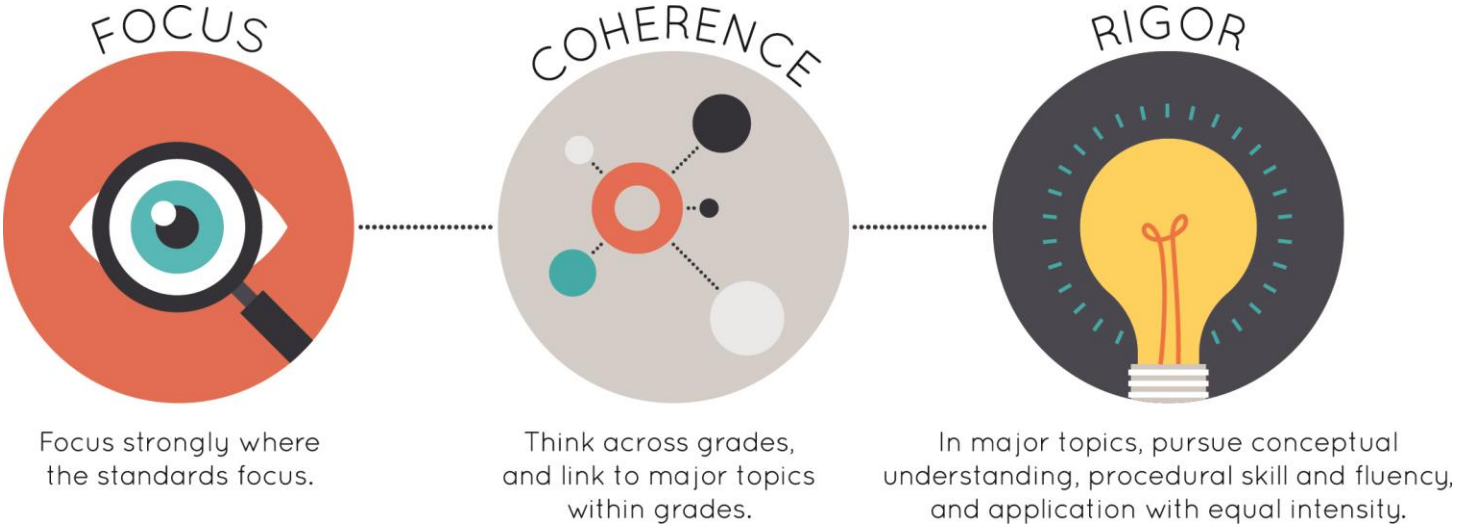
Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **enVision Math**

Grade/Course: **K-5**

Publisher: **Savvas Learning Company LLC**

Copyright: **2020**

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

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

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

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

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.
Click below for complete grade-level reviews:

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

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/envision-mathematics-common-core-2020-2021.

DEPARTMENT of EDUCATION
Louisiana Believes

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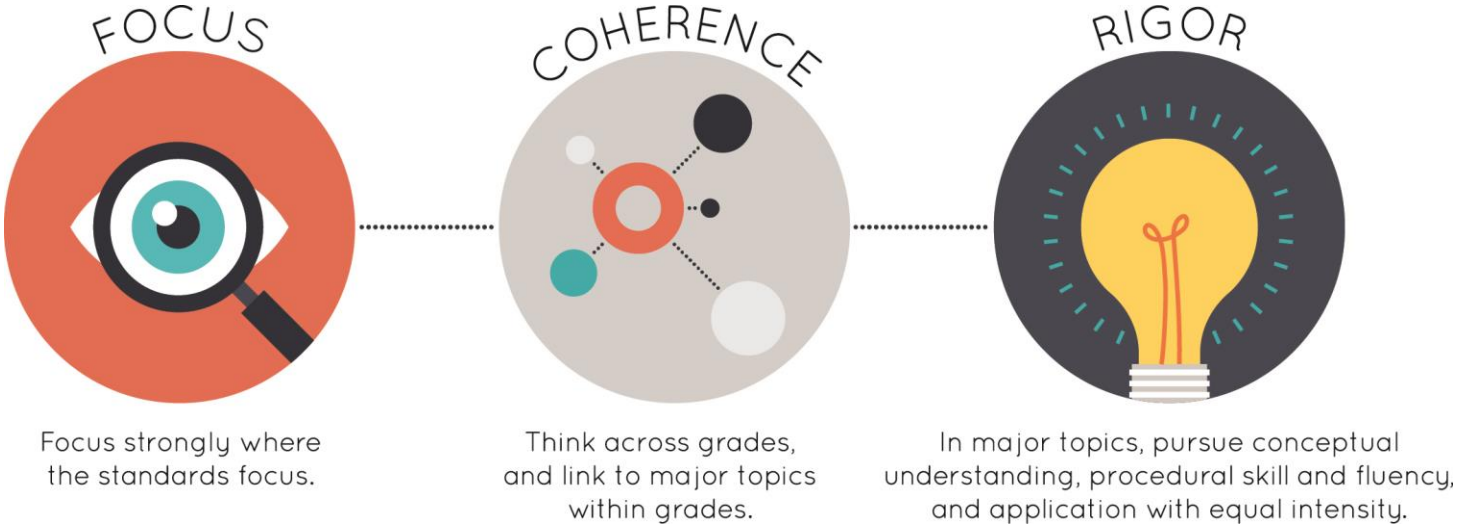

Title: **enVision Math**

Grade/Course: **K**

Publisher: **Savvas Learning Company LLC**

Copyright: **2020**

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 96 instructional lessons, 90% of the lessons are spent on major work of the grade. Specifically, 75% of the lessons focus on major standards alone, 15% of the lessons focus on a combination of major standards and supporting/additional standards, and 10% of the lessons are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. All lessons across the topics are related to grade level work and align to the Louisiana Student Standards for Mathematics (LSSM) for Grade K. Each lesson includes Lesson Resources, such as Reteach to Build Understanding, Build Mathematical Literacy, and Enrichment, embedded within the lesson. Extension opportunities are provided throughout the lessons to promote deeper student understanding, in addition to differentiation activities that are

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			dependent upon student need. For example, the materials include Reteaching Sets at the end of each lesson which provide additional examples, reminders, and practice. In Topic 2, Lesson 4, students compare groups to 5 by counting (LSSM K.CC.A.3, K.CC.B.5, K.CC.B.5b, and K.CC.C.6). During the lesson, students count to compare groups of objects as well as identify numbers that are greater than, less than, and equal to. Assessments are provided during the lessons, labeled as "Quick Checks, and again at the end of the topic. Topic 10, Lesson 1 focuses on the following major content standards: LSSM K.CC.B.5, K.CC.B.5c, K.NBT.A.1a, and K.NBT.A.1c. Students use objects, drawings, and numbers to make 11, 12, and 13. Students engage in a Quick Check which informs the teacher's differentiation instruction to follow. The scores are used to prescribe intervention, on-level, or advanced resources. For example, in the Topic 10, Lesson 1, Quick Check, students find the missing addend by counting the ten frames. In Topic 5, Topic Assessment, Classify and Count Date, item 1, students "Draw lines on the chart as they count the fish that are yellow and the fish that are NOT yellow." (LSSM K.CC.B.5). In Topic 13, students compare two- and three-dimensional shapes (LSSM K.G.B.4), as well as create and compose two-dimensional shapes to form larger shapes (LSSM K.G.B.6). The Topic

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Assessment for Topic 13 assesses students on their ability to identify shapes by their attributes and draw shapes based on their attributes.
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. The materials address major work of the grade in Topics 1-4 before addressing supporting LSSM K.MD.B.3 in Topic 5. The materials continue to address major work in Topics 6-11 and then address supporting and additional work in Topics 12-14. Major work is developed prior to lessons that address supporting standards and, when the supporting standards are addressed, the lessons reinforce major work of the grade by connecting back to major standards. For example, Topic 5 focuses on students classifying objects into categories, counting the number of objects in each category, and telling why they are in each category (supporting LSSM K.MD.B.3). Prior to this topic, students counted and and compared objects by number in Topic 4 (major LSSM K.CC.B.5, K.CC.A.2, and K.CC.C.7). In Topic 5, Lesson 1, students apply the skills they developed in Topic 4 to compare a group of objects (major LSSM K.CC.C.7) as they sort and classify examples and non-examples of given categories (supporting LSSM K.MD.B.3). Additionally, students classify animals into given categories by

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			counting legs on animals in each category. In Topic 12, Lesson 4, students identify hexagons in different groups of shapes. Students describe and identify hexagons in a variety of orientations and sizes (supporting LSSM K.G.B.4) and count the number of hexagons in each group, connecting back to counting and cardinality concepts addressed in Topic 3 (major LSSM K.CC.A.1). Topic 13 addresses supporting LSSM K.G.B.4-6 (Analyze, compare, create, and compose shapes). In Topic 13, Lesson 1, students count the number of sides and vertices of each shape and compare them, connecting supporting LSSM K.G.B.4 to major LSSM K.CC.B.5. Students classify the shapes into groups that have 4 vertices and groups that do not have 4 vertices. Additionally, in the Guided Practice of Topic 13, Lesson 5, the Classroom Conversation prompts students to count the corners of a hexagon (major LSSM K.CC.B.5) and then determine, "How does the length of the side of the triangle compare to the length of a side of the hexagon?" (supporting LSSM K.G.B.4).
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, Topic 1, Lesson 3 connects Clusters A (Know number names and the count sequence) and B (Count to tell the number

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of objects) of the Counting and Cardinality (CC) domain. In the lesson, students read, make, and write 1, 2, and 3. During the Explain portion of the lesson, the teacher asks the students to tell how many stars they see. Students count three stars. Then students count the counters and tell how many they counted (LSSM.CC.B.5). Students write the numeral three to represent how many stars and then counters they counted (LSSM K.CC.A.3). Topic 6, Lesson 2 connects the Counting and Cardinality (CC) and the Operations and Algebraic Thinking (OA) domains. During the lesson, students count to tell how many are the in the first group (LSSM K.CC.B.5), use counters to model adding to a group when more fish or boats come (LSSM K.OA.A.1), and then write addition sentences, such as “5 and 4 is 9”, to tell how many in all (LSSM K.CC.A.3). Topic 10, Lesson 3 connects Numbers in Base Ten (NBT) and Counting and Cardinality (CC) domains. During the lesson, students make one ten and some ones to compose 17, 18, and 19, while counting objects accurately. For example, in Guided Practice, Item 1, students complete an equation, 10+7=17, to match the number of counters displayed, which shows a filled ten-frame and then a ten frame with 7 counters. Students then tell how the ten frames and the equation show ten ones and some more ones (LSSM K.NBT.A.1, K.CC.B.5).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Throughout the materials, students engage with various representations, manipulatives, and visual models as they develop conceptual understanding. In Topic 1, students begin to develop an understanding of the relationship between numbers and quantities. Within the lessons, quantities are represented visually in order to support students in building mental representations of numbers. For example, in Lesson 1, students place two counters in a bird's nest and circle the colored box that shows how many counters are in the nest. Students continue to count and represent objects up to 3(LSSM K.CC.B.4). In the next lesson, students continue to use counters and visual models to count objects up to 3 but in different arrangements to understand that the total number of objects does not change when arranged differently (LSSM K.CC.B.4a). In Lesson 3, students read and make 1, 2, and 3 using counters and cubes, then write the number to tell how many (LSSM K.CC.A.3). The lessons continue to build conceptual understanding of counting and cardinality for numbers up to 5 (Lessons 4-9). In Topic 4, students compare numbers 0 to 10. Students first compare groups of objects by matching and counting. They determine that one group is greater when

