Instructional Materials Evaluation - Student Standards Review

Louisiana educators engaged in a professional review of the state's academic standards for English language arts (ELA) and mathematics to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA and math standards will be effective beginning with the 2016-2017 school year. As part of the Louisiana Department of Education's support for a seamless transition to these new standards, the LDOE identified the major changes of the standards and their potential impact upon criteria used to review instructional materials.

Title: **enVision Math Common Core** Grade: **K-6**

Publisher: **Pearson Education, Inc.** Copyright: **2015**

Overall Rating: **Tier III, Not Representing Quality**

This Mathematics review has been examined for the following major shifts in alignment resulting from the Louisiana Student Standards Review:

- Include standards for money in grades K, 1, and 3 to ensure connections that provide smooth transitions from one grade to the next
- Provide developmentally appropriate content for all grades or courses while maintaining high expectations:
  - Additive area is moved to grade 4 from grade 3
  - The Statistics - Conditional Probability and the Rules of Probability (S-CP) domain is moved from Algebra II to Geometry
  - The standards provide extra clarity around the distinction between Algebra I and II

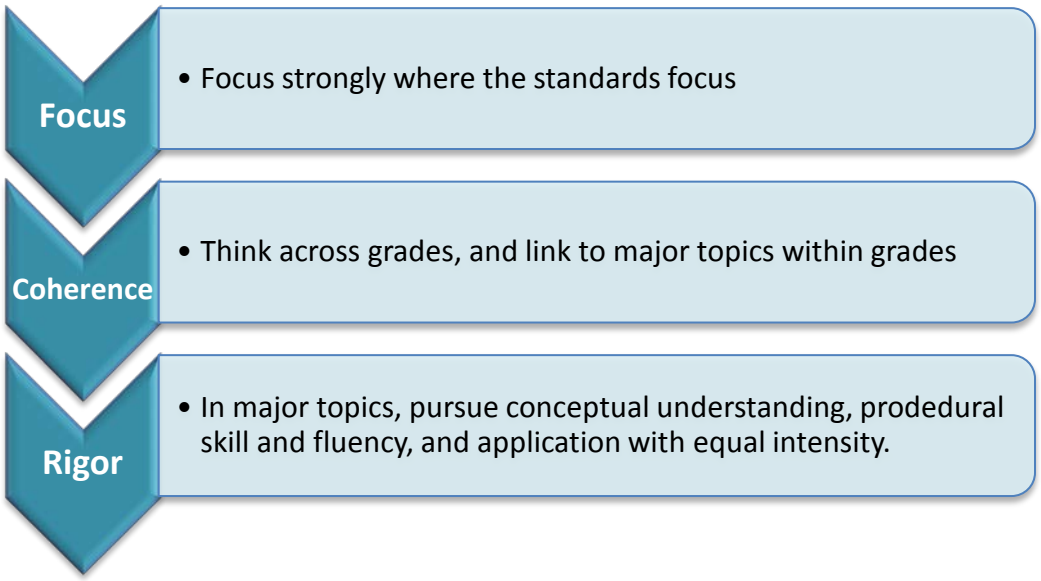
The following two indicators may be impacted:

- Focus on Major Work (Non-Negotiable)
- Consistent, Coherent Content (Non-Negotiable)

This review remains a Tier 3 rating. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	This program currently is reviewed as Yes for this criteria in grade 4 because materials for this grade devote a vast majority of class time to the major work of the grade. This program currently is reviewed as No for this criteria in kindergarten and grade 1 because materials for these grades do not devote a vast majority of class time to the major work their corresponding grade. This program currently is reviewed as No for this criteria in grades 2, 3, 5, and 6 because assessments assess skills which are introduced in later grades.	For grade 4, make sure to review all assessment materials to ensure alignment to new clarifications/limitations and the revised, as well as, the placement of standards by grade/course. For kindergarten, grades 1, 2, 3, 5, and 6 since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Consistent, Coherent Content (Non-Negotiable)	This program currently is reviewed as No for this criteria because many clusters are not connected to any major work as required by this indicator. Much of the work students will complete with supporting clusters is done in isolation.	Since these materials received a "No" for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.

Strong mathematics instruction contains the following elements:



Title: enVision Math Common Core

Grade: K-6

Publisher: Pearson Education, Inc.

Copyright: 2015

Overall Rating: Tier III, Not Representing Quality

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

STRONG	WEAK
Practice-Content Connections (Non-Negotiable)	Focus on Major Work ** (Non-Negotiable)
	Consistent, Coherent Content (Non-Negotiable)
	Rigor and Balance (Non-Negotiable)
	** Strong at Grade 4

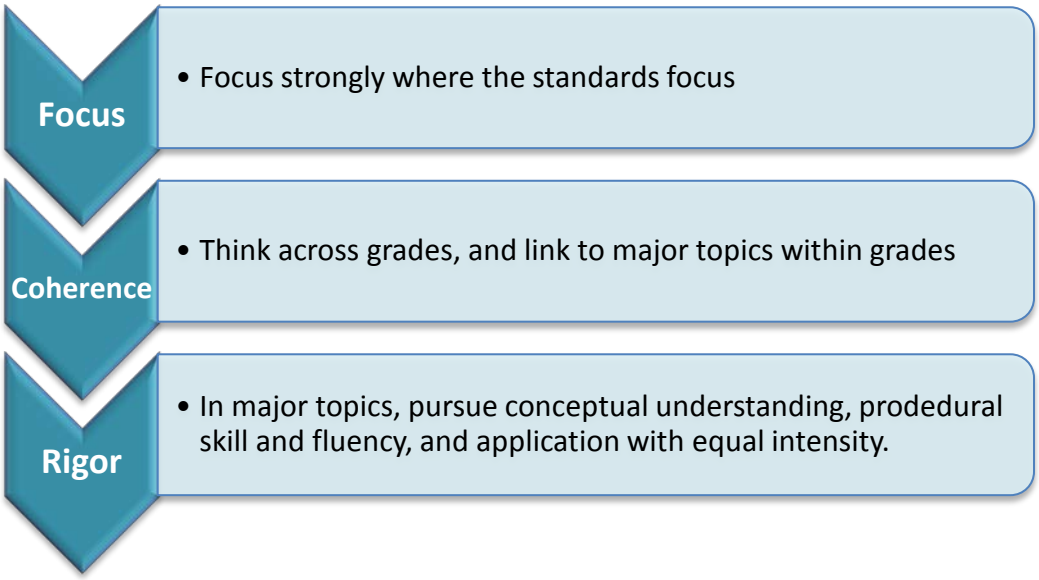
Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

