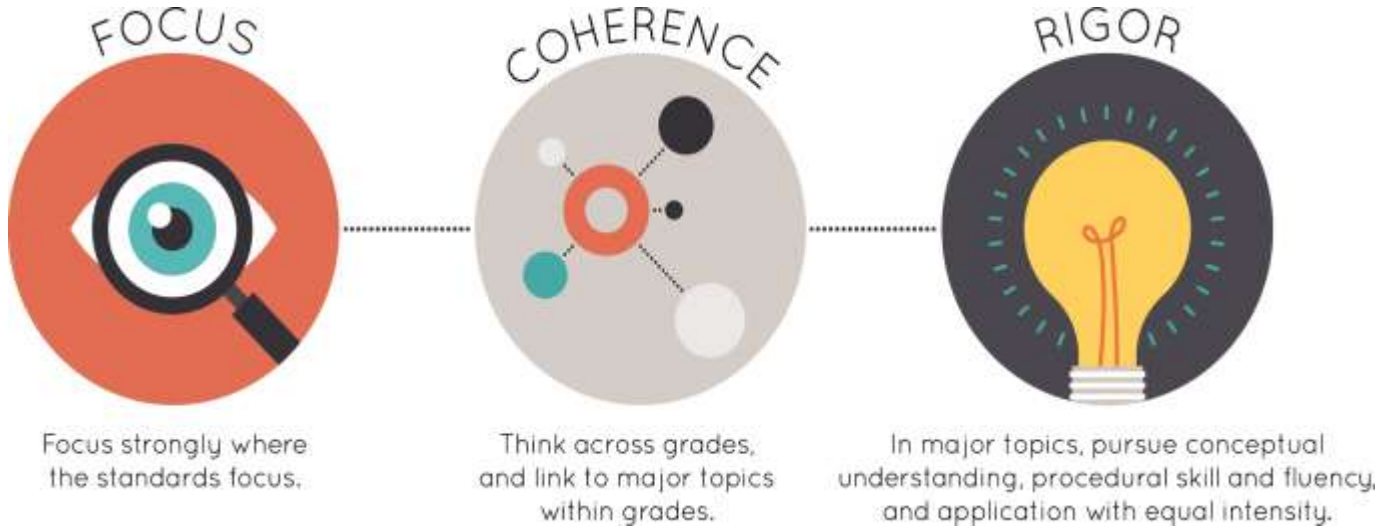
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
FINAL EVALUATION				
<i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.				
<i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.				
<i>Tier 3 ratings</i> 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 Quality⁴	1. Focus on Major Work	No	Materials devote a large majority of time to the major work of the grade. However, materials do not spend minimal time on content outside of the appropriate grade-level.	Click or tap here to enter text.
	2. Consistent, Coherent Content	Yes	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.	
	3. Rigor and Balance	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	4. Focus and Coherence via Practice Standards	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
II: Additional Alignment Criteria and Indicators of Superior Quality⁵	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6. Quality of Assessments	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7. Additional Indicators of Quality	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

⁴ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁵ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
FINAL DECISION FOR THIS MATERIAL: <u>Tier 3, Not representing quality</u>				

Strong mathematics instruction contains the following elements:



Title: **Reveal Math**

Grade/Course: **4**

Publisher: **McGraw Hill LLC**

Copyright: **2022**

Overall Rating: **Tier 3, Not representing quality**

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

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



To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

Section I: Non-negotiable Criteria.

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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 WORK²: Students and teachers using the materials as designed devote the large majority ³ of time to the major work of the grade/course. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 93 instructional lessons, 76% are spent on major work of the grade. Specifically, 60% of lessons are spent on major standards, 16% of lessons are spent on a combination of major standards and supporting/additional standards, 15% of lessons are spent on supporting or additional standards, 6% of lessons are labeled as optional for foundational work, and 2% of lessons include content beyond the scope of Grade 4.	
	Required 1b) Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course during core math instruction . Content beyond grade/course-level should be clearly labeled as optional.	No	Materials do not spend minimal time on content outside of the appropriate grade-level. In assessment materials, assessment components make students/teachers responsible for any topics before the grade/course in which they are introduced. Some lesson components and assessment items include problems that exceed the limitations of the Grade 4 Louisiana Student Standards for Mathematics (LSSM). Although the Grade 4 materials do not address LSSM 4.MD.C.8, the implementation guide includes guidance to use Reveal Math, Grade 3, Unit 6, Lessons 4 and 6 to address this standard. However, other	<p style="color: red;">The document referenced in this response was not included in the original submission of materials for review. As a result, the LDOE did not review this document and is, therefore, unable to assess the validity of the information provided in this response.</p> <p>As referenced in the comments, Grade 3, Unit 6, Lessons 4 and 6 cover standard LSSM 4.MD.D.8. It is suggested the third grade teachers OMIT these from instruction. This has been reflected in the third grade Alignment Guide. Grade 3, Unit 6, Lessons 4 and 6 will be made available to fourth grade teachers. Fourth grade teachers can use these lessons during</p>