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			it has at least one object left without a match. The lessons progress by using more abstract reasoning to compare numbers, such as understanding that the greater of two numbers is the one farther along in the counting sequence (LSSM K.CC.C.6). In Lesson 4, students continue to develop their understanding of number comparisons as they directly compare one number with another. For example, students draw counters in a ten frame for two given numbers to show how they know which number is greater. In the Guided Practice section, students compare numbers 6 and 4 using the ten frames and then circle the number that is greater. In Topic 7, Lesson 1 students develop conceptual understanding of subtraction by representing the subtraction in different ways in order to solve the problem. In the lesson, students listen to the story and use the picture representation to understand how many are left. For example, students solve, "There are 8 eagles on a branch, 2 fly away. How many eagles are left?" by counting the number of birds without an "x" to see how many are left (LSSM K.OA.A.1). In Lesson 3, students begin to understand that there are different types of subtraction situations as they work to solve Take From Unknown subtraction problems. Students use the subtraction sentence, "___ take away ___ is ___". For example, students solve the following

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			problem: "Marta is watching bugs. She sees 4 ladybugs in a group. Then some crawl away. How many ladybugs are left?" Students have to look at the picture to see how many are left and use counters to model what happened.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. The materials are designed in such a way that the required fluencies are acquired through a progression of learning over time and throughout the course of the materials. Students begin developing procedural skills beginning in Topic 1, Lesson 1 and continue building these skills in each lesson of Topic 1 as students count up to five objects to tell how many are in a group (LSSM K.CC.B.5a). This procedural skill continues into Topic 3 as students count up to ten objects. Content in this topic also provides the foundation for fluency with adding and subtracting within 5 in Topic 8. In each lesson of Topic 3, students count objects, relate each object count to a number, and use a number to tell how many objects there are in a group up to ten. In Topic 4, Lesson 2, students count groups of objects in scattered configurations and find the number in the counting sequence (LSSM K.CC.B.5b). In Topic 6, students begin to develop fluency facts within 5. Throughout the topic, students develop an understanding of addition, use a variety of strategies to

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			solve addition and subtraction problems, and practice with addition, building towards fluency with addition facts within 5. For example, in Topic 6, Lesson 7, students solve addition equations without pictures. Students follow the procedure of filling in parts of an addition equation. Students use patterns to help them increase fluency and solve problems. The same approach is applied to subtraction in Topic 7. Then, in Topic 8, students are expected to fluently add and subtract within 5 (LSSM K.OA.A.5). The teacher's guide provides a "Steps to Fluency Success" section that outlines 6 steps for supporting students in achieving the required fluency. While every lesson in Topic 8 includes addition and subtraction practice problems within 5, this section provides additional steps to take to ensure success. The steps include: Fluency Development with Understanding, Ongoing Assessment of Fluency Subskills, Fluency Intervention, Practice on Fluency Subskills, Fluency Maintenance, and Summative Fluency Assessment. Additional resources accompany these steps such as Fluency Practice Activities, Fluency Practice/Assessment Worksheets, Diagnostic Tests and Intervention Lessons, Online Fluency Games, and My Fluency Progress Form. In addition, Fluency Practice Activities are found at the end of each of Topics 8-14.

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	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. The LSSM for Kindergarten include one application standard, LSSM K.OA.A.2. This standard is first addressed in Topic 6 after students have developed an understanding of counting and cardinality in Topics 1-5. In Topic 6, real-word addition situations are used throughout the topic to illustrate the "put together" and "add to" strategies of addition. In Topic 6, Lesson 5, students apply what they have learned in the topic as they solve add to result unknown problem types in real-world situations. For example, "Four squirrels are eating lunch at the squirrel feeder. 2 more join them. How many are eating at the feeder now? Show how you know in two ways and then explain how you know." In Topic 6, Lesson 8, students model adding different numbers together by drawing, counting, or writing equations. Students apply strategies they have developed to solve problems. For example, when students solve "Julie sees 5 stones in one pail and 3 stones in another pail. How many stones does she see in all?", they draw a picture to model what is happening before finding the total. For students having difficulty finding the total, the materials suggest that the students can model the story by acting it out. Topic 7 employs real-world subtraction situations to illustrate the "take apart and take from" strategy of

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			subtraction. Students build upon their understanding of subtraction as they work to interpret, represent, and solve subtraction word problems. In Topic 7, Lesson 5, students apply the strategies they have learned in the topic to solve subtraction problems. For example, students solve the problem: "Marta's dog, Spot, loves to eat doggie biscuits. Marta put 6 biscuits in a bag. Spot ate 4 biscuits from the bag. Now there are 2 left." Students can use counters, draw pictures, or numbers to explain and show their work.
	Required **3d) *Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. The materials reflect the balance of rigor in the standards. Each topic includes a section that explains how each component of rigor is treated within the lesson and notes whether or not a fluency expectation is required in the topic. For example, the materials state that there is no fluency expectation in Topics 1 and 2, but that, while there is no fluency expectation in Topic 3, the content within Topic 3 provides a foundation for fluency with adding and subtracting within 5 in Topic 8. In order to support students in developing the required fluencies, the materials provide additional fluency activities to complete throughout the course of the materials. Topic 1 focuses on supporting students' fundamental

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			understanding of number names and counting sequence for numbers to 5 as students learn to count, recognize, read, make, and write numbers 0 to 5 (LSSM K.CC.A.3 K.CC.B.4, K.CC.B.5). For example, Lesson 6 provides a picture of a lily pad with 5 frogs. Students show how many frogs they see by using counters (conceptual understanding, LSSM K.CC.B.4) and count to tell how many (procedural; LSSM K.CC.B.5). This approach is replicated in many of the lessons, as in Topic 3, Lesson 4, Independent Practice, Items 8-10. In Items 8 and 9, students use or draw counters to make the number that is shown (conceptual understanding, LSSM K.CC.B.4). In Item 10, students count each group of animals and write the numbers to show how many (procedural skill and fluency, LSSM, K.CC.A.3). In Topic 12, Lesson 1, students look for common attributes of shapes and sort the shapes to identify two- and three-dimensional shapes (LSSM K.G.A.3). The lesson instructs students to sort and group a variety of two- and three-dimensional and tell how the groups are different. The lesson focuses on conceptual understanding as students deepen their understanding of attributes of different shapes.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:**	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade level

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Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.		content and is meaningfully present throughout the materials. The instructional material provides students with an opportunity to engage with the practice standards in each lesson. Each topic in the series has a teacher page that lists the eight practice standards and gives examples of how each standard is addressed in that topic. The materials support students in the development of mathematical practices, contributing to students' habits of mind as students develop procedural skill and fluency and conceptual understanding. The Math Practice Handbook included with the instructional material introduces students to the Mathematical Practices. Each Mathematical Practice is listed and examples are given to help students engage in each of the Mathematical Practices. Thinking habits are provided for each practice standard, such as "What do the numbers stand for? How are the numbers in the problem related?" for MP.2 and "Does something repeat in the problem? How can the solution help me solve another problem?" for MP.8. Students have the opportunity to utilize the practice standards throughout the materials. The materials provide students the opportunity to model with mathematics (MP.4) by presenting opportunities for students to use visual and hands-on models throughout the materials. For example, in Topic 3, Lesson

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			5, students count groups of 10 objects using ten frames (MP.4, Modeling with mathematics). In Topic 8, students use manipulatives and drawing, then progress to building equations to model addition and subtraction problems (MP.4, LSSM K.OA.A.1). Throughout the topics, students learn how to use appropriate tools to best help them solve problems. In Topic 7, Lesson 7, students have the opportunity to strategically choose a tool to help them solve a subtraction problem. For example, students are asked to find how many baby alligators are left if there are 5 alligators and 3 walk away. Students can choose to draw a picture or use counters to help them solve the problem (LSSM K.OA.A.1). In Topic 13, Lesson 3, students use precise language (MP.6) to analyze and compare two- and three- dimensional shapes (LSSM K.G.B.4).
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade level mathematics that is detailed in the content standards. The materials provide opportunities for students to discuss their thinking and reasoning for the strategies they used to solve problems throughout the materials, such as in the Solve and Share and Convince Me! sections. In Topic 2, Lesson 4, students count to compare groups of objects. They identify numbers that are greater than, less than, and equal to.

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			During the Solve and Share activity, students compare a group of 3 objects and a group of 5 objects. Students work with a partner to explain how they compared the number of objects in each group, such as using cubes or pictures or recognizing 3 as less because 5 comes after 3 when they count. In Topic 4, Lesson 1, students compare groups of up to 20 objects. In the lesson, students count the number of chicks, and during the Convince Me! section, they explain how they know whether a group of 7 chicks is greater than or less than a group of 10 chicks. In Topic 5, Lesson 4, students tell whether the way objects have been sorted, counted, and compared makes sense. During Solve and Share, students analyze the reasoning of others in the question, "Carlos says that the number of blue cubes is equal to the number of cubes that are NOT blue. Does his answer make sense? Use numbers, pictures, or words to explain your answer." Students are reminded of these Thinking Habits as they solve the problem, "Are there mistakes in other people's thinking? Can I improve other people's thinking?" Students are then prompted to explain their answer with the following questions: "What does it mean if the number of cubes in each category is equal? How can you tell or show what you found?"
	Required	**Yes**	Materials explicitly attend to the specialized language of mathematics. The