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

Click below for complete grade-level reviews:

Grade K (Tier 3)
Grade 1 (Tier 3)
Grade 2 (Tier 3)
Grade 3 (Tier 3)
Grade 4 (Tier 3)
Grade 5 (Tier 3)
Grade 6 (Tier 3)

Strong mathematics instruction contains the following elements:



Title: enVision Math Common Core **Grade:** K

Publisher: Pearson Education, Inc. **Copyright:** 2015

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Practice-Content Connections (Non-Negotiable)	Focus on Major Work (Non-Negotiable)
	Consistent, Coherent Content (Non-Negotiable)
	Rigor and Balance (Non-Negotiable)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ☐ Yes ■ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**No**	As indicated in the Content Guide found in the Teacher Program Overview under Program Resources, materials devote approximately 67% of class time to the major work of Kindergarten. This is low considering the minimum is 65% and for grades K – 2, the time spent should be closer to the upper end of the range (closer to 85% of the time).
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**Yes**	Materials spend minimal time on content outside of grade K. However, on the Topic 6 Alternate Test (which can be found in the print materials), students are asked to identify numerals beyond 20 which is a skill introduced in grade 1.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ■ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	Most of the work students will complete with the only supporting cluster (K.MD.B.3) is done in isolation in Topic 13. There is very little connection to counting in Topic 13. In Topic 9 there is one lesson (Lesson 9-9) which connects the supporting content but the work with counting and comparing is minimal.
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. [5]	**Yes**	Materials include problems and activities that connect two or more domains (Topic 4 connects Counting and Cardinality and Operations in Algebraic Thinking) in a natural way. Within Topic 4, all three clusters from Counting and Cardinality are also addressed together. There are other examples of connecting two or more clusters, or two or more domains throughout the materials.

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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.[6] ☐ Yes ☐ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**Yes**	The materials provide a large amount of attention to conceptual understanding as is required by the standards.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	The standards in Kindergarten require much more work with conceptual understanding than with procedures. The assignments seem to address procedural skill; however, there is a lack of fluency practice for students to add and subtract within 5 (K.NBT.A.5). This standard is addressed in Topic 7 and Topic 8. Following the concepts of addition and subtraction there is no dedicated fluency practice with addition and subtraction within 5.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	There is attention to application within the topics. At the end of each topic there is a Problem Solving lesson which engages students with a problem that uses the concepts and skills addressed earlier in the topic while also introducing some new concepts. The amount of application is appropriate due to the conceptual nature of Kindergarten.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**No**	Due to the lack of fluency practice, there is a lack of balance among the aspects of rigor.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8]	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	The Standards for Mathematical Practice are connected throughout the Course Structure. At the beginning of each topic, there is a list of which practices are included in the topic. In the discussion of the mathematics before the lessons begin there is some discussion of how the math

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

☒ Yes ☐ No			practices are addressed in the lessons. The practices are also identified throughout the lessons.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	There is a description of how the materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content. This is included in the Content Guide in the Teacher Program Overview within the Program Resources available in the eText Teacher's Edition.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. [9]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5b)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5c)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]		Not evaluated. Non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]		Not evaluated. Non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]		Not evaluated. Non-negotiable criteria were not met.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6c)** 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.[12]		Not evaluated. Non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]		Not evaluated. Non-negotiable criteria were not met.

[11] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[12] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

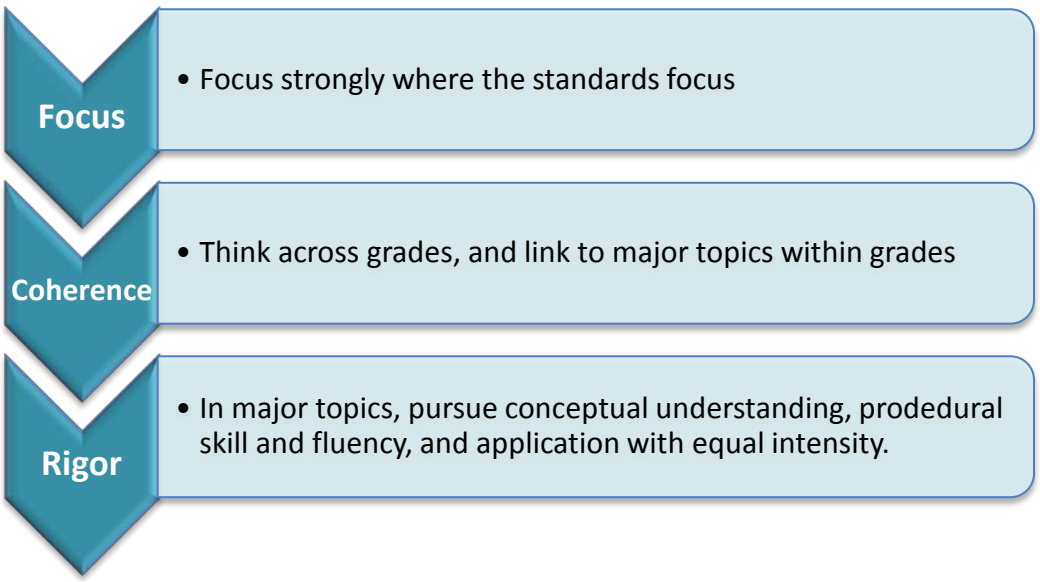
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.		Not evaluated. Non-negotiable criteria were not met.
	7f) There is variety in the pacing and grain size of content coverage.[13]		Not evaluated. Non-negotiable criteria were not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		Not evaluated. Non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria were not met.

[13] Refer also to page 18 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	Materials devote only 67% of the time to the major work of the grade. At least 75% of the time should be devoted to the major work in Grade K.
	2. Consistent, Coherent Content	**No**	The only supporting standard is not connected to the major work of the grade in any meaningful way; it is mostly taught in isolation.
	3. Rigor and Balance	**No**	Materials lack dedicated fluency practice with addition and subtraction within 5 and work with procedures.
	4. Practice-Content Connections	**Yes**	There are connections made between the Standards for Mathematical Practices and the content.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: enVision Math Common Core **Grade: 1**

Publisher: Pearson Education, Inc. **Copyright: 2015**

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Practice-Content Connections (Non-Negotiable)	Focus on Major Work (Non-Negotiable)
	Consistent, Coherent Content (Non-Negotiable)
	Rigor and Balance (Non-Negotiable)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ☐ Yes ■ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**No**	As indicated in the Content Guide found in the Teacher Program Overview under Program Resources, materials for grade 1 devote 72% of class time to the major work. Materials for grade 1 should devote closer to 85% of time on the major work. The percentage of time devoted to major work should be a minimum of 75% at this grade level.
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**Yes**	Aligned materials focus only on standards for grade 1. There are no items on the included assessments that address skills in later grades.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ■ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	In grade 1, there is one supporting cluster with one standard: 1.MD.C.4. This cluster/standard is addressed in isolation in Topic 14. An opportunity is missed to connect this to work with addition and subtraction.
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. [5]	**Yes**	Within different topics students are exposed to problems that connect two or more clusters within in a domain. However, there is a weakness that the materials do not connect two or more domains across the grade level.