² For more on the major work of the grade, see [Focus by Grade Level](#).

³ The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>instances of lesson components and assessment items that go beyond the scope of the Grade 4 LSSM are not labeled as optional or to omit in the implementation guide. For example, in Unit 5, Lesson 3, students determine multiples of two-digit numbers which is a skill outside of the scope of LSSM 4.OA.B.4c. In Grade 4, students determine whether a given whole number is a multiple of a given one-digit number. The implementation guide notes that “This lesson is determining multiples of two-digit numbers.” but does not note the lesson as optional. For example, in Work Together, students solve the following problem, “Which of these numbers are factors of 70? Explain how you know. 2, 3, 4, 5, 10, 12, 13” Students determine that 2, 5, and 10 are factors of 70 and that “70 is a multiple of 1, 2, 5, 7, 10, 14, and 35.” During On My Own, students list the next five multiples of 12, on problem 4, and 15, on problem 4. On the Exit Ticket, students use multiples of 12 to determine the number of photos Suchiya orders. Additionally, on the Unit 8 Math Probe, item 1, students compare the fractions $\frac{3}{8}$ and $\frac{4}{7}$, and on item 4, students compare fractions $\frac{3}{5}$ and $\frac{2}{9}$, which goes beyond the limitations of LSSM 4.NF.A.2 which limits denominators to 2, 3, 4, 5, 6, 8, 10, 12, and 100. On the Unit 8 Assessment, Form A, item 5 states, “Which fraction is less than $\frac{4}{9}$?” In Unit 14, Lesson 7, Learn,</p>	<p>Grade 4, Unit 13 instruction to ensure the standard is taught to mastery. This has been reflected in the fourth grade Alignment Guide. Reveal Math G4 Alignment to Louisiana Student Standards for Mathematics.docx</p> <p>Grade 4, Unit 5, Lesson 3 contains 2 -digit numbers which may be outside the scope of standard LSSM 4.OA.B.4c. It is suggested this lesson be OMITTED. This has been reflected in the Alignment Guide.</p> <p>The Unit 8 Math Probe asks students to utilize denominators outside the scope of LSSM 4.NF.A.2 which limits denominators. It is suggested that items 1 and 4 of the Probe be considered OPTIONAL as the denominators may be unfamiliar to some students. This has been reflected in the Alignment Guide.</p> <p>The Unit 8 assessments, Forms A and B, item 5 should be considered OPTIONAL as the denominator falls outside the scope of LSSM 4.NF.A.2. It uses $\frac{4}{9}$ and the standards indicate denominators should be 2, 3, 4, 5, 6, 8, 10, 12, and 100. This has been reflected in the Alignment Guide.</p> <p>In Unit 14, Lesson 7, there may be some confusion for students with LSSM 4.G.A.2 with the definition of a trapezoid as it is defined in the standards. It is suggested</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>the materials identify a trapezoid as “a quadrilateral with exactly one pair of parallel lines.” However, LSSS 4.G.A.2 defines a trapezoid as a quadrilateral with at least one pair of parallel sides. On My Own, item 9 states, “Are parallelograms also trapezoids?” The correct response states, “No. Trapezoids have exactly one pair of parallel sides, not two pairs. Since parallelograms have two pairs of parallel sides, they are not also trapezoids.” This response does not support the inclusive definition of a trapezoid, having at least one pair of parallel sides, meaning parallelograms are also trapezoids.</p>	<p>that Lesson 7 be considered OPTIONAL. This has been reflected in the Alignment Guide.</p> <p>With the guidance listed above, we have calculated that of the 93 instructional lessons, 68% are spent on major work of the grade. Specifically, 60% of lessons are spent on major standards, 8% of lessons are spent on a combination of major standards and additional standards, 24% of lessons are spent on supporting or additional standards, 8% of lessons are labeled as optional for foundational work and 1% of lessons are beyond the scope of Grade 4.</p>
<p>Non-negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.</p>	<p>Yes</p>	<p>Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Supporting LSSM 4.MD.A.1, 4.MD.A.2, 4.MD.A.3, and 4.MD.B.4 are addressed in Unit 13 and connect to major work of the grade that was first developed in previous units. Throughout the unit, students use all four operations to solve word problems involving measurement conversions (LSSM 4.OA.A.2, 4.OA.A.3). For example, in Lesson 1, students convert large metric units of length, volume, and mass to smaller equivalent units using concepts developed about multiplicative comparisons. For example, during Learn, Work Together, students solve the following word problem, “Mr. Decker</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>needs 7 liters of paint for his classroom art project. How many milliliters of paint does he need?" Students apply the same concept in Lesson 2 as they solve problems by converting larger customary units of weight to smaller equivalent units, some of which involve multi-step word problems. During Learn, On My Own, item 14, students solve the following problem, "Mark delivered 1 ton of fertilizer to the botanical garden. Each day they spread 50 pounds of fertilizer on the plants. How many days will it take to spread all the fertilizer?" (LSSM 4.MD.A.1, 4.OA.A.2, 4.OA.A.3). In Lessons 5 and 6, students use the four operations to solve conversion word problems involving measurement, time, and money. For example, in Lesson 5, On My Own, item 9, students solve the following problem, "Janet made 6 liters of soup. She serves 5,500 milliliters of the soup. How many milliliters of the soup remain?" (LSSM 4.MD.A.2, 4.OA.A.2, 4.OA.A.3). In Lessons 7 