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	4c) Materials explicitly attend to the **specialized language** of mathematics.		materials use and encourage the use of correct mathematical terminology when talking about skills, concepts, solutions, and processes. The materials include Online Academic Vocabulary Activities at the start of each topic and vocabulary review at the end of each topic. In addition, the materials provide vocabulary cards and a glossary that can be found in the Student Edition. At the beginning of each topic in the Teacher Edition, there is a Topic Planner that lists the vocabulary included for each lesson. Each topic also includes a Build Mathematical Literacy Section in the Teacher Edition which provides guidance for English Learners, Math Vocabulary, and Math and Reading. In addition, each lesson includes a Build Mathematical Literacy worksheet intended to build students' mathematical language. Each topic includes a vocabulary review with suggested activities. For example, the Topic 5 Vocabulary Review suggests activities such as "Have students say math sentences or math questions that include the words," "Have students define the terms in their own words," and "Play a 'What's My Word' guessing game in which you or a student thinks about one of the words and says a clue that others listen to before they guess the word." Further guidance is provided for writing in math. For example, one activity suggests that students work with a partner, and each partner writes a math question that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			uses one of the words. The partners then trade papers and write an answer that uses the word. In Topic 11, Lesson 4, students extend their previous counting work as they count to 100 by tens. The vocabulary for the lesson includes the terms decade and hundreds chart. The lesson includes a model hundreds chart and provides an explanation as to why the chart is called a hundreds chart. The chart allows students to visualize and understand that a decade means a group of 10, so each group of 10 numbers can be called a decade number. The vocabulary list in Topic 14, Lesson 3 includes: heavier, lighter, weighs, weight, and balance scale. Throughout the lesson, students have the opportunity to build knowledge of the terms and then use them based on their understanding. Students are asked to tell which item is heavier: a pencil or a book. Students connect their understanding of weight as lighter/heavier to the balance scale. At the end of the lesson, the goal is to have students understand that the heavier object is on the lower side of the scale.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development are included. Practice standards that are associated with each lesson are highlighted in all lessons. Each topic of the material begins with a section detailing the practice standards included

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in the topic and how the practice standards are implemented in the lesson. A Math Practices and Problem Solving Handbook is provided for students. The materials suggest introducing the handbook at the beginning of the year and "at any teachable moment." The teacher's edition provides guidance for introducing the handbook and practice standards to the students. Math Practice Animations are also provided on the online platform. The teacher's edition also provides behaviors to look for when assessing students' "ongoing development of proficiency" with each of the standards. For example, when assessing students' ability to construct viable arguments and critique the reasoning of others, teachers should look for behaviors such as "Uses counterexamples when appropriate" and "Provides suggestions for improving other people's thinning." The guidance supports teachers in helping students develop mathematical practices over time. Teacher notes are provided throughout the materials that promote use of the practice standards are provided throughout the materials. For example, in Topic 3, Lesson 1, Convince Me!, the teacher's notes provide questions for teachers to ask that engage students in MP.3 (Construct viable arguments). Teachers are prompted to ask questions such as "How can you tell that there are 6 objects in a group? What is the last number you say if there are 7 objects

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in a group?" In Topic 12, Lesson 3, Visual Learning Bridge, the teacher notes include questions for classroom conversations to engage students in MP.7 (Look for and make use of structure). Students describe, identify, and compare shapes based on their attributes. Questions are provided for teachers such as "Emily is tracing a shape. How many sides does the shape have? How many vertices? Are all of the sides the same length?" Based on their answers to the questions, students decide whether the shape is a rectangle or a square.
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The Math Background: Coherence section of the teacher's edition is included at the start of each topic. Connections are made with the current grade level work of the lesson to skills and concepts previously addressed in prior lessons or before entering school. The Look Back section identifies previous student learning and allows teachers to identify the prerequisite skills needed for students to access the grade level material. In Topic 1, students work with numbers 0 to 5. The Look Back section describes concepts students should know that connect to Topic 1. The materials state that, before entering school, "most young children have memorized a part of the verbal sequence of counting numbers" and that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"many can recite the sequence using numbers from 1-10." In addition, the materials state that "most children can show their age using fingers on one hand and verbally tell how old they are." In Topic 5, students classify objects and count the objects in each category. The Look Back section describes how Topic 5 connects to what students have learned prior to entering school and what they have learned earlier in the year. The materials state that, before entering school, students become familiar with finding similarities and differences, and that earlier in Kindergarten, "In Topics 1 and 3, students counted to tell the number of objects in a group in a variety of arrangements and labeled the quantity with the last number name said."
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. The materials include a Math Diagnosis and Intervention System and an accompanying Teacher's Guide. An Entry-Level Assessment is provided to assess prerequisite knowledge and readiness for Grade K. Each Diagnostic Test is broken into parts, and teachers have the option to give the entire diagnostic at the start of the year or to give parts of the diagnostic throughout the year, such as at the beginning of a topic. While the booklets are not broken down by specific LSSM

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			domains, they are grouped in similar domains, such as "Numbers, Place Value, and Patterns." Class Record Forms are provided in which teachers mark test items missed and record scores. Teachers are instructed to circle scores that fall below the proficiency level of 66%, but can use a different proficiency level if preferred. After completing the form, teachers can identify areas of strengths and weaknesses for individual students by looking across a row and for groups of students by looking down the columns. In addition, an Assessment Sourcebook is provided that includes an Assessment Guide and the Grade K Readiness Test. The Assessment Guide provides guidance on when and why to assess. The guide states that The Diagnostic Assessment should be administered to "Diagnose student's readiness for learning by assessing prerequisite content" and should be administered "Before instruction" in order to "Develop individual study plans; Make Grouping Decisions; and Prescribe specific activities to fill gaps in understanding of prerequisite content."
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. After students complete the Diagnostic Assessment, the teacher completes an Individual Record form and determines

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			areas of strengths and weaknesses for that student. The Individual Record form includes aligned intervention lessons for prerequisite skills that can be used at the start of the year, topic, or lesson. The intervention lessons are not specific to one assessment item, but are specific to the standards assessed within each booklet. In addition, the online assessment system provides auto-generated reports and includes individual and overall class assessment data. The system allows teachers to group students based on assessment data and provides standards-aligned resources available to assign for follow-up lessons. In addition, there is a Review What You Know section at the start of each topic that reviews prerequisite standards of the major work for the topic. This section is intended for those students that need prerequisite work. An Item Analysis for Diagnosis and Intervention chart is provided, and an intervention lesson is aligned to each item within this section.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where explicitly called for in the standards. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade level content and is meaningfully present throughout the materials. Materials provide sufficient opportunities for

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.
	6. Quality of Assessments		See EdReports for more information.
	7. Additional Indicators of Quality		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

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

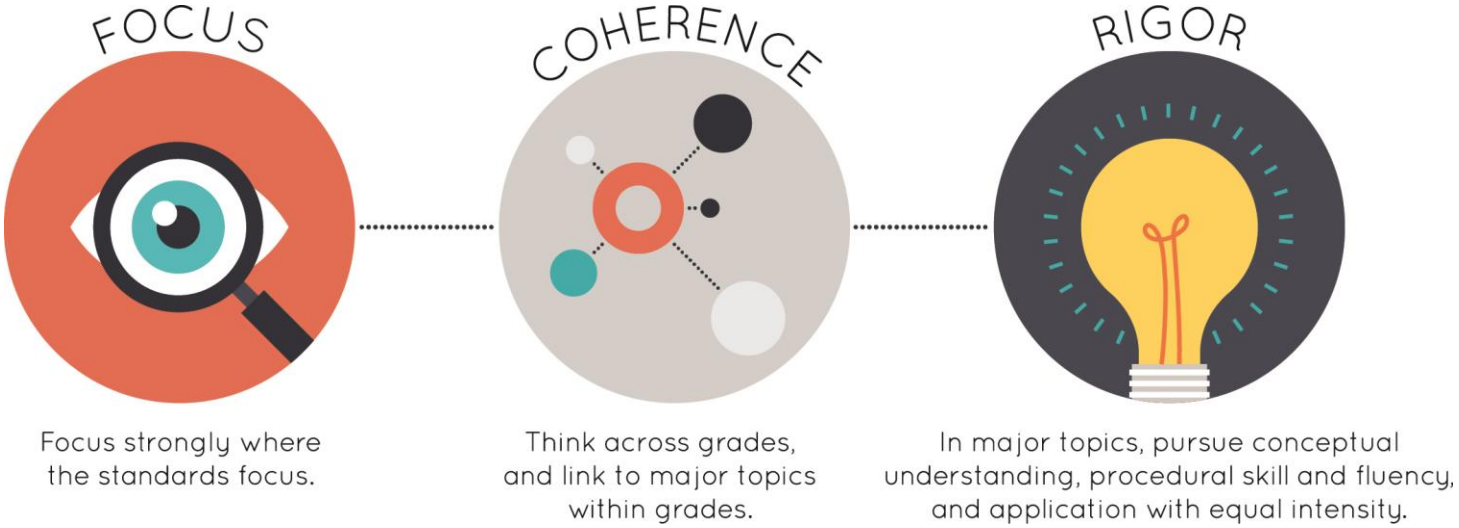
DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **enVision Math**

Grade/Course: **1**

Publisher: **Savvas Learning Company LLC**

Copyright: **2020**

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

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

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

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/envision-mathematics-common-core-2020-2021.

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 107 instructional lessons, 94% of the lessons are spent on major work of the grade. Specifically, 79% of the lessons focus on major standards alone, 15% of the lessons focus on a combination of major standards and supporting/additional standards, and 6% of the lessons focus on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. All lessons across the topics are related to grade level work and align to the Louisiana Student Standards for Mathematics (LSSM) for Grade 1. Each lesson includes Lesson Resources, such as Reteach to Build Understanding, Build Mathematical Literacy, and Enrichment, embedded in the lesson. Extension opportunities are provided throughout the lessons to promote deeper student understanding, in addition to differentiation activities that are

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			dependent upon student need. For example, the materials include Reteaching Sets at the end of each lesson which provide additional examples, reminders, and practice. In Topic 2, students use strategies to develop fluency with adding and subtraction within 10. These strategies include counting on, counting back, using doubles and near doubles, adding within 5, adding to 10, adding in any order, and thinking addition to subtract. In Topic 2, Lesson 1, students count on from a number to add within 10. Students use number lines to demonstrate this strategy (LSSM 1.OA.A.1, 1.OA.C.5, and 1.OA.C.6). In Topic 3, students practice fluency with addition within 10 and and use strategies to add within 20. The strategies used in Topic 3 include counting on, using doubles and near doubles, and making 10 to add. In Topic 3, Lesson 7, students compare, choose, and explain the strategies they have learned to find sums to 20 (LSSM 1.OA.C.6). Lesson 3 and 4 of Topic 3 focus on students' learning to recognize doubles and near doubles when adding within 20 (LSSM 1.OA.A.1). A Topic Assessment and a Topic Performance Task are provided at the end of each topic. Assessment items directly correlate to the LSSM for Grade 1. For example, the assessment for Topic 7 assesses LSSM 1.NBT.A.1, 1.NBT.B.2a, 1.NBT.B.2b, and 1.NBT.B.2c after the standards have been addressed across the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			topic. The assessment for Topic 14 assesses LSSM 1.G.A.1 and 1.G.A.2 after the standards have been addressed across the topic.
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. The materials address major work of the grade in Topics 1-5 before addressing supporting LSSM 1.MD.C.4 in Topic 6. The materials continue to address major work in Topics 7-12 and then address supporting and additional work in Topics 13-15. Major work is developed prior to lessons that address supporting standards and, when the supporting standards are addressed, the lessons reinforce major work of the grade by connecting back to major standards. In Topic 6, students explore concepts of data analysis involving up to three categories of data as they collect, organize, represent and interpret data (supporting LSSM 1.MD.C.4). Prior to this topic, students learned how to relate counting to addition and subtraction (major LSSM 1.OA.C.5), use addition and subtraction within 20 to solve word problems (major LSSM 1.OA.A.1), and solve word problems using properties of operations and counting strategies to find the sum of three whole numbers (major LSSM 1.OA.A.2) in Topics 1-5. In Topic 6, Lesson 1, students interpret data (supporting LSSM 1.MD.C.4) and also add