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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.[6] ☐ Yes ☒ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**No**	When looking at the lessons and topics that address standards 1.OA.D.7 and 1.OA.B.4, both of which are considered major work, the concepts of the equal sign and the connection between addition and subtraction are not fully developed. The materials treat them more procedurally. There is only one lesson in Topic 2 which is dedicated to 1.OA.D.7. That lesson (2-10) seems to be more about the properties of addition (without naming those properties) than it is about the meaning of the equal sign Students are simply instructed to use it in place of the word "is." In this lesson there are two problems that really require students to understand that the equal sign means that the quantities on both sides must be the same. This is after much work has been done with writing equation sin both Topic 1 and Topic 2. Additionally, the work with 1.OA.B.4 is developed in three lessons in Topic 2 (2-1, 2-2-, and 2-3). Those lessons do not make the connection between the subtraction sentences unknown addend problems that could be used to answer the problems. In fact these lessons do not reference subtraction sentences at all. The connection is later made in lessons 4-7 through 4-9 after an understanding of subtraction has been established.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	Materials give attention to 1.OA.C.6 which sets an expectation of fluency for addition/subtraction within 10. The lessons in Topics 1-6 allow for some practice of the skill being addressed; however, there is no expectation for practice with the fluency beyond Topic 6. There are Basic-Fact Timed Tests but there is no guidance as to when or how those tests should be used. When looking at the lessons that address 1.NBT.C.4, only lesson 10-5 deals with the topic of regrouping. There is

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

			no expectation for additional practice beyond Topic 10 with adding two-digit numbers within 100.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	Materials are designed to allow sufficient time to work on major standards with single-step and multi-step problems. Topics are embedded with Problem Solving investigation sections that help students work through application problems. There are also application Performance Tasks at the end of each topic which ask students to apply the concepts and skills learned in the lesson.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**No**	Due to the lack of conceptual development and fluency/procedural skill practice throughout the topics, there is not a balance of the three aspects of rigor.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	The Standards for Mathematical Practice are connected throughout the Course Structure. At the beginning of each topic, there is a list of which practices are included in the topic. In the discussion of the mathematics before the lessons begin there is some discussion of how the math practices are addressed in the lessons. The practices are also identified throughout the lessons.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	There is a description of how the materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content. This is included in the Content Guide in the Teacher Program Overview within the Program Resources available in the eText Teacher's Edition.

[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. [9]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5b)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5c)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]		Not evaluated. Non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]		Not evaluated. Non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]		Not evaluated. Non-negotiable criteria were not met.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6c)** 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.[12]		Not evaluated. Non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]		Not evaluated. Non-negotiable criteria were not met.

[11] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[12] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

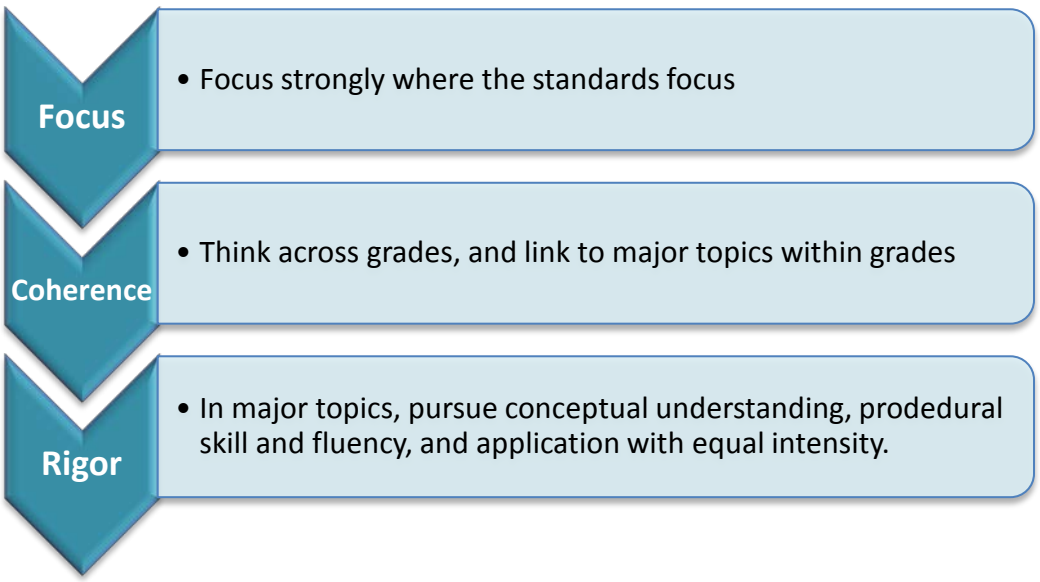
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.		Not evaluated. Non-negotiable criteria were not met.
	7f) There is variety in the pacing and grain size of content coverage.[13]		Not evaluated. Non-negotiable criteria were not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		Not evaluated. Non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria were not met.

[13] Refer also to page 18 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	Materials for grade 1 devote 72% of class time to the major work for this grade. At least 75% of the time should be devoted to the major work.
	2. Consistent, Coherent Content	**No**	The only supporting standard is not connected to the major work of the grade in any meaningful way. Also, a weakness is that the domains are not connected between topics.
	3. Rigor and Balance	**No**	Materials do not develop the most critical concepts of equality and the connection between addition and subtraction in a way that supports the work of addition and subtraction throughout the year. Also there are no expectations set for practicing procedural skills and fluency throughout the year.
	4. Practice-Content Connections	**Yes**	There are connections made between the Standards for Mathematical Practices and the content.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: enVision Math Common Core **Grade: 2**