and 8, students solve problems using perimeter and area formulas (LSSM 4.MD.A.3). For example, in Lesson 8, On My Own, item 12, students solve the following multi-step problem, "If the width of the blanket is half the length, what is the area of the blanket?" (LSSM 4.MD.A.3, 4.OA.A.3). In Lessons 10 and 11, students display and interpret data on a line plot and solve problems using data on a line plot (LSSM 4.MD.B.4). The lessons connect to major LSSM 4.NF.B.3 as</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>students add fractions with like denominators. For example, during On My Own, students use a table that shows how many hours Jackson spent practicing the saxophone, with times such as $1\frac{1}{2}$, $\frac{1}{2}$, and 1. Students determine how many hours Jackson practiced in all by adding the fractions (LSSM 4.MD.B.4, 4.NF.B.3). LSSM 4.MD.D.8, a supporting standard, is not addressed in the Grade 4 materials; however, the correlation guide notes that teachers should use Grade 3, Module 6, Lessons 4 and 6 to address this standard.</p>	
	<p>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.</p>	<p>Yes</p>	<p>Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, Unit 3, Lesson 1, connects the Operations and Algebraic Thinking (OA) and Number and Operations in Base Ten (NBT) domains as students estimate using rounding to solve multi-step word problems (LSSM 4.OA.A.3, 4.NBT.A.3). For example, students solve the following problem: “Tanya walked 9,526 steps. Her brother Marcus walked 7,488 steps. Tanya says that she walked about 3,000 more steps than Marcus. Marcus says that the difference is closer to 2,000 steps. Whose estimate do you agree with? Explain why.” Unit 6, Lesson 2, connects Clusters A (Generalize place value understanding for multi-digit whole numbers.) and B (Use place value understanding and properties</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>of operations to perform multi-digit arithmetic) of the Number and Operations in Base Ten (NBT) domain. During the lesson, students use rounding to estimate products and explain how to estimate products using different estimation strategies (LSSM 4.NBT.A.3, 4.NBT.B.5). For example, during Learn, students analyze two strategies for solving the problem, “An apartment building has 262 apartments. There are 3 sinks in each apartment. About how many sinks are there in the building?” One of the strategies uses compatible numbers while the other strategy uses rounding. In both strategies, students then multiply a one-digit number by a three-digit number. Students practice both strategies during the Activity-Based exploration using index cards numbered 2-9 and a list of prices of various items, including \$789, \$132, and \$1,259. Students use a numbered card to estimate the cost of the number of items for an item from the list, such as 3×789.</p> <p>Unit 14, Lesson 2 connects the Geometry (G) and Measurement and Data (MD) domains. During the lesson, students recognize angles as geometric shapes, understand the concepts of angle measurement, and then classify angles. In the previous lesson, students developed an understanding of lines, line segments, and rays. In this lesson, students learn that an angle is formed when two rays have the same endpoint. They extend this</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>understanding and learn that angles are measured with reference to a circle with its center at the common endpoint of the rays and then identify angles based on their measure compared to a right angle (LSSM 4.G.A.1, 4.MD.C.5, 4.MD.C.5a). Students apply this understanding as they respond to prompts, such as the following: “How can you describe the amount of rotation?” “How can you classify the angle? Explain your thinking.” and “Draw the angle.”</p>	
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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.			
	Required 3d) Balance: The three aspects of rigor are not always treated together and are not always treated separately.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
Non-negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 4a) Materials attend to the full meaning of the practice standards . Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 4b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 4c) Materials explicitly attend to the specialized language of mathematics.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	4d) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
Section II: Additional Alignment Criteria and Indicators of Superior Quality				
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:	Required 5a) Materials provide all students extensive work with grade/course-level problems.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6d) Materials provide 2-3 comprehensive assessments (interims/benchmarks) that measure student learning up to the point of administration.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
<p>7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons.</p> <p>Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	Required 7a) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 7b) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 7c) Materials include unit and lesson study tools for teachers , including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7d) Materials identify prerequisite skills and concepts for the major work of the grade/course, connected to the current on-grade/course-level work.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7e) Materials provide guidance to help teachers identify students who need prerequisite work to engage	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