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			three single-digit numbers (major LSSM 1.OA.A.2). In Topic 6, Lesson 3, students interpret data through use of visuals such as tally charts and picture graphs (supporting LSSM 1.MD.C.4). In Lesson 4, students continue to interpret data and subtract to find how many more a group has compared to another group (major LSSM 1.OA.C.5). Throughout the lessons, students work on comparison word problems that require them to retrieve the necessary data from the graph and compare amounts based on "how many more" and "how many fewer" questions from the word problems connecting supporting LSSM 1.MD.C.4 to major LSSM 1.OA.A.2, 1.OA.A.1, and 1.OA.C.5. In Topic 13, Lesson 2, students find the value of a group of coins (supporting LSSM 1.MD.D.5). Prior to this lesson, students developed the understanding that each of the digits in a two-digit number represents amounts of tens and ones (major LSSM 1.NBT.B.2) in Topic 8. Students apply the skill of counting on with their knowledge of coin values to find the total value of dimes and pennies.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, Topic 13, Lesson 5 connects the Numbers and Operations in Base Ten (NBT), Measurement and Data (MD), and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Operations and Algebraic Thinking (OA) domains. During the lesson, students tell time to the half hour by using both analog and digital clocks (LSSM 1.MD.B.3). Students tell time to the half hour by counting to 30 and 60 (LSSM 1.NBT.B.1), by counting time in increments of 5, and by counting how many minutes make up 1 hour and a half hour (LSSM 1.OA.C.5). Topic 14, Lesson 4 connects the Operations and Algebraic Thinking (OA) and the Geometry (G) domains. During the lesson, students put shapes together to make another shape. Students use several trapezoid, rhombus, and triangle pattern blocks to create a hexagon (LSSM 1.G.A.2). Students write how many of each shape they used and then add the three numbers to find how many pieces in all (LSSM 1.OA.A.2). Topic 2 connects Clusters A (Represent and solve problems involving addition and subtraction), B (Understand and apply properties of operations and the relationship between addition and subtraction), and C (Add and subtract within 20) of the Operations and Algebraic Thinking (OA) domain. Every lesson in Topic 1 addresses LSSM 1.OA.A.1 as students begin to develop an understanding of addition and subtraction. This understanding is extended in Topic 2 as students apply properties of operations and understand the relationship between addition and subtraction (LSSM 1.OA.B.3, 1.OA.B.4) and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			develop strategies to fluently add and subtract within 10 (LSSM 1.OA.C.6) over the course of the topic. All of the lessons in Topic 2 connect back to LSSM 1.OA.A.1.
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Throughout the materials, students engage with various representations, manipulatives, and visual models as they develop conceptual understanding. Many lessons include a Convince Me! section in which students are prompted to explain their reasoning. In Topic 3, Lesson 1, students count on to add for addition facts to 20. Students begin the lesson by modeling the problems in various ways, such as using cubes or counters, with the goal of using a number line by the end of the lesson. The teaching guide prompts the teacher to ask students, "Can you show the problem with the objects you have or the number line? Can you show it in another way? Do you have to start counting with the first cube or can you count on from another number?" During the Guided Practice, students use a number line to count on while solving 9+7 and 9+9. The Convince Me! section asks, "How do you know where to start counting on? How do you know how many to count on?" (LSSM 1.OA.C.5). In Topic 5, students work with addition and subtraction equations to develop an understanding of the equal

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sign and that the values of each side are the same. Students use counters to represent both sides of the equation. In addition, students develop the concept of true and false equations in Lessons 2 and 3. For example, students determine if the following two equations are true or false: 7=8-1 and 5+2=9-3. Students use counters to determine if the equations are true or false. Students explain their thinking as the teacher asks questions such as "How do the counters show that this equation is true? Could you have a true equation with an addition sign on the one side and a subtraction sign on the other side? Explain?" (LSSM 1.OA.D.7). In Lesson 4, students use different strategies for adding three numbers with the option of adding any two numbers first. The strategies include making 10, using doubles, and counting on. The lesson begins with a word problem in which there are stacks of 6 books, 4 books, and 6 books. Students write two different equations to find the total number of books and answer the questions, "Do you have to add the numbers in order? Can you start by making a double or making a 10? How can you show the sum of the first two numbers so you can add it to the third number?" By the end of the lesson, students apply both the commutative property of addition and the associative property of addition as they add three numbers. Students decide which two of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the three numbers to add first based on a strategy that works for the problem and conclude that the ordering or grouping of the three addends does not change the sum (LSSM 1.OA.B.3). In Topic 8, Lesson 4, students use models to build numbers with tens and ones. For example, students look at 46 and 64 and tell similarities and differences between the numbers, building an understanding that although numbers have the same digits, the digits may have different place values (LSSM 1.NBT.B.2).
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. The materials are designed in such a way that the required fluencies are acquired through a progression of learning over time and throughout the course of the materials. Topic 1 provides the foundation for demonstrating fluency with addition and subtraction within 10, the primary focus of Topic 2. In Topic 1, students develop conceptual understanding of addition and subtraction before working with procedural skills and fluency beginning in Topic 2. In Topic 2, students use strategies, such as counting on, counting back, using doubles and near doubles, to add and subtract within 10 (LSSM 1.OA.C.6). While every lesson in Topic 2 includes addition and subtraction practice problems within 10, this section provides additional steps to ensure student understanding. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			steps include: Fluency Development with Understanding, Ongoing Assessment of Fluency Subskills, Fluency Intervention, Practice on Fluency Subskills, Fluency Maintenance, and Summative Fluency Assessment. Other resources accompany these steps such as Fluency Practice Activities, Fluency Practice/Assessment Worksheets, Diagnostic Tests and Intervention Lessons, Online Fluency Games, and My Fluency Progress Form. In addition, Fluency Practice Activities are found at the end of each of Topics 2-16. Students continue developing fluency with addition and subtraction within 10 in Topic 3 and 4, as students develop strategies and build procedural skill with adding and subtracting within 20 (LSSM 1.OA.C.6). In Topic 5, Lesson 2, students determine whether equations involving addition and subtraction are true or false, such as 3+6=4+5 and 5+2=9-3 (LSSM 1.OA.C.7). At the end of Topics 4 and 5, students engage in a Fluency Practice Activity with a partner in which they fluently add within 10 (LSSM 1.OA.C.6). In Topic 10, students develop strategies to add within 100 and practice adding within 100 throughout the topic (LSSM 1.NBT.C.4). For example, in Lesson 8, students find the sum of various problems, such as 27+9, 50+23, and 32+28. In Topic 13, students work with time and money. In Lesson 2, students find the value of a group of coins (LSSM 1.MD.D.5). Students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			use the skill of counting on and their knowledge of coin values to tell how much a group of coins is worth.
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. The LSSM for Grade 1 include three application standards: LSSM 1.OA.A.1, 1.OA.A.2, and 1.MD.D.4. These application standards require students to apply the concepts and skills they have learned to solve real-word problems. In Topic 1, students develop a deep understanding of addition and subtraction as they solve problems by adding to, taking from, putting together, taking apart, and comparing situations. Lessons 1-8 include real-world problems and embed operations in context as students develop strategies for addition and subtraction within 20. In Lesson 9, students apply the various strategies as they solve word problems and construct arguments to support their answers. For example, students solve the problem, “Lidia has 7 pencils. Jon has 2 pencils. Who has fewer pencils? How many fewer?” and use pictures, numbers, or words to explain their answers (LSSM 1.OA.A.1). In Topic 5, Lesson 5, students solve addition word problems that include three addends (LSSM 1.OA.A.2). In the lesson, students apply their understanding of adding three numbers to solve addition word problems. They consider and use strategies as they choose which two numbers to add

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			together first. For example, students solve, “I have 6 oranges, Alex has 2 pears and Jade has 4 apples. How many pieces of fruit do we have in all?” Students add 6 + 2 + 4, using a strategy of their choice, to find the total number of fruit. In Topic 6, Lessons 5, students organize, represent, and interpret data and ask and answer questions (LSSM 1.MD.C.4). The students also find the total of pieces of data and answer how many more or how many fewer of a category. For example, students are provided the following information, “Linzie asks 18 students if they like milk, water, or juice with lunch. 7 students like milk. 3 students like water. The rest of the students like juice.” Students add data to the chart and then use the chart to answer “How many students like juice?” and “What is the favorite drink?”
	Required **3d) *Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. The materials reflect the balance of rigor in the standards. Each topic includes a section that explains how each component of rigor is treated within the lesson and notes whether or not a fluency expectation is required in the topic. Topic 1 integrates conceptual understanding and application as the students develop a deep understanding of strategies used to solve addition and subtraction problems and apply those strategies in real-world problems. For