Publisher: Pearson Education, Inc. **Copyright: 2015**

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Practice-Content Connections (Non-Negotiable)	Focus on Major Work (Non-Negotiable)
	Consistent, Coherent Content (Non-Negotiable)
	Rigor and Balance (Non-Negotiable)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ☐ Yes ■ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	As indicated in the Content Guide found in the Teacher Program Overview under Program Resources, materials for grade 2 devote approximately 76% of class time to the major work for this grade.
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**No**	While the focus of most of the material is on Grade 2 content, there are questions on the Topic Tests that assess skills which are introduced after Grade 2 in the Standards. For example, on the Topic 6 Test, questions 17-20 ask students to identify a pattern rule and use the rule to solve the problem. The Topic 10 test, questions 18-20, ask students to do the same. Identifying patterns is not introduced in the standards until Grade 3. In Grades 4 and 5, students are given a rule to generate a pattern—they are not asked to find the rule. This type of question is also included on the Topic Alternate Tests for these topics.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ■ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	Two supporting clusters, 2.MD.C (specifically standard 2.MD.C.7) and 2.MD.D, are only addressed in one topic throughout the year. The topic is Topic 16 which is the last topic. These two clusters are not connected to any major work as required by this indicator.
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. [5]	**Yes**	Problems that students are exposed to connect to or more clusters within in the domain and two or more domains within the grade. Topic 5 connects two domains (Number and Operations in Base Ten and Operations and Algebraic Thinking) as well as two clusters within each domain (2.NBT.A, 2.NBT.B, 2.OA.A, 2.OA.C). Topic 8 and Topic 9 each connect three domains within the grade.

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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.[6] ☐ Yes ☒ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**Yes**	Materials develop conceptual understanding of those standards that set an explicit expectation for understanding, specifically 2.NBT.A.1. Topic 10 addresses the understanding of the place value to 1,000.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	Standard 2.OA.B.2, which sets an expectation for fluency with addition and subtraction within 20, is addressed in Topics 2 and 3. However there is no expectation set for dedicated fluency work beyond those topics and no expectation for the memorization of the sums of two one-digit numbers as called for in the standards. There are Basic Facts Timed Tests introduced in Topic 1, but there are no explanations found that indicate how the tests should be used. There is also no dedicated practice for 2.NBT.B.5 so students can build fluency with addition and subtraction within 1,000.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	Materials are designed to allow students sufficient time to work on major standards with single-step and multi-step problems in real-world and/or application settings. Topics are embedded with Problem Solving Investigation sections that help students work through application problems using the skills and procedures they learned throughout the year. There is also an application Performance Task at the end of each topic which asks students to apply the concepts from the topic. However, one weak point is that at least two of the Problem Solving lessons (Lesson 6-6 and 10-8) include concepts that are not introduced until later grades (looking for pattern rules).
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**No**	The three aspects of rigor are mostly treated together regardless of the standard being

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

			addressed. In each lesson there is a procedural component, a conceptual component (Do you UNDERSTAND?), and a Problem Solving section for the application. While there are 12 different Basic-Facts Timed Tests, there is no guidance about how these tests are best used.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	The materials do address the Standards for Mathematical Practice and connect them to the content. The beginning of each topic has a section in the teachers' manual that addresses which Mathematical Practices are being focused on in that topic. Additionally, teachers and students are made aware of the use of math practices by the inclusion of icons in the lessons as well as the problem sets.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	There is a description aimed at evaluators that shows the meaningful connections between the Standards for Mathematical Practice and the Mathematical Content for this grade. This is included in the Content Guide in the Teacher Program Overview within the Program Resources available in the eText Teacher's Edition.

[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. [9]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5b)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5c)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]		Not evaluated. Non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]		Not evaluated. Non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]		Not evaluated. Non-negotiable criteria were not met.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6c)** 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.[12]		Not evaluated. Non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]		Not evaluated. Non-negotiable criteria were not met.

[11] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[12] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

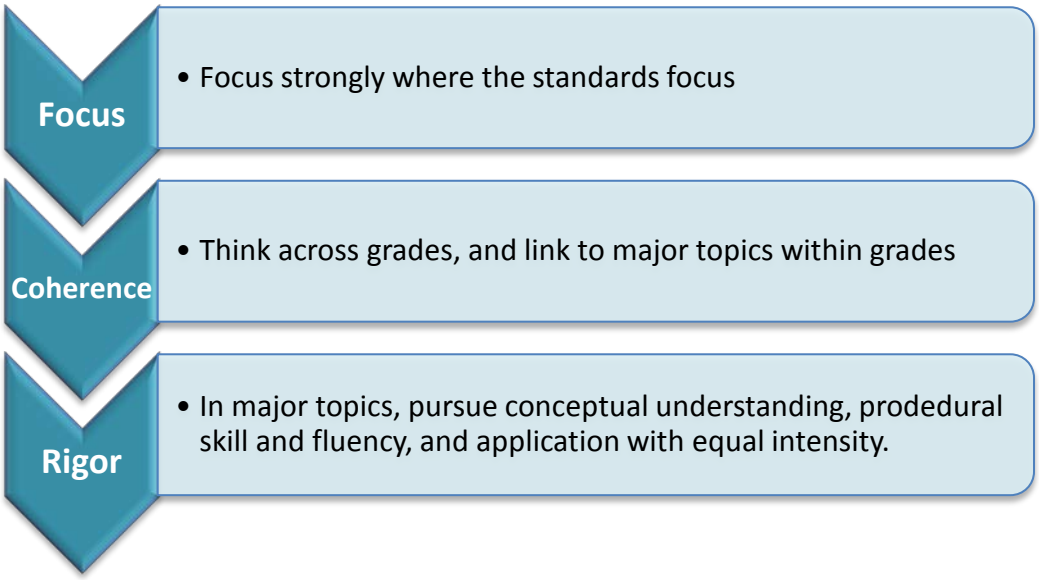
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.		Not evaluated. Non-negotiable criteria were not met.
	7f) There is variety in the pacing and grain size of content coverage.[13]		Not evaluated. Non-negotiable criteria were not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		Not evaluated. Non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria were not met.