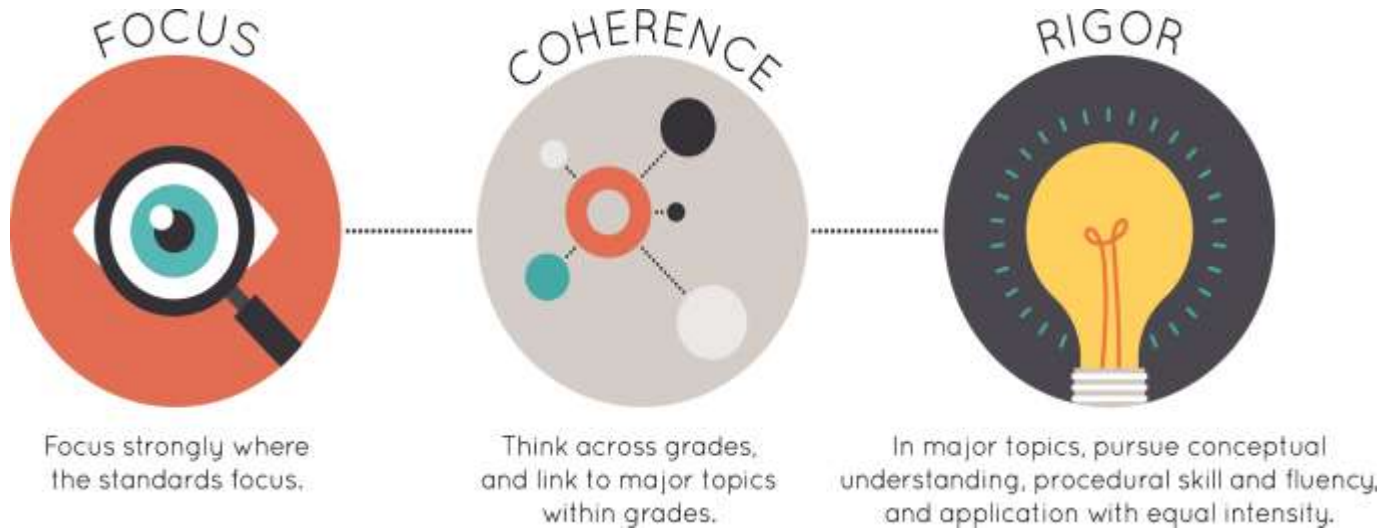
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	successfully in core instruction, on-grade/course-level work.			
	7f) Materials provide targeted, aligned, prerequisite work for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7g) Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL EVALUATION				
<p>Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.</p> <p>Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.</p> <p>Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.</p>				
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 Quality⁴	1. Focus on Major Work	No	Materials devote a large majority of time to the major work of the grade. However, materials do not spend minimal time on content outside of the appropriate grade-level.	Click or tap here to enter text.
	2. Consistent, Coherent Content	Yes	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.	
	3. Rigor and Balance	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