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			example, in Lesson 8, students solve a missing part by writing an addition or subtraction equation. Students apply their understanding of subtraction and addition strategies (application, LSSM 1.OA.A.1) when solving the word problem, "5 pebbles are brown. The other pebbles are black. There are 7 pebbles in all. How many pebbles are there?" Students share their strategies for solving, such as beginning with 5 pebbles and adding on 2 pebbles to show 7 pebbles in all, demonstrating their understanding of subtraction as an unknown addend problem (LSSM 1.OA.B.4). In Topic 2, students begin to develop fluency with adding and subtracting within 10. At this point, the materials instruct teachers to follow the "Steps to Fluency Success" guide, which indicates when to incorporate the fluency activities. Topics 2-5 continue with developing students' understanding of addition and subtraction through the use of strategies. Fluency is developed as students continue to learn new strategies to solve addition and subtraction problems within 20. The topic reflects both the conceptual understanding and procedural skill and fluency expectation of LSSM 1.OA.C.6. In Topic 10, Lesson 8, students find the sum of a given problem (some are regrouping and some are not regrouping) by any method they choose and explain how they got their answers. In completing the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			problems, students demonstrate conceptual understanding of the problem and ways it can be solved as they add within 100, addressing both the conceptual understanding and procedural skill and fluency expectation of LSSM 1.NBT.C.4).
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade level content and is meaningfully present throughout the materials. The instructional material provides students with an opportunity to engage with the practice standards in each lesson. Each topic in the series has a teacher page that lists the eight practice standards and gives examples of how each standard is addressed in that topic. The materials support students in the development of mathematical practices, contributing to students' habits of mind as students develop procedural skill and fluency and conceptual understanding. The Math Practice Handbook included with the instructional material introduces students to the Mathematical Practices. Each Mathematical Practice is listed with provided examples to help students engage in each of the Mathematical Practices. Thinking habits are provided for each practice standard, such as "What do the numbers stand for? How are the numbers in the problem related?" for MP.2 and "Does something repeat in the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			problem? How can the solution help me solve another problem?" for MP.8. Students have the opportunity to utilize the practice standards throughout the materials. For example, In Topic 4, Lesson 1, students reason abstractly and quantitatively (MP.2) as students discuss different ways to use number lines for subtraction (LSSM 1.OA.A.1, 1.OA.C.5). Students are prompted with questions such as "How could you use a number line to count on to solve 11-5? Do you get the same answer if you count on or count back to find 11-5?" The materials provide students the opportunity to model with mathematics (MP.4) by prompting students to use visual and hands-on models throughout the materials. For example, students use place value blocks throughout Unit 8 to develop place value understanding. In addition, a variety of lessons model addition and subtraction problems using number lines, ten frames, and counters. In Topic 9, Lesson 1, students use appropriate tools strategically (MP.5) as they use place value blocks to guide their understanding of 1 more, 1 less, 10 more and 10 less in the opening problem. Pictures of place value blocks are also present in the lesson problems (LSSM 1.NBT.C5). In Topic 12, Lesson 1, students attend to precision (MP.6) as they use mathematical language to make comparisons of the length of objects (LSSM 1.MD.A.1).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade level mathematics that is detailed in the content standards. The materials provide opportunities for students to discuss their thinking and reasoning for the strategies they used to solve problems throughout the materials, such as in the Solve and Share and Convince Me! sections. In Topic 2, Lesson 4, students use a ten frame to learn addition facts by relating them to benchmark numbers 5 and 10. During the Solve and Share activity, students take a small handful of counters, toss them on the page, and place them in the ten frame. Students then write an addition equation to match the yellow and red counters. Students explain their thinking when asked how a ten frame helps them add. Students have the opportunity to think about their response and share their reasoning. Students also have the opportunity to analyze student work presented in the lesson. Students answer the questions, “Does Becky’s explanation match her work?” and “Do Dan’s counters match his addition equation?” and must explain why or why not. In Topic 3, Lesson 9, students use their understanding of addition and subtraction to critique the reasoning of others. Students use pictures, words, or equations to determine whether they agree or do not agree with another

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			student's solution. During the Solve and Share activity, students consider the following problem: "A pet store has 9 frogs. 5 of the frogs are green and the rest are brown. Lidia adds 5 + 9 and says that the store has 14 brown frogs." Students respond to a prompt asking them to "Circle Agree or Do Not Agree with Lidia. Use pictures, words, or equations to explain." To support students in explaining their thinking, the teacher asks, "Can you draw a picture to show the frogs? Can you use colors or words to show the green and brown frogs?" In Topic 8, Lesson 6, students decompose two-digit numbers and show them as tens and ones in multiple ways. During Guided Practice, students write two ways to break apart 34. Then, in the Convince Me! section, students are asked "How could you break apart 24 using only 1 ten?" Students support their claims by counting to prove their method shows 24.
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. The materials use and encourage the use of correct mathematical terminology when talking about skills, concepts, solutions, and processes. The materials include Online Academic Vocabulary Activities at the start of each topic and vocabulary review at the end of each topic. In addition, the materials provide vocabulary cards and a glossary that can be found in the Student Edition. At the beginning of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			each topic in the Teacher Edition, there is a Topic Planner that lists the vocabulary included for each lesson. Each topic also includes a Build Mathematical Literacy Section in the Teacher Edition which provides guidance for English Learners, Math Vocabulary, and Math and Reading. In addition, each lesson includes a Build Mathematical Literacy worksheet intended to build students' mathematical language. In each topic's vocabulary review, students do more than just see or repeat words and definitions. Students solve problems that relate to the vocabulary terms. For example, in the vocabulary review in Topic 5, students write a problem of their own using a word from the vocabulary word list. The vocabulary list in Topic 8 includes: tens, ones, and break apart. In Topic 8, Lesson 1, students read and write numbers 11 to 19 and describe those numbers as 1 ten and 0-9 ones. For example, the number 19 is described as 1 ten and 9 ones. The use of the mathematical vocabulary for the lesson is evident as the problems ask students to model a given number in ten frames and express the number as tens and ones. In Topic 9, Lesson 3, students are asked which number is greater: 37 or 43. A sample student response includes the term "greater": "43 is greater than 37 because 43 has more tens." In Topic 14, Lesson 2, students define two-dimensional shapes by identifying their attributes.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Throughout the lesson, students describe the shapes with terms such as sides, corners, and closed. Students determine if sides are the same length when explaining why the given shape is not a square. The Build Mathematical Literacy worksheet includes the problem, "Jake says both of these shapes are hexagons because they are closed, have 6 straight sides, and are red. Do you agree? Explain." To guide students in understanding the mathematical language used in the problem, students identify statements as true or false and then answer the question.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development are included. Practice standards that are associated with each lesson are highlighted in all lessons. Each topic of the material begins with a section detailing the practice standards included in the topic and how the practice standards are implemented in the lesson. A Math Practices and Problem Solving Handbook is provided for students. The materials suggest introducing the handbook at the beginning of the year and "at any teachable moment." The teacher's edition provides guidance for introducing the handbook and practice standards to the students. Math Practice Animations are also provided on the online platform. The teacher's edition also provides

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			behaviors to look for when assessing students' "ongoing development of proficiency" with each of the standards. For example, when assessing students' ability to construct viable arguments and critique the reasoning of others, teachers should look for behaviors such as "Uses counterexamples when appropriate" and "Provides suggestions for improving other people's thinning." The guidance supports teachers in helping students develop mathematical practices over time. Teacher notes that promote use of the practice standards are provided throughout the materials. For example, in Topic 6, Lesson 3, Convince Me!, the teacher's notes provide guidance for engaging students in MP.4 (Model with mathematics). Teachers are prompted to "Point out to students that data shown in graphs may often provide answers to many questions, not just one or two" and to "Encourage students to ask additional questions." In Topic 8, Lesson 7, the Lesson Overview suggests that the teacher use this lesson to "stop and focus on the Thinking Habits good problem solvers implement when they use structure and look for patterns in order to solve problems." Guiding questions are provided, such as "How many tens and ones are in 42? What if you changed 1 of the tens for 10 more ones?" and "If you change from 4 tens to 3 tens to make 42, do the number of ones go up or down?"

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The Math Background: Coherence section of the teacher's edition is included at the start of each topic. Connections are made with the current grade level work of the lesson to skills and concepts previously addressed in prior grades and/or lessons. The Look Back section identifies previous student learning and allows teachers to identify the prerequisite skills needed for students to access the grade level material. While the prerequisite standard is not explicitly listed, the concepts and/or skills are described. For example, in Topic 1, students develop a deeper understanding of addition and subtraction. The Look Back section states that in Kindergarten, students were introduced to addition as putting together and adding to and were introduced to subtraction as taking apart and taking from. It also states that students fluently added and subtracted within 5 by the end of Kindergarten. Additionally, it states that students learned to count forward from any given number with the known sequence 0-10. In Topic 5, students work with addition and subtraction equations. The Look Back section states that in Kindergarten, students began to develop an understanding of equality as they determined if two groups of objects were equal and when they compared numbers between 1-10.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. The materials include a Math Diagnosis and Intervention System and an accompanying Teacher's Guide. An Entry-Level Assessment is provided to assess prerequisite knowledge and readiness for Grade 1. Each Diagnostic Test is broken into parts, and teachers have the option to give the entire diagnostic at the start of the year or to give parts of the diagnostic throughout the year, such as at the beginning of a topic. While the booklets are not broken down by specific LSSM domains, they are grouped in similar domains, such as "Numbers, Place Value, and Patterns." Class Record Forms are provided in which teachers mark test items missed and record scores. Teachers are instructed to circle scores that fall below the proficiency level of 66%, but can use a different proficiency level if preferred. After completing the form, teachers can identify areas of strengths and weaknesses for individual students by looking across a row and for groups of students by looking down the columns. In addition, an Assessment Sourcebook is provided that includes an Assessment Guide and the Grade 1 Readiness Test. The Assessment Guide provides guidance on when and why to assess. The guide states that The Diagnostic Assessment should be

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			administered to “Diagnose student’s readiness for learning by assessing prerequisite content” and should be administered “Before instruction” in order to “Develop individual study plans; Make Grouping Decisions; and Prescribe specific activities to fill gaps in understanding of prerequisite content.”
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. After students complete the Diagnostic Assessment, the teacher completes an Individual Record form and determines areas of strengths and weaknesses for that student. The Individual Record form includes aligned intervention lessons for prerequisite skills that can be used at the start of the year, topic, or lesson. The intervention lessons are not specific to one assessment item, but are specific to the standards assessed within each booklet. In addition, the online assessment system provides auto-generated reports and includes individual and overall class assessment data. The system allows teachers to group students based on assessment data and provides standards-aligned resources available to assign for follow-up lessons. In addition, there is a Review What You Know section at the start of each topic that reviews prerequisite standards of the major work for the topic. This section is intended for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			those students that need prerequisite work. An Item Analysis for Diagnosis and Intervention chart is provided, and an intervention lesson is aligned to each item within this section.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

FINAL EVALUATION

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

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where explicitly called for in the standards. Materials are

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade level content and is meaningfully present throughout the materials. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.
	6. Quality of Assessments		See EdReports for more information.
	7. Additional Indicators of Quality		See EdReports for more information.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

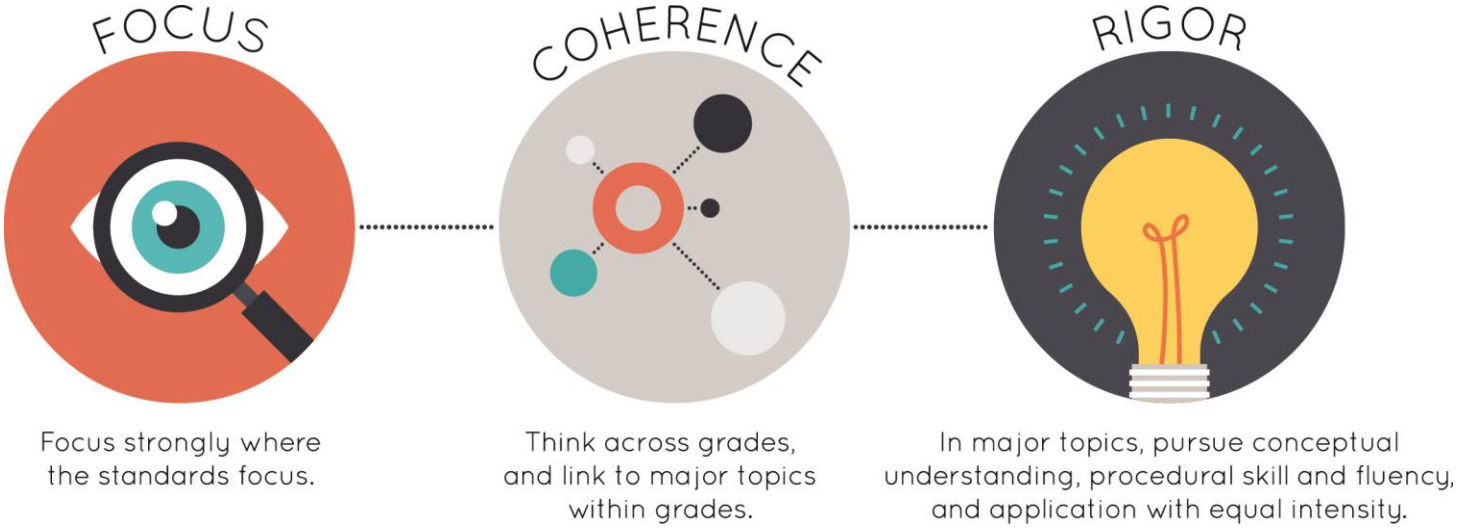
DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **enVision Math**

Grade/Course: **2**

Publisher: **Savvas Learning Company LLC**

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

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

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

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/envision-mathematics-common-core-2020-2021.