[13] Refer also to page 18 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	Materials for grade 2 devote approximately 76% of class time to the major work for this grade.
	2. Consistent, Coherent Content	**No**	Two supporting clusters are taught in isolation in the final Topic of the course. They are not connected to major content as required by this criterion.
	3. Rigor and Balance	**No**	There is work with the standards that set explicit expectations for procedural skill and fluency. However there is no dedicated practice throughout the year for those standards and no expectations set for fluency by the end of the year.
	4. Practice-Content Connections	**Yes**	There are connections made between the Standards for Mathematical Practice and the content.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: enVision Math Common Core **Grade: 3**

Publisher: Pearson Education, Inc. **Copyright: 2015**

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Practice-Content Connections (Non-Negotiable)	Focus on Major Work (Non-Negotiable)
	Consistent, Coherent Content (Non-Negotiable)
	Rigor and Balance (Non-Negotiable)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	As indicated in the Content Guide found in the Teacher Program Overview under Program Resources, approximately 75% of class time is devoted to the major work of the grade.
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**No**	While the focus of most of the material is on Grade 3 content, there are questions on the assessment components (Topic Tests, Benchmark Tests) which assess skills that are introduced after Grade 3 in the Standards. For example, on the Topic 6 Test, question 19 deals with combinations. Question 9 on the Topic 6 Alternate Test also addresses combinations. Another example is Topic 9 Test, question 7—according to the progressions, grade 3 students should not be responsible for identifying fractions based on a set. Topic 11-1 introduces the vocabulary of polygon which is not used in the standards until Grade 6. The Topic 15 Test (question 18) expects students to convert between different units within the same system but that is not introduced until grade 4 in the Standards.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ☒ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	Topic 16 addresses two standards which are considered supporting content (3.MD.B.3 and 3.MD.B.4). These standards are not directly connected to any major content.
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. [5]	**Yes**	Materials include problems and activities that serve to connect two or more clusters in a domain, as well as two or more domains in a grade. For example, Topic 5 addresses the Operations and Algebraic Thinking (OA) and Number and Operations in Base Ten (NBT) domains as well as three clusters within the OA domain.

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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.[6] ☐ Yes ☒ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**Yes**	These materials do develop conceptual understanding of key mathematical concepts, especially where called for in the standards. Topic 9 develops the concepts of fractions as a number and on the number line. Topic 10 develops the concept of comparison of fractions and fraction equivalence. In both topics, students use models and connect them to abstract symbols and representations. Students are also asked to explain their reasoning for many of the answers.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	These materials do give attention to developing procedural skill and fluency when called for in the standards. However, the lessons aligned to the fluency standards focus more on conceptual understanding For 3.NBT.A.2, Topics 2 and 3 address the standard. Topic 2 is about the properties and estimation mostly. Topic 3 looks at algorithms but after the topic is complete there is no additional practice with adding and subtracting within 1000.The fluency standards are only addressed in one or two topics at one time during the year. There is little work with those skills as the year progresses.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	Materials are designed so that students spend an appropriate amount of time on real world application problems. Topics are embedded with Problem Solving Investigation sections that help students work through application problems utilizing the Standards for Mathematical Practices and the skills and procedures they learned throughout the year. There are also application Performance Tasks at the end of each topic which asks students to apply the concepts learned throughout the lessons. However, one weak point is that many of the Problem Solving lessons in each topic include concepts that are not

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

			introduced until later grades or the focus is on a skill unrelated to the major work in the topic. For example, in Topic 1, the Problem Solving lesson is about making an organized list which introduces the notion of combinations (a Grade 7 concept) and does not focus on the standard identified 3.NBT.A.1 which is about rounding.
	REQUIRED **3d)** ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**No**	The three aspects of rigor are mostly treated together regardless of the standard being addressed. In each lesson there is a procedural component (Do you know HOW?), a conceptual component (Do you UNDERSTAND?), and a Problem Solving section for the application. While there are 12 different Basic-Facts Timed tests, there is little focus on the procedural skills needed to add and subtract numbers within 1000 to develop the fluency required over the course of the year.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	The materials do address the Standards for Mathematical Practice and connect them to the content. The beginning of each chapter has a section in the teacher's manual that addresses which Mathematical Practices are being focused on in that particular chapter. Additionally, teachers and students are made aware of the use of the math practices by the inclusion of icons in the lesson as well as the problem sets.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	There is a description aimed at evaluators that shows the meaningful connections between the Standards for Mathematical Practice and the Mathematical Content for this grade. This is included in the Content Guide in the Teacher Program Overview within the Program Resources available in the eText Teacher's Edition.

[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. [9]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5b)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5c)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]		Not evaluated. Non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]		Not evaluated. Non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]		Not evaluated. Non-negotiable criteria were not met.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6c)** 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.[12]		Not evaluated. Non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]		Not evaluated. Non-negotiable criteria were not met.

[11] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[12] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

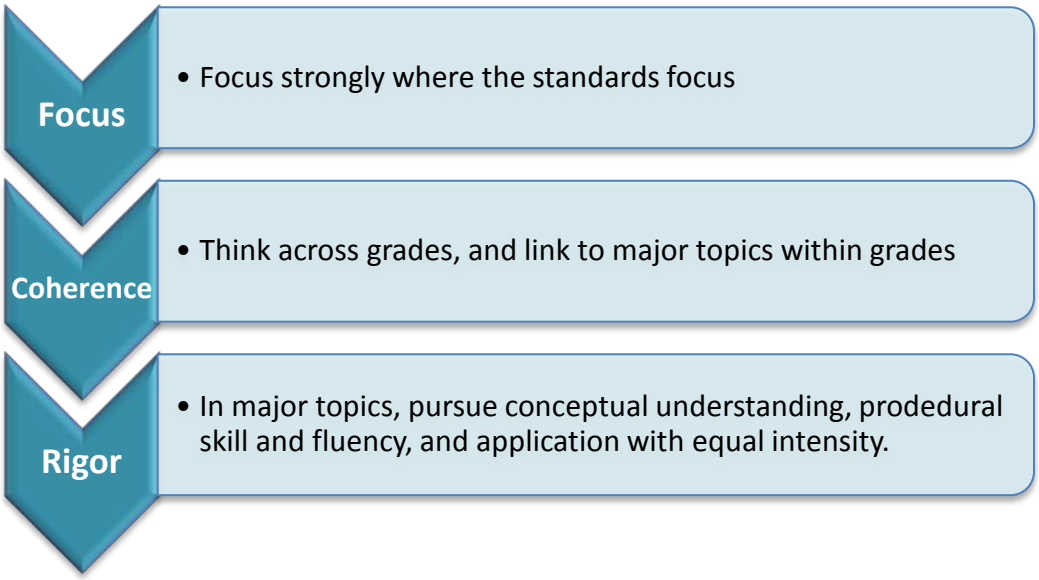
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.		Not evaluated. Non-negotiable criteria were not met.
	7f) There is variety in the pacing and grain size of content coverage.[13]		Not evaluated. Non-negotiable criteria were not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		Not evaluated. Non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria were not met.

[13] Refer also to page 18 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	Materials focus on the major work of the grade; however the assessments included with the materials assess concepts which are introduced in later grades.
	2. Consistent, Coherent Content	**No**	Not all supporting content is taught in a manner in which it is connected to the major work of the grade.
	3. Rigor and Balance	**No**	There is a lack of focus on procedural skill and fluency as called for in the Standards; fluency standards are only addressed in one or two topics during the same time of the year. Also the three aspects of rigor appear in every lesson even if it is not always appropriate for that lesson.
	4. Practice-Content Connections	**Yes**	There are connections made between the Standards for Mathematical Practices and the content.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: enVision Math Common Core

Grade: 4

Publisher: Pearson Education, Inc.