⁴ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	4. Focus and Coherence via Practice Standards	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
II: Additional Alignment Criteria and Indicators of Superior Quality⁵	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6. Quality of Assessments	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7. Additional Indicators of Quality	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier 3, Not representing quality				

⁵ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Strong mathematics instruction contains the following elements:



Title: **Reveal Math**

Grade/Course: **5**

Publisher: **McGraw Hill LLC**

Copyright: **[Copyright]**

Overall Rating: **Tier 3, Not representing quality**

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

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



To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with

Section I: Non-negotiable Criteria.

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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.				
<p>Non-negotiable 1. FOCUS ON MAJOR WORK²: Students and teachers using the materials as designed devote the large majority³ of time to the major work of the grade/course.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Required 1a) Materials devote the majority of class time to the major work of each grade/course.</p>	<p>Yes</p>	<p>Materials devote a large majority of time to the major work of the grade. Of the 92 instructional lessons, 80% of lessons focus on major standards of the grade. Specifically, 74% of lessons are spent on major standards, 7% of lessons are spent on a combination of major standards and supporting/additional standards, 11% of lessons are spent on supporting or additional standards, 6% of lessons are labeled as optional for foundational work, and 2% of lessons include content beyond the scope of Grade 5.</p>	
	<p>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.</p>	<p>No</p>	<p>Materials do not spend minimal time on content outside of the appropriate grade-level. Assessment components in assessment materials make students or teachers responsible for any topics before the grade/course in which they are introduced. Some lesson components and assessment items include problems that exceed the limitations of the Grade 5 Louisiana Student Standards for Mathematics (LSSM) or do not align with the Grade 5 LSSM. Unit 13, Lesson 5, Learn, defines a trapezoid as “a quadrilateral with exactly one pair of parallel sides” whereas LSSM 5.G.B.4 defines a trapezoid as a quadrilateral with</p>	<p>The document referenced in this response was not included in the original submission of materials for review. As a result, the LDOE did not review this document and is, therefore, unable to assess the validity of the information provided in this response.</p> <p>The Grade 5, Unit 10 Performance Task , Parts B and E, should be OMITTED, as they have students multiply by mixed numbers. This has been reflected in the Alignment Guide.</p> <p>Grade 5, Unit 13, Lesson 5 may confuse some students as the language is</p>

² For more on the major work of the grade, see [Focus by Grade Level](#).