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 113 instructional lessons, 98% of the lessons are spent on major work of the grade. Specifically, 75% of the lessons focus on major standards alone, 22% of the lessons focus on a combination of major standards and supporting/additional standards, and 3% of the lessons focus on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. All lessons across the topics are related to grade level work and align to the Louisiana Student Standards for Mathematics (LSSM) for Grade 2. Each lesson includes Lesson Resources, such as Reteach to Build Understanding, Build Mathematical Literacy, and Enrichment, embedded in the lesson. Extension opportunities are provided throughout the lessons to promote deeper student understanding, in addition to differentiation activities that are

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

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			dependent upon student need. The materials include Reteaching Sets at the end of each lesson which provide additional examples, reminders, and practice. In Topic 1, students use strategies to achieve fluency with addition and subtraction within 20. In Topic 1, Lessons 1-4, and 8, students use addition strategies, such as counting on, adding in any order, using doubles and near doubles, making 10, and analyzing addition fact patterns. For example, students connect 6 red cubes and 3 blue cubes to show the counting on strategy. Students count from 6 to get to the number 9 (LSSM 2.OA.B.2). In Topic 5, students focus on subtraction within 100 using strategies that make use of the hundreds chart, number lines, breaking numbers apart, and compensation. In Lessons 5 and 6 of Topic 5, students find differences mentally by breaking apart the number being subtracted. For example, students mentally solve 33 - 6 by breaking apart 6 into 3 and 3, subtracting 3 from 33 to find 30, and then subtracting 3 from 30 to find the difference of 27 (LSSM 2.NBT.A.5, 2.NBT.B.9). A Topic Assessment and a Topic Performance Task are provided at the end of each topic. Assessment items directly correlate to the LSSM for Grade 2. The assessment for Topic 5 addresses LSSM 2.NBT.B.5 and LSSM 2.NBT.B.9 as students find the difference using number lines and a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			hundreds chart. The performance task for Topic 7 addresses LSSM 2.OA.A.1 and LSSM 2.NBT.B.5 by having students analyze data to complete two-step problems.
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Major work is developed prior to lessons that address supporting standards and, when the supporting standards are addressed, the lessons reinforce major work of the grade by connecting back to major standards. For example, Topic 1 focuses on fluently adding and subtracting within 20 (major LSSM 2.OA.B.2). Throughout the topic, students develop several strategies to add and subtract within 20. This major standard is then reinforced in Topic 2. In Topic 2, Lessons 1 and 2, students use equal groups and look for patterns to determine whether a number is even or odd and write equations to represent even numbers, connecting supporting LSSM 2.OA.C.3 to major LSSM 2.OA.B.2. Then, in Lesson 3, students learn to use repeated addition and write equations to find the total number of objects in an array, connecting supporting LSSM 2.OA.C.4 to major LSSM 2.OA.B.2. Students learn to connect the parts of the equation to the array model. For example, in Topic 2, Lesson 3, problem 1, an array with 3 rows of 5 circles is provided. Students show two

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			ways they can find the total number of circles. One way is to add 3 rows of 5 by writing 5+5+5=15, and another way is to add 5 columns of 3 by writing 3+3+3+3+3=15. Topic 8, Lessons 6 and 7 connect supporting LSSM 2.MD.C.7 to major LSSM 2.NBT.A.2. In Lesson 6, students learn to tell time to the nearest five minutes (LSSM 2.MD.C.7) by skip-counting by 5s (LSSM 2.NBT.A.2), a skill developed in previous topics. In Lesson 7, students learn to say the time in different ways, describing both before and after the hour (LSSM 2.MD.C.7). Students count by fives to say the time in different ways, such as six forty-five, or fifteen minutes to seven, or forty-five minutes after six. In Topic 15, Lesson 3, students draw bar graphs and use the bar graphs to solve problems that involve using addition and subtraction within 100, connecting supporting LSSM 2.MD.D.10 to major LSSM 2.OA.A.1. This connection is made again in Lessons 4-6, as students continue to write and solve problems about the data presented in bar and picture graphs.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. Topic 3 connects the Operations and Algebraic Thinking (OA) and Number is on Adding within 100 Using Strategies and the Number and Operations in Base Ten (NBT)

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			domains. For example, in Lesson 7, students use drawings and equations to solve one- and two-step problems (LSSM 2.OA.A.1), such as "Matt sold 17 tickets. Jen sold 8 fewer tickets than Matt. Amy sold 3 more tickets than Jen. How many tickets did each person sell?" Students solve the problem by using counters, drawings, or equations. Students use addition and subtraction within 100 to find how many tickets each person sold (LSSM 2.NBT.B.5). Topic 10, Lesson 2 connects Clusters A (Understand place value) and B (Use place value understanding and properties of operations to add and subtract) of the Number and Operations in Base Ten (NBT) domain. During the lesson, students demonstrate how to use an open number line to find the sum of two three-digit numbers, such as 598 + 123 (LSSM 2.NBT.B.7). Students start the number line with 598 and then count to the next one hundred, since 123 has one hundred, and land on 698. From here, students add 2 ones to get to 700 and then continue the number line until they have reached 721 (LSSM 2.NBT.A.1). Topic 13, Lesson 3 connects the Measurement and Data (MD) and Geometry (G) domains. During the lesson, students draw polygons given a description of the shapes' attributes. For example, students are prompted to "draw a quadrilateral with 4 sides that are the same length and with 4 right angles then

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			write two names for the quadrilateral." To solve the problem, students draw the shapes based on specified attributes (LSSM 2.G.A.1) measuring the length of each side (LSSM 2.MD.A.1).
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Throughout the materials, students engage with various representations, manipulatives, and visual models as they develop conceptual understanding. In Topic 1, students begin to develop addition and subtraction strategies while using visual and hands-on models, such as number lines, connecting cubes, and counters. Students apply these strategies in Topic 2 as they work with equal groups. In Lesson 1, students use equal groups to determine whether a number is even or odd. Students use connecting cubes to model equal and unequal parts by representing a number with the cubes, breaking the cubes into two groups, and determining if the number can be shown as two equal groups of cubes. Students determine that, when equal groups are made, the numbers are even and, when one cube is left over, the number is odd (LSSM 2.OA.C.3). In the following lesson, students look for patterns and determine that an even number of objects can be paired or counted by twos and that an odd number of objects cannot. By the end of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the lesson, students write equations to represent even numbers. Students apply this understanding in the next lesson as they use repeated addition and write equations to find the total number of objects in an array (LSSM 2.OA.C.4). In Topic 4, Lesson 4, students add and subtract on a number line. Students understand how adding and subtracting on a number line is like adding and subtracting lengths with a measurement tool. The lesson example gives students a word problem: “Amelia walks 17 blocks before dinner. She walks 8 blocks after dinner. How many blocks did she walk in all?” Students use a number line and start at 17. To find the total, students recognize that they must add 8 more blocks so they move forward, or to the right, on the number line 8 times (LSSM 2.MD.B.6). Topic 10 revisits open number line, models, place value, and partial sums with problems that have larger addends, such as 35 + 48. In Topic 9, students work with numbers to 1,000. In Lesson 9, students compare and write a three-digit number that is greater than or less than a given three-digit number. Students use their understanding of the number line and of place value to compare and order three-digit numbers (LSSM 2.NBT.A.4). During one of the problems, students use a number line to compare the numbers 327 and 325. Students use a number line to determine the greater number and explain

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			that 327 is greater than 325 because 327 has more ones than 325.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. The materials are designed in such a way that the required fluencies are acquired through a progression of learning over time and throughout the course of the materials. The primary focus of Topic 1 is to develop strategies to achieve fluency with addition and subtraction within 20. Throughout Topic 1, students have the opportunity to develop and practice these strategies to fluently add and subtract within 20 (LSSM 2.NBT.B.5). For example, in Topic 1, Lesson 5, students count on and count back on a number line to subtract. While every lesson in Topic 1 includes addition and subtraction practice problems within 20, this section provides additional steps to take to ensure success. The steps include: Fluency Development with Understanding, Ongoing Assessment of Fluency Subskills, Fluency Intervention, Practice on Fluency Subskills, Fluency Maintenance, and Summative Fluency Assessment. Accompanying resources include Fluency Practice Activities, Fluency Practice/Assessment Worksheets, Diagnostic Tests and Intervention Lessons, Online Fluency Games, and My Fluency Progress Form. In addition, Fluency Practice Activities are found at the end of each of Topics 1-5, 7-8, and 11. Students

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			continue to practice procedural skill and fluency as expected of LSSM 2.NBT.B.5 in Topic 4 as they use a variety of strategies to add within 100. For example, Lesson 7 asks students to solve 29+47 and 934+21 using any strategy. Similarly, in Topic 5, students use a variety of strategies to subtract within 100. Then in Topic 6, students fluently subtract within 100 throughout the topic. For example, in Lesson 5, students solve 67-39 with a strategy of their choice. Students complete Fluency Practice Activities at the end of Topics 6, 9, 10, and 12-15. Students have additional opportunities to practice these fluency skills in the Fluency Games located in the online Game Center. In Topic 9, students work with numbers to 1,000. In Lesson 9, students read and write three-digit numbers in expanded form, standard form, and word form (LSSM 2.NBT.A.3). Students rewrite a number in expanded form and in word and standard form. Students also convert a number in either word or standard form and by rewriting the number in the other two ways.
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. The Grade 2 LSSM include the following application standards: LSSM 2.OA.A.1, 2.MD.B.5, 2.MD.C.8 and 2.MD.D.10. The materials provide several opportunities for students to solve problems in a relevant and