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Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	Consistent, Coherent Content (Non-Negotiable)
Practice-Content Connections (Non-Negotiable)	Rigor and Balance (Non-Negotiable)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ☐ Yes ☐ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	As indicated in the Content Guide found in the Teacher Program Overview under Program Resources, approximately 75% of class time is devoted to the major work of the grade.
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**Yes**	All concepts included in these materials address 4th grade concepts. There are no assessment items that assess concepts introduced in later grades in the standards. One weakness is that the word "combination" is used in the topic tests for Topic 3 when students are making an organized list. The concept of combinations is not introduced until middle grades. This needs to be taken into account when this work is done.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ☐ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	Topics 14 and 15 address three standards which are considered supporting content: 4.MD.A.1, 4.MD.A.3, and 4.MD.B.4. These three standards are addressed in isolation without any connection to major content.
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. [5]	**Yes**	Materials include problems and activities that serve to connect two or more clusters in a domain, as well as two or more domains in a grade. For example, Topic 6 addresses the Operations and Algebraic Thinking (OA) and Number and Operations in Base Ten (NBT) domain as well as two clusters within the NBT domain.

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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.[6] ☐ Yes ☒ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**Yes**	These materials do develop conceptual understanding of key mathematical concepts, especially where called for in the standards. Topic 13 addresses the understanding of decimal notation and the connection to fractions with a denominator of 10 and 100. Students use the number line, base-ten models, and explanations to show their reasoning and understanding. One weakness is that all work with fractions is asked to be given in simplest form which is not a requirement of the Standards. There are few opportunities to reason why the simplest form of a fraction would be needed.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	There are three topics which indicate that they are for developing fluency (Topic 1, Topic 6, and Topic 8). However, these three topics do not address the specific fluency standard in grade 4 which calls for fluency with the standard algorithm for addition and subtraction of multi-digit whole numbers. Topic 1 discusses fluency with multiplication and division facts which is really a fluency required by the end of Grade 3. There is work in Topic 4 with addition and subtraction of whole numbers. Included in Topic 4 is a "Stop and Practice" section which provides additional practice with adding and subtracting multi-digit whole numbers. However, beyond Topic 4, this fluency skill is not addressed again and there are no expectations set for additional fluency practice. There are 12 Basic-Facts Timed tests but all of these tests are on concepts that are expected fluencies in grades 2 and 3.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**No**	Materials are designed so that students spend an appropriate amount of time on real world application problems, Topics are embedded with Problem Solving Investigation sections that help students work through application problems utilizing concepts and procedures they learned throughout the year. There are also application

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

			Performance Tasks at the end of each Topic which ask students to apply the concepts learned throughout the topic. However, one weak point is that in some of the problem solving lessons, the content does not align to the standards identified with that lesson. For example, in Lesson 3-6, the standards indicate that the focus of the content when making organized lists will be on recognizing the value of the digits and comparing two digit numbers—the content in the problems in the lesson does not align to either of those standards.
	REQUIRED **3d)** ***Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**No**	The three aspects of rigor are mostly treated together regardless of the standard being addressed. In each lesson there is a procedural component (Do you know HOW?), a conceptual component (Do you UNDERSTAND?), and a Problem Solving section for application. While there are Basic-Facts Timed Tests and some "Stop and Practice" sections, there is no expectation set for additional practice with required fluencies beyond the first topic in which the skill is addressed.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	The materials do address the Standards for Mathematical Practice and connect them to the content. The beginning of each topic has a section in the teacher's manual that addresses which Mathematical Practices are being focused on in that particular topic. Additionally, teachers and students are made aware of the use of the math practices by the inclusion of icons in the lesson as well as the problem sets.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	There is a description aimed at evaluators that shows the meaningful connections between the Standards for Mathematical Practice and the Mathematical Content for this grade. This is included in the Content Guide in the Teacher Program Overview within the Program Resources available in the eText Teacher's Edition.

[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. [9]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5b)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **5c)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]		Not evaluated. Non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]		Not evaluated. Non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]		Not evaluated. Non-negotiable criteria were not met.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **6c)** 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.[12]		Not evaluated. Non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]		Not evaluated. Non-negotiable criteria were not met.

[11] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[12] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

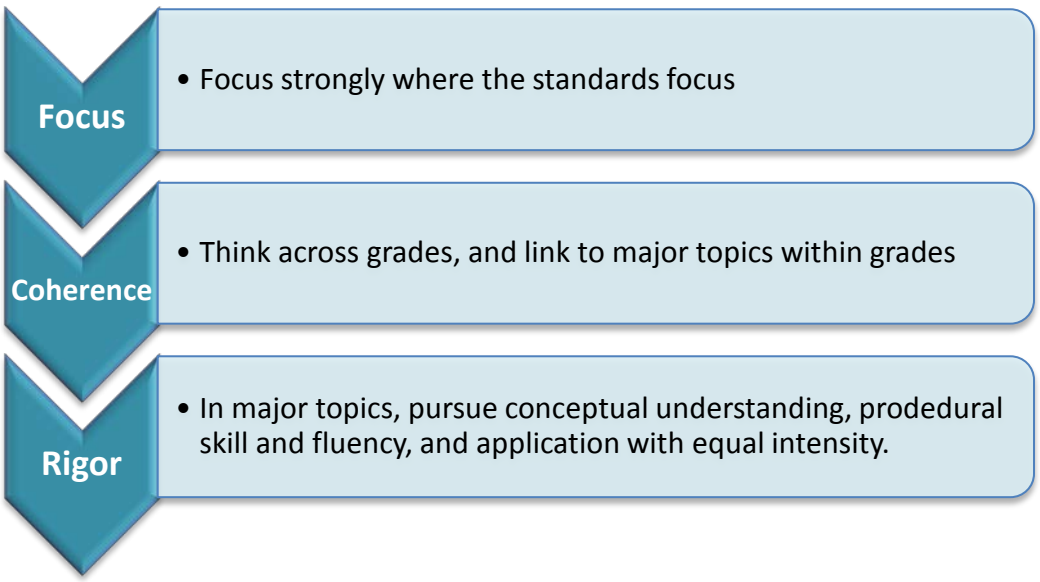
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.		Not evaluated. Non-negotiable criteria were not met.
	7f) There is variety in the pacing and grain size of content coverage.[13]		Not evaluated. Non-negotiable criteria were not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		Not evaluated. Non-negotiable criteria were not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria were not met.