³ The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>at least one pair of parallel sides. Item 12 of On My Own, states, “What are the properties of a trapezoid?” The sample response states, “A trapezoid is a polygon with 1 pair of parallel sides.” Unit 13, Lesson 6, Learn, states “Trapezoids are quadrilaterals but never parallelograms.” During Work Together, students respond to the following prompt, “Are the following statements always true, sometimes true, or never true?” The sample response for “A trapezoid is a parallelogram” states “never true.” During On My Own, students identify figures by subcategories. The answer key does not support the inclusive definition of a trapezoid, having at least one pair of parallel sides. The Unit 13 Assessment includes items and answers that do not align with LSSM 5.G.B.4, such as item 9 and item 13. During the Unit 13 Performance Task, Part A and B, students plot coordinates in all four quadrants using negative and positive numbers which goes beyond the scope of the LSSM 5.G.A.1 and 5.G.A.2. Students are not introduced to negative numbers and quadrants other than the first quadrant before Grade 6 (LSSM 6.NS.C.8). Additionally, students do not draw polygons on the coordinate plane until Grade 6 (LSSM 6.G.A.3). For example, in Part A, students plot two points on a coordinate grid, (-4, -2) and (2, -2) and determine the third point, (-1, 5) to make</p>	<p>inconsistent with the standard, therefore it is suggested this lesson be considered OPTIONAL. This has been reflected in the Alignment Guide. Reveal Math G5 Alignment to Louisiana Student Standards for Mathematics.docx</p> <p>Grade 5, Unit 13, Lesson 6, is suggested to be OMITTED. This has been reflected in the Alignment Guide.</p> <p>The Grade 5, Unit 13 Review, specific to LSSM 5.G.B.3 and 5.G.B.4, consider OMITTING items 1, 3, 5, 9, 19 and 20. This has been reflected in the Alignment Guide.</p> <p>The Grade 5, Unit 13 Performance Task , Parts A, B, and E does ask students to plot coordinates in 4 quadrants using both positive and negative numbers. This exceeds the scope of LSSM 5.G.A.1 and 5.G.A.2 therefore it is suggested teachers OMIT Parts A, B and E. Parts C and D of the task can be completed. This has been reflected in the Alignment Guide.</p> <p>The Grade 5, Unit 13 assessment, specific to LSSM 5.G.B.3 and 5.G.B.4, consider OMITTING items 9, 10, 11, 12 and 13. This has been reflected in the Alignment Guide.</p> <p>Unit 5 Lessons 3, 4, and 5, Unit 7 Lesson 2, Unit 10 Lessons 6 and 7, Unit 11 Lesson 2, and Unit 14 Lesson 4, are marked as OMIT</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>an isosceles triangle. In Part B, students plot $(-3, 5)$ and $(5, 5)$ and determine the other two points, $(5, -4)$ and $(-3, -4)$, to make a rectangle.</p>	<p>in the alignment guide because they are not aligned with the LSSM and, as a result, are not included in the Louisiana Correlations Guide.</p> <p>The following units and their corresponding Math Probes are marked as OMIT in the alignment guide because they suggest revisiting lessons in these units that were OMITTED due to not being in the Louisiana Correlations Guide for not aligning with the LSSM. As a result, the Math Probes for these units are also omitted: Unit 5, and Unit 11. This has been reflected in the Alignment Guide.</p> <p>The following lessons and their corresponding Unit Review and Unit Assessment questions are marked as OMIT in the alignment guide because they do not align with the LSSM and are therefore excluded from the Louisiana Correlations Guide: Unit 5 Lessons 3, 4, and 5; Unit 7 Lesson 2; Unit 10 Lessons 6 and 7; Unit 11 Lesson 2; and Unit 14 Lesson 4. This has been reflected in the Alignment Guide.</p> <p>The Units 1-14 Summative Assessment contains items that can be OMITTED. These include items 1, 5, 11, 15, 17, 24, 29, and 32. These can be OMITTED and will not affect the ability to fully assess students as intended.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>With the guidance listed above, we have calculated that of the 92 instructional lessons, 72% are spent on major work of the grade. Specifically, 67% of lessons are spent on major standards, 5% of lessons are spent on a combination of major standards and additional standards, 10% of lessons are spent on supporting or additional standards, 8% of lessons are labeled as optional for foundational work and 10% of lessons are beyond the scope of Grade 5.</p>
<p>Non-negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.</p>	<p>Yes</p>	<p>Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Supporting LSSM 5.MD.A.1 and 5.MD.B.2 are addressed in Unit 12 and connect to major work of the grade that was first developed in previous units. Throughout the unit, students convert unit measurements, solve problems using measurement conversions, make line plots with fraction measurements, and solve measurement problems involving fractions. Students use the four operations to solve measurement problems that involve fractions and decimals, connecting to major LSSM 5.NBT.7 and 5.NF.A.1. For example, in Lesson 1, Explore and Develop, Learn, students convert cups to pints and hours to minutes to answer “How many pints of yogurt will Mikayla need?” and “How many minutes does she need to freeze the yogurt?” (LSSM 5.MD.A.1). Students</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>divide 7 by 2 to determine that Mikayla needs $3\frac{1}{2}$ pints of yogurt (LSSM 5.NF.B.3) and then multiply $\frac{3}{4}$ by 60 to determine that she needs 45 minutes to freeze the yogurt (LSSM 5.NF.B.4a). In Lesson 2, On My Own, item 9, students use Andrew’s height of 142 centimeters to determine his height in meters, 1.42 meters. On item 14, students solve, “Ada’s backpack has a mass of 9,080 grams. What is the mass in kilograms?” (LSSM 5.MD.A.1, 5.NBT.7). In Lesson 3, students apply metric and customary unit conversion concepts developed in the first two lessons to solve multi-step problems involving measurement units (LSSM 5.MD.A.1). Students solve problems such as, “Ruby’s backpack has a mass of 4 kilograms. She removes a book that has a mass of 120 grams. What is the mass of Ruby’s backpack after she removes the book?” and “Adrian has a roll of wrapping paper that is 3 yards long. He uses $\frac{1}{3}$ of the wrapping paper. To wrap a present. What is the length, in feet, of the paper on the roll?” (LSSM 5.NBT.7, 5.NF.B.3). In Lesson 4, On My Own, item 8, students use fractional data on a line plot to answer the question, “What is the difference in inches between the longest and the shortest mice?” (LSSM 4.MD.A.2, 5.NF.A.2). In Lesson 5, students use fractional data on a line plot to solve problems involving the addition and subtraction of fractions with unlike</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			denominators, such as item 1, “What is the combined weight of the 4 lightest mice?” Students add fractions with denominators 4 and 8 to find the solution (LSSM 4.MD.A.2, 5.NF.A.2).	