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	problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.		meaningful way by selecting efficient strategies to use to solve real-world problems. In Topic 1, Lessons 1-8, students develop strategies to fluently add and subtract within 20. Then, in Lessons 9 and 10, students apply these strategies as they solve addition and subtraction word problems. For example, in Lesson 9, students solve the following problem: "There are 16 party hats in a box. There are 10 party hats in a bag. How many fewer hats are in the bag than in the box?" (LSSM 2.OA.A.1). In Topic 3, students add within 100 by developing strategies in Lessons 1-6. Then students solve one- and two-step word problems involving addition within 100 in Lessons 6 and 7. For example, in Lesson 7, students solve the following problem: "There are 16 chickens in the yard. There are 19 chickens in the barn. There are 30 nesting boxes. Will all of the chickens have a nest? Explain." (LSSM 2.OA.A.1). In Topic 6, Lesson 7, students analyze word problems and use bar diagrams and equations to solve them (LSSM 2.OA.A.1). In the lesson, students decide whether they have to add or subtract to solve the problem and then choose the best strategy they have learned to add or subtract to find the answer. In Topic 8, Lessons 1-5, students work with money. During the lessons, students apply their understanding of addition and subtraction as they complete money problems in real-world contexts

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			(LSSM 2.MD.C.8). For example, in Lesson 5, students solve the following problem: "Sue needs $1 to buy a book. She has nickels, dimes, quarters, and half dollars. Find 3 more ways Sue can make $1." In Topic 12, students estimate and measure length and then use addition and subtraction within 100 to solve word problems (LSSM 2.MD.B.5). In Lesson 8, students estimate the length of two different paths and then use a centimeter ruler to measure each path. The paths have two parts, so students find the total length of one path by adding the parts together. Students then subtract to determine which is longer and by how many centimeters. In Topic 15, students work with graphs and data. In Lesson 6, students write and solve problems about data presented in bar graphs and picture graphs (LSSM 2.MD.D.10). For example, students are prompted to "Use the bar graph to write and solve problems." The bar graph, titled "Meytal's Closet," includes the number of shorts, shirts, pants, and skirts. Students first find how many shirts and skirts there are in all, and then create their own problem about the data and solve.
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. The materials reflect the balance of rigor in the standards. Each topic includes a section that explains how

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			each component of rigor is treated within the lesson and notes whether or not a fluency expectation is required in the topic. For example, Topic 1 focuses on fluently adding and subtracting within 20, and is a fluency expectation of the topic. In Lessons 1-8, students are expected to "quickly and accurately recall basic facts by drawing on these strategies." Teacher guidance indicates when to use the Fluency Practice Activities for the remaining topics. In Topic 12, Lesson 7, students measure the length and height of objects using different metric units. For example, students measure a pencil in inches and in centimeters (procedural skill and fluency, LSSM 2.MD.A.1). Students then compare the units by telling which of the units they used more of, centimeters or inches (conceptual understanding, LSSM 2.MD.A.2). Students continue to measure objects with different units and discuss which units make more sense to measure the objects. In Topic 11, Lesson 3, students subtract 3-digit numbers with regrouping (LSSM 2.NBT.B.7). During the lessons, students use place value blocks or draw blocks to model the numbers in the problems to help guide their thinking about when to regroup when subtracting (conceptual understanding). For example, students solve 247-119. Using the place value blocks, students build 247 and try to take away 9 ones. Students realize that there are not enough ones to take away 9,

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			so they exchange 1 ten for 10 ones to make enough ones to subtract 9. Students also use concrete representations to reinforce their understanding of regrouping. For example, students subtract 326-127 by drawing the equation in a given place-value chart to guide them in subtracting the problem (procedural skill and fluency).
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade level content and is meaningfully present throughout the materials. The instructional material provides students with an opportunity to engage with the practice standards in each lesson. Each topic in the series includes a teacher page that lists the eight practice standards and provides examples of how each standard is addressed in that topic. The materials support students in the development of mathematical practices, contributing to students' habits of mind as students develop procedural skill and fluency and conceptual understanding. The Math Practice Handbook included with the instructional material introduces students to the Mathematical Practices. Each Mathematical Practice is listed with examples to help students engage in each of the Mathematical Practices. Thinking habits are provided for each practice standard, such as "What do the numbers stand for? How are the numbers in the

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			problem related?" for MP.2 and "Does something repeat in the problem? How can the solution help me solve another problem?" for MP.8. Students have the opportunity to utilize the practice standards throughout the materials. For example, in Topic 8, Lesson 6, students look at two clocks and are told that one of the clocks is running a little slow and the other clock is running a little fast. Students reason abstractly and quantitatively (MP.2) in order to estimate the correct time (LSSM 2.MD.C.7). The materials provide students the opportunity to model with mathematics (MP.4) by prompting students to use visual and hands-on models throughout the materials. In Topic 5, Lesson 2, students utilize MP.4 (Model with mathematics) during the Convince Me activity. Students use an open number line to find the difference for 28-4 and 50-35. Students then explain how the open number line can help them keep track as they count back (LSSM 2.NBT.B9, 2.NBT.A.4). Students use appropriate tools strategically (MP. 5) in Topic 3, Lesson 1 when students use a hundreds chart to solve addition problems (LSSM 2.NBT.B.9) and in Topic 12 Lesson 1 when students use different measurement tools (LSSM 2.MD.A.3).
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade level mathematics

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	mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.		that is detailed in the content standards. The materials provide opportunities for students to discuss their thinking and reasoning for the strategies they used to solve problems throughout the materials, such as in the Solve and Share and Convince Me! sections. In Topic 3, Lesson 1, Convince Me!, students are provided with the following problem: "Max says that to find the total of 54 + 18 on a hundreds chart, you have to start at 54, move down 2 rows and move back 2 spaces. Do you agree? Explain." Students explain why they agree or disagree with Max. Many of the topics include a 3-ACT MATH activity to provide students the opportunity to practice math modeling. In Topic 3: Addition within 100 Using Strategies, 3-ACT Math, students are shown a video of a girl emptying a container of two types of colored tiles and given the main question "How many tiles are there?" In order to get the answer to the main question, students think about what number is too small, what number is too large, what is reasonable, and why. Students also critique the thought processes of their classmates and analyze their own thought processes. In Topic 4, Lesson 6, students add three or four two-digit numbers. During the Solve & Share activity, students analyze the following problem: "12+34+28=? Tom says he can find the sum by adding 28 and 12 first. He says that he can add 34 to that sum to find

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			the total. Do you agree? Use pictures, words, and numbers to make a math argument. Then solve the problem. Show your work." Then the teacher facilitates a whole group discussion as students share about the different strategies they used to solve the problem. Topic 9, Lesson 5 begins with a Solve and Share activity that directs students to "Use place-value blocks. Show two ways to make 213. Then draw each way. Tell how your ways are alike and different." Students compare their two solutions and, in a class discussion, compare their solutions to other students' solutions. Later in the lesson, the Convince Me! section includes the question "How can you show that 5 hundreds and 4 tens has the same value as 4 hundreds and 14 tens?"
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. The materials use and encourage the use of correct mathematical terminology when talking about skills, concepts, solutions, and processes. The materials include Online Academic Vocabulary Activities at the start of each topic and vocabulary review at the end of each topic. In addition, the materials provide vocabulary cards and a glossary that can be found in the Student Edition. At the beginning of each topic in the Teacher Edition, there is a Topic Planner that lists the vocabulary included for each lesson. Each topic also includes a Build Mathematical Literacy

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			Section in the Teacher Edition which provides guidance for English Learners, Math Vocabulary, and Math and Reading. In addition, each lesson includes a Build Mathematical Literacy worksheet intended to build students' mathematical language. For example, in Topic 7, Lesson 5, the Build Mathematical Literacy worksheet includes a money problem with questions to help guide students' understanding. The problem includes questions such as "What are two things you need to do?" "What is this problem about?" "What happened to the amounts of money Karen and Larry started with?" "What question do you need to answer?" and "What do you know about the amounts of money Karen and Larry have now?" Topic 13, Lesson 4 includes the vocabulary words: cube, face, and edge. Students must understand the features of a cube so that they may be able to identify and draw a cube. In the lesson, students learn the characteristics of a cube, and when describing a cube, they discuss its faces, edges, and vertices. Students are asked to circle the cubes in the group of shapes and explain how they know it is a cube. Topic 15, Lesson 1 includes the vocabulary words: data and line plot. In the lesson, students measure the lengths of objects and make a line plot to organize the data. The use of the vocabulary for the lesson is evident as the problem asks for students to measure the pencil and then

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			record the measurement as data on the line plot. Students also discuss how their measurement changed the data of the given line plot.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development are included. Practice standards that are associated with each lesson are highlighted in all lessons. Each topic of the material begins with a section detailing the practice standards included in the topic and how the practice standards are implemented in the lesson. A Math Practices and Problem Solving Handbook is provided for students. The materials suggest introducing the handbook at the beginning of the year and "at any teachable moment." The teacher's edition provides guidance for introducing the handbook and practice standards to the students. Math Practice Animations are also provided on the online platform. The teacher's edition also provides behaviors to look for when assessing students' "ongoing development of proficiency" with each of the standards. For example, when assessing students' ability to construct viable arguments and critique the reasoning of others, teachers should look for behaviors such as "Uses counterexamples when appropriate" and "Provides suggestions for improving other people's thinning." The guidance supports teachers in helping students develop

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			mathematical practices over time. Teacher notes are provided throughout the materials that promote use of the practice standards are provided throughout the materials. For example, in Topic 1, Lesson 5, Visual Learning Bridge, the teacher's notes provide questions for teachers to ask that engage students in MP.2 (Reasoning abstractly and quantitatively). Teachers are prompted to ask questions such as "Do you think you will get the same answer whether you count on or count back?" and "This frame shows how you can count on to find 10-4. Explain what is happening on the number line." In Topic 6, Lesson 7, Convince Me!, the teacher's notes provide guidance for teachers to engage students in MP.5 (Use appropriate tools strategically). Teachers are prompted to "Have students draw the place value blocks to show the relationship between 17 and 28 as parts of 45. Then have them write all the addition and subtraction equations they can, with those three numbers."
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new		

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consistent with the progressions in the Standards. ☐ Yes ☐ No	knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for		

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	interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The Math Background: Coherence section of the teacher's edition is included at the start of each topic. Connections are made with the current grade level work of the lesson to skills and concepts previously addressed in prior grades and/or lessons. The Look Back section identifies previous