[13] Refer also to page 18 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**Yes**	Materials devote approximately 75% of the time to the major work of the grade. There are no assessment items beyond grade 4 content.
	2. Consistent, Coherent Content	**No**	Three of the four supporting standards in the Measurement and Data domain are addressed in isolation and are not connected to the major work of the grade.
	3. Rigor and Balance	**No**	Fluency standards are only addressed in one or two topics during the same time of the year. Following those topics, there are no expectations set for dedicated practice to further develop those fluencies. Also the three aspects of rigor appear in every lesson even if it is not always appropriate for that lesson.
	4. Practice-Content Connections	**Yes**	There are connections made between the Standards for Mathematical Practices and the content.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria were not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: enVision Math Common Core

Grade: 5

Publisher: Pearson Education, Inc.

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Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Practice-Content Connections (Non-Negotiable)	Focus on Major Work (Non-Negotiable)
	Consistent, Coherent Content (Non-Negotiable)
	Rigor and Balance (Non-Negotiable)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	As indicated in the Content Guide found in the Teacher Program Overview under Program Resources, approximately 67% of class time is devoted to the major work of the grade. While this technically meets the criteria, this is a weakness as there should be closer to 75% of the time devoted to the major work in Grade 5.
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**No**	On the Topic 14 Alternate Test, questions 1, 5, and 12 ask students to identify outliers. The concept of outliers in terms of statistics is not introduced in the standards until Grade 8. Therefore, the assessments assess topics beyond Grade 5.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ☒ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	Topic 13 and Topic 14 address two supporting clusters (5.MD.A and 5.MD.B). These standards/clusters are not directly connected to any major content as required by this indicator.
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. [5]	**Yes**	Materials include problems and activities that serve to connect two or more clusters in a domain, as well as two or more domains in a grade. For example, Topic 3 addresses Number and Operations in Base Ten (NBT) and Operations and Algebraic Thinking (OA), as well as 2 clusters within the NBT domain.

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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.[6] ☐ Yes ☒ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**Yes**	These materials do develop conceptual understanding of key mathematical concepts, especially where called for in the standards. Topic 1 provides conceptual work with the standards in the 5.NBT.A cluster. Students work with place value models (base-ten models) and number lines to understand the concept of place value as it relates to decimals.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	There are three lessons dedicated to the fluency standard 5.NBT.B.5: Lessons 3-3, 3-4, and 3-5. While students are provided with some practice problems in these lessons, there is no dedicated practice throughout the remainder of the materials for this fluency standard, nor are there expectations set for the fluency practice to continue. The Basic-Facts Timed Tests included in the print materials are not based on 5th grade material but rather the facts students should have learned in grades 2-4.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	Materials are designed so that students spend an appropriate amount of time on real world application problems, as is called for in the standards. Topics are embedded with Problem Solving Investigation sections that help students work through application problems utilizing the skills and procedures they learned throughout the year. There are also application Performance Tasks at the end of the topics which ask students to apply the concepts learned throughout the lessons.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**No**	The three aspects of rigor are mostly treated together regardless of the standard being addressed. In each lesson there is a procedural component (Do you know HOW?), a conceptual component (Do you UNDERSTAND?), and a Problem Solving section for the application. While there are 12 Basic-Facts Timed Tests, these tests

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

			do not focus on the procedural skills or fluency required in grade 5. There is no dedicated practice for the Grade 5 fluency.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	The materials do address the Standards for Mathematical Practice and connect them to the content. The beginning of each topic has a section in the teacher's manual that addresses which Mathematical Practices are being focused on in that particular topic. Additionally, teachers and students are made aware of the use of the math practices by the inclusion of icons in the lesson as well as the problem sets.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	There is a description aimed at evaluators that shows the meaningful connections between the Standards for Mathematical Practice and the Mathematical Content for this grade. This is included in the Content Guide in the Teacher Program Overview within the Program Resources available in the eText Teacher's Edition.

[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. [9]		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **5b)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **5c)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]		Not evaluated. Non-negotiable criteria not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]		Not evaluated. Non-negotiable criteria not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]		Not evaluated. Non-negotiable criteria not met.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **6c)** 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.[12]		Not evaluated. Non-negotiable criteria not met.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]		Not evaluated. Non-negotiable criteria not met.

[11] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[12] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.		Not evaluated. Non-negotiable criteria not met.
	7f) There is variety in the pacing and grain size of content coverage.[13]		Not evaluated. Non-negotiable criteria not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		Not evaluated. Non-negotiable criteria not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria not met.

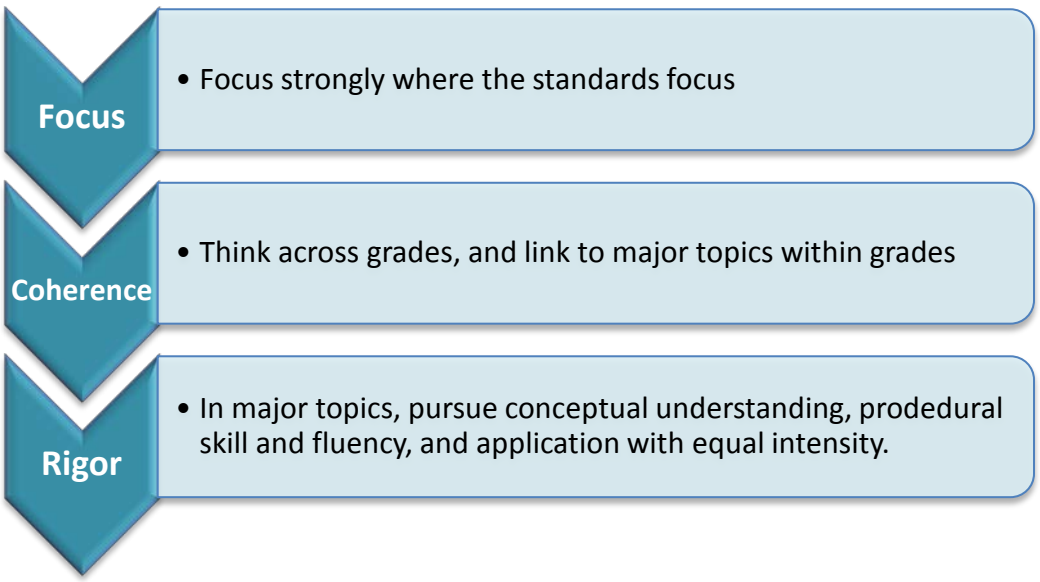
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.