	<p>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.</p>	Yes	<p>Materials include problems and activities that connect two or more clusters in a domain and two or more domains in the grade level where these connections are natural and important. For example, Unit 2, Lesson 3, Use Formulas to Determine Volume, connects the Measurement and Data (MD) and Number and Operations in Base Ten (NBT) domains. During the lesson, students find the volume of rectangular prisms using formulas. During Learn, students connect visual models to a formula for finding volume. For one model, students find the number of cubes in one layer and then multiply by the number of layers as they use $v = b \times h$. In the other model, students observe and then multiply the three dimensions as they use $v = l \times w \times h$. Students practice finding volume as they multiply multi-digit whole numbers using the standard algorithm (LSSM 5.MD.C.5, 5.NBT.B.5). For example, during On My Own, students find the volume of figures with dimensions such as 7 centimeters, 2 centimeters, 5 centimeters and 8 feet, 4 feet, 10 feet. On the Exit Ticket, students solve the following problem: “Miss Jaime’s container has a base layer of 1-inch cubes. The area of the base is 320 square inches.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			She fills the container 5 inches high with more cubes. What is the volume of the container?" Unit 14, Lesson 3 connects the Expressions and Equations (EE), Number and Operations in Base Ten (NBT), and Number and Operations - Fractions (NF) domains. During the lesson, students use the order of operations to evaluate numeric expressions, some of which involve fractions and decimals (LSSM 5.OA.A.1, 5.NF.A.1, 5.NBT.B.7). During On My Own, students evaluate expressions such as the following: $2\frac{3}{8} + 1\frac{1}{4} \times 6\frac{3}{4} - \frac{1}{2}$; $5.8 \times (6.75 + 3.25) \div 2$.	
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, including ample</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>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.</p>			
	<p>Required 3d) Balance: The three aspects of rigor are not always treated together and are not always treated separately.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 4c) Materials explicitly attend to the specialized language of mathematics.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>4d) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p>Section II: Additional Alignment Criteria and Indicators of Superior Quality</p>				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials provide all students extensive work with grade/course-level problems.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p>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.</p>	<p>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.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>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</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	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.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6d) Materials provide 2-3 comprehensive assessments (interims/benchmarks) that measure student learning up to the point of administration.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 7a) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 7b) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 7c) Materials include unit and lesson study tools for teachers , including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	7d) Materials identify prerequisite skills and concepts for the major work of the grade/course, connected to the current on-grade/course-level work.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7e) Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7f) Materials provide targeted, aligned, prerequisite work for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7g) Materials provide clear guidance and support for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> 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 Quality⁴	1. Focus on Major Work	No	Materials devote a large majority of time to the major work of the grade. However, materials do not spend minimal time on content outside of the appropriate grade-level.	Click or tap here to enter text.
	2. Consistent, Coherent Content	Yes	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two	

⁴ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			or more domains in the grade level where these connections are natural and important.	
	3. Rigor and Balance	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	4. Focus and Coherence via Practice Standards	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
II: Additional Alignment Criteria and Indicators of Superior Quality ⁵	5. Alignment Criteria for Standards for Mathematical Content	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6. Quality of Assessments	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7. Additional Indicators of Quality	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier 3, Not representing quality</u>				

⁵ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Appendix II.

Public Comments

There were no public comments submitted.