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			student learning and allows teachers to identify the prerequisite skills needed for students to access the grade level material. While the prerequisite standard is not listed, the concepts and/or skills are described. For example, in Topic 1 students fluently add and subtract within 20. The Look Back section identifies "Addition and Subtraction Situations," such as add to, put together, and take from, as a concept built in Grade 1. In addition, this section identifies "Add and Subtract within 10" and "Add and Subtract within 20" as prerequisite work. In Topic 5, students subtract within 100 using strategies. The Look Back section notes that, in Grade 1, students developed place value understanding of tens and ones and learned various strategies for subtracting tens using models, a hundreds chart, an open number line, and addition.
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. The materials include a Math Diagnosis and Intervention System and an accompanying Teacher's Guide. An Entry-Level Assessment is provided to assess prerequisite knowledge and readiness for Grade 2. Each Diagnostic Test is broken into parts, and teachers have the option to give the entire diagnostic at the start of the year or to give parts of the diagnostic throughout the year, such as at the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			beginning of a topic. While the booklets are not broken down by specific LSSM domains, they are grouped in similar domains, such as "Numbers, Place Value, Money, and Patterns." Class Record Forms are provided in which teachers mark test items missed and record scores. Teachers are instructed to circle scores that fall below the proficiency level of 66%, but can use a different proficiency level if preferred. After completing the form, teachers can identify areas of strengths and weaknesses for individual students by looking across a row and for groups of students by looking down the columns. In addition, an Assessment Sourcebook is provided that includes an Assessment Guide and the Grade 2 Readiness Test. The Assessment Guide provides guidance on when and why to assess. The guide states that The Diagnostic Assessment should be administered to "Diagnose student's readiness for learning by assessing prerequisite content" and should be administered "Before instruction" in order to "Develop individual study plans; Make Grouping Decisions; and Prescribe specific activities to fill gaps in understanding of prerequisite content."
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. After students complete the Diagnostic Assessment, the teacher completes an

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Individual Record form and determines areas of strengths and weaknesses for that student. The Individual Record form includes aligned intervention lessons for prerequisite skills that can be used at the start of the year, topic, or lesson. The intervention lessons are not specific to one assessment item, but are specific to the standards assessed within each booklet. In addition, the online assessment system provides auto-generated reports and includes individual and overall class assessment data. The system allows teachers to group students based on assessment data and provides standards-aligned resources available to assign for follow-up lessons. In addition, there is a Review What You Know section at the start of each topic that reviews prerequisite standards of the major work for the topic. This section is intended for those students that need prerequisite work. An Item Analysis for Diagnosis and Intervention chart is provided, and an intervention lesson is aligned to each item within this section.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where explicitly called for in the standards. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade level content and is meaningfully present throughout the materials. Materials

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.
	6. Quality of Assessments		See EdReports for more information.
	7. Additional Indicators of Quality		See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

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

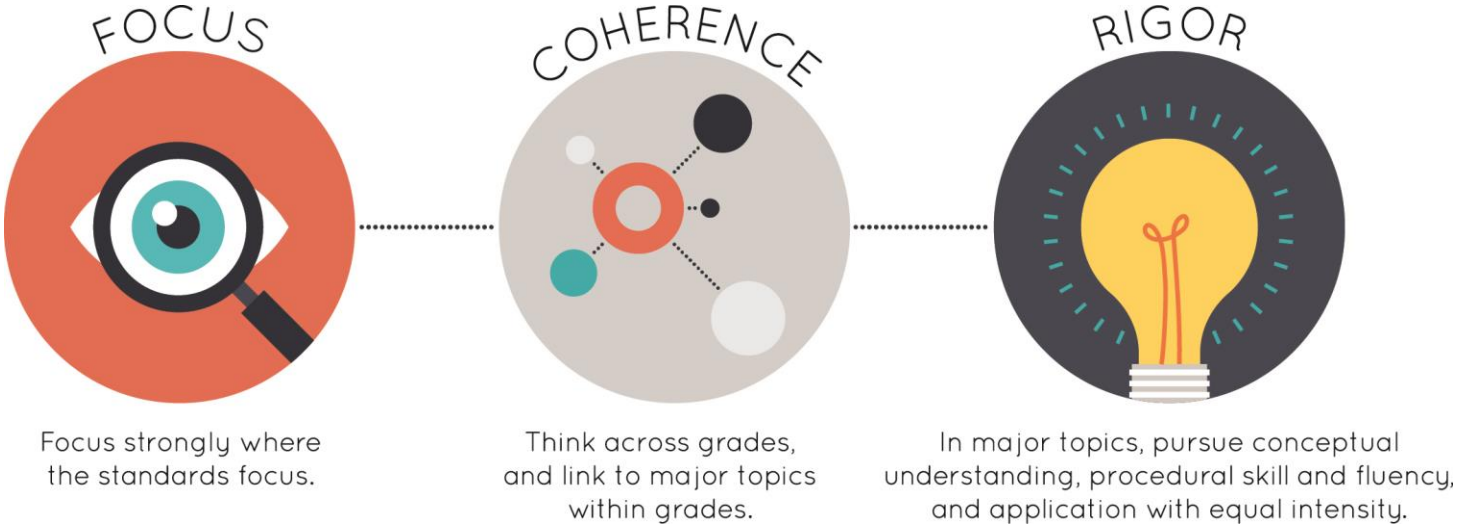
DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **enVision Math**

Grade/Course: **3**

Publisher: **Savvas Learning Company LLC**

Copyright: **2020**

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

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

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

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/envision-mathematics-common-core-2020-2021.

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a larger majority of time to the major work of the grade. Of the 104 instructional lessons, 88% are spent on major work of the grade. Specifically, 64% of lessons are spent on major standards, 24% of lessons are spent on a combination of major standards and supporting/additional standards, and 12% of lessons are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. Topic 6, Lesson 6 addresses LSSM 4.MD.D.8 but is labeled as optional in the Louisiana teacher implementation guide. The guide lists the lesson as well as assessment items included on the Topic Assessment, Cumulative/Benchmark Tests, and Progress Monitoring Assessment that should be considered optional due to addressing and assessing LSSM 4.MD.D.8. All other lessons are aligned to grade-level content and assessment items directly correlate to the

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Grade 3 Louisiana Student Standards for Math (LSSM). Assessments associated with the math lessons assess standards within the current grade level. For example, in Topic 13, Lesson 2, Equivalent Fractions: Use the Number Line, students use a number line with endpoints of zero and one to place fractions at the points labeled. Students analyze other students' work and explain if they placed the fractions correctly or incorrectly on the number line and explain how they know (LSSM 3.NF.A.3 and 3.NF.A.3.A). The Topic 1 Assessment, assesses student understanding of LSSM 3.OA.A.1, 3.OA A.2, and 3.OA.A.3. For Problem 1, students determine which multiplication expression represents the total number of circles represented in the picture. Students write an expression to represent the total number of plants Teresa is growing when given two rows of tomato plants with four plants in each row for Problem 6. The Topic 2 Assessment assesses student understanding of LSSM 3OA.A.7. For Problem 3, students choose which of the 4 given expressions is equal to 5 x 3. Students write and solve an equation to determine the total number of beads for Problem 9 given that "a beaded bracelet has 3 different colored beads that make a pattern. The pattern repeats 10 times." The materials do not assess students on standards that go beyond the scope of LSSM. There are no optional lessons

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			identified in the materials in the material resources.
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Lessons on major work precede most of the supporting work, allowing the major work of the grade to be applied and reinforced while students study the supporting and additional work of the grade. Supporting standards are prevalent in four of the sixteen topics in the materials and are structured to reinforce major work of the grade the majority of the time. The materials connect the supporting standards to the major content standards within each lesson that addresses supporting standards in ways that are meaningful and correlate to the standards taught. For example, students develop an understanding of representing and solving problems involving multiplication and division in Topics 1-5 (LSSM 3.OA.A). In Topic 7, Lessons 1-4, students represent and interpret data (LSSM 3.MD.B.3). Then, in Topic 7, Lesson 5, LSSM 3.OA.A.3 is applied as students use multiplication within 100 to solve problems involving graphs (LSSM 3.MD.B.3) with problems such as, "Bella has a bakery. She will use the bakery items at the right to make a gift basket worth $40. Bella wants the basket to have more than one of each bakery item. Show one way to make a gift

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			basket." Students use information from a picture graph to write and solve equations. In Topic 12, Lessons 1-3, students partition shapes into parts with equal areas and name each area as a fractional unit and understand that a fraction is part of one whole (LSSM 3.G.A.2, 3.NF.A.1). In Lessons 4, students use this understanding to represent fractions as distances from 0 on a number line. In Lesson 5, students extend this understanding to represent fractions greater than 1 on the number line (LSSM 3.NF.A.2). This major work is then reinforced in Lesson 6 and 7 as students create line plots to organize data, applying what they learned about number lines and fractions (LSSM 3.MD.B.4). Students solve problems such as, "Draw a number line from 0 to 2. Label the whole into thirds. Label each fraction." and "Jessica used 4 of Nail A, 2 of Nail B, and 3 of Nail C to build a birdhouse. Measure each nail to the nearest half-inch. Then complete the line plot."
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, in Topic 4, Lesson 2, students relate multiplication to division. Students solve the following problem: "Mr. Dean has 3 children. He buys 30 pencils to share equally among his children for the school

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			year. How many pencils will each child get? Write the answer and the fact family you used." Students write the division sentence needed to solve the problem (LSSM 3.OA.A.3), as well as, understand the related multiplication (LSSM 3.OA.B.6), connecting clusters A (Represent and solve problems involving multiplication and division) and B (Understand properties of multiplication and the relationship between multiplication and division) of the Operations and Algebraic Thinking (OA) domain. In Topic 7, Lesson 4, students solve the following problem: "The students in Ms. Seymour's class voted for their favorite kind of sandwich. How many more students voted for peanut butter than cheese? How many fewer students voted for tuna than peanut butter?" (LSSM 3.OA.A.3, 3.OA.D.8, and 3.MD.B.3). To solve the problem, students analyze and interpret the graph and complete basic addition and subtraction to answer the questions related to the graphs, connecting the Operations and Algebraic Thinking (OA) and Measurement and Data (MD) domains. In Topic 6, Lesson 7, Convince Me," students use a picture of a door that measures 4' by 9' with an embedded window that measures 2' by 2' and examine one way to find the area that needs to be painted. They also examine an alternative method used by a student, Janet. Students determine if her method makes sense. Students find the area of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			rectangle by tiling it (LSSM 3.MD.C.7a), multiply whole number sides to find the area in a real-world problem (LSSM 3.MD.C.7b), and multiply within 100 using strategies or properties of operations (LSSM 3.OA.C.), connecting the Measurement and Data (MD) and Operations in Algebraic Thinking (OA) domains.
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Materials adhere to the expectation of conceptual understanding as called for by Grade 3 LSSM. Throughout the materials, students have the opportunity to develop, apply, and demonstrate conceptual understanding as they engage with various representations and visual models. The materials provide high-quality conceptual problems and discussion questions embedded within the lessons. For example, Topic 3, Lesson 1 begins with a Listen and Look video that explains how large arrays may be "cut" into smaller arrays to determine their products or totals (partial fulfillment of LSSM 3.OA.B.5). Topic 3 continues to progress to illustrate how