[13] Refer also to page 18 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	While 67% of the course focuses on the major work of the grade, there are topics included on assessments before the grade in which they are introduced in the Standards.
	2. Consistent, Coherent Content	**No**	The supporting content in the Measurement and Data domain is not connected to major content as required by this criterion.
	3. Rigor and Balance	**No**	There is a lack of procedural skill and fluency as called for in the Standards; fluency standards are only addressed in three lessons. Also the three aspects of fluency appear in every lesson even if it is not always appropriate for that lesson.
	4. Practice-Content Connections	**Yes**	There are connections made between the Standards for Mathematical Practices and the content.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

Strong mathematics instruction contains the following elements:



Title: enVision Math Common Core

Grade: 6

Publisher: Pearson Education, Inc.

Copyright: 2015

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Practice-Content Connections (Non-Negotiable)	Focus on Major Work (Non-Negotiable)
	Consistent, Coherent Content (Non-Negotiable)
	Rigor and Balance (Non-Negotiable)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
Non-Negotiable 1. FOCUS ON MAJOR WORK[1]: Students and teachers using the materials as designed devote the large majority[2] of time in each grade K–8 to the major work of the grade. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.	**Yes**	As indicated in the Content Guide found in the Teacher Program Overview under Program Resources, approximately 75% of class time is devoted to the major work of the grade.
	REQUIRED **1b)** In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.[3]	**No**	The Topic 3 Alternate Test asks students to identify the number of combinations for a variety of situations (questions 4 and 6). Combinations are not introduced in the standards until grade 7. Also, on Topic 10 Alternate test, question 7 assesses the concept of proportions, which is not introduced until grade 7 as well.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards. ☐ Yes ☒ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.[4]	**No**	Topic 12 and Topic 13 address the only supporting cluster in Grade 6 (6.G.A). These standards are not directly connected to any major content as required by this indicator.
	REQUIRED **2b)** Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. [5]	**Yes**	Materials include problems and activities that serve to connect two or more clusters in a domain, as well as two or more domains in a grade. For example, Topic 6 addresses The Number System (NS) and Expressions and Equations (EE), as well as 3 clusters within the NS domain.

[1] For more on the major work of the grade, see Focus by Grade Level.
[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.
[3] Refer also to criterion #2 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[4] Refer also to criterion #3 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[5] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
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.[6] ☐ Yes ☒ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	**Yes**	These materials do develop conceptual understanding of key mathematical concepts, especially where called for in the standards. Topics 9 through 11 build the concepts of ratios and rates through the use of various models such as double number line diagrams, graphs, and tape diagrams.
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**No**	There are two topics dedicated to the fluency standards 6.NS.B.2 and 6.NS.B.3: Topics 4 and 5. While students are provided with some practice problems in these lessons, there is no dedicated practice throughout the remainder of the materials for these fluency standards, nor are there expectations set for the fluency practice to continue. The Basic-Facts Timed Tests included in the print materials are not based on 6th grade material but rather the facts students should have learned in grades 2-4.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	**Yes**	Materials are designed so that students spend an appropriate amount of time on real world application problems, as is called for in the standards. Topics are embedded with Problem Solving Investigation sections that help students work through application problems utilizing the skills and procedures they learned throughout the year. There are also application Performance Tasks at the end of the topics which ask students to apply the concepts learned throughout the lessons.
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together, and are not always treated separately.	**No**	The three aspects of rigor are mostly treated together regardless of the standard being addressed. In each lesson there is a procedural component (Do you know HOW?), a conceptual component (Do you UNDERSTAND?), and a Problem Solving section for the application. While there are 12 Basic-Facts Timed Tests, these tests do not focus on the procedural skills or fluencies

[6] Refer also to criterion #4 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

			required in grade 6. There is no dedicated practice for the Grade 6 fluencies.
Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.[7, 8] ■ Yes ☐ No	**REQUIRED** **4a)** The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	**Yes**	The materials do address the Standards for Mathematical Practice and connect them to the content. The beginning of each topic has a section in the teacher's manual that addresses which Mathematical Practices are being focused on in that particular topic. Additionally, teachers and students are made aware of the use of the math practices by the inclusion of icons in the lesson as well as the problem sets.
	REQUIRED **4b)** The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	**Yes**	There is a description aimed at evaluators that shows the meaningful connections between the Standards for Mathematical Practice and the Mathematical Content for this grade. This is included in the Content Guide in the Teacher Program Overview within the Program Resources available in the eText Teacher's Edition.

[7] Refer also to criterion #7 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

[8] All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials base content progressions on the grade-by-grade progressions in the Standards. [9]		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **5b)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.[10]		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **5c)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.[10]		Not evaluated. Non-negotiable criteria not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.[10]		Not evaluated. Non-negotiable criteria not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. [11]		Not evaluated. Non-negotiable criteria not met.

[9] Refer also to criterion #5 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[10] Refer also to criterion #6 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.[11] The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).[12]		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **6c)** 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.[12]		Not evaluated. Non-negotiable criteria not met.
	6d) Materials explicitly attend to the specialized language of mathematics.[12]		Not evaluated. Non-negotiable criteria not met.

[11] Refer also to criterion #9 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).
[12] Refer also to criterion #10 in the K–8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **7b)** Design of assignments is not haphazard: exercises are given in intentional sequences.		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **7c)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **7d)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		Not evaluated. Non-negotiable criteria not met.
	REQUIRED **7e)** Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.		Not evaluated. Non-negotiable criteria not met.
	7f) There is variety in the pacing and grain size of content coverage.[13]		Not evaluated. Non-negotiable criteria not met.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.		Not evaluated. Non-negotiable criteria not met.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.		Not evaluated. Non-negotiable criteria not met.

[13] Refer also to page 18 in the K – 8 Publishers' Criteria for the Common Core State Standards for Mathematics (Spring 2013).

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Y/N**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	While 75% of the course focuses on the major work of the grade, there are topics included on assessments before the grade in which they are introduced in the Standards.
	2. Consistent, Coherent Content	**No**	The supporting content in the Geometry domain is not connected to major content as required by this criterion.
	3. Rigor and Balance	**No**	There is a lack of procedural skill and fluency as called for in the Standards; fluency standards are only addressed in two topics. Also the three aspects of fluency appear in every lesson even if it is not always appropriate for that lesson.
	4. Practice-Content Connections	**Yes**	There are connections made between the Standards for Mathematical Practices and the content.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		Not evaluated. Non-negotiable criteria not met.
	6. Alignment Criteria for Standards for Mathematical Practice		Not evaluated. Non-negotiable criteria not met.
	7. Indicators of Quality		Not evaluated. Non-negotiable criteria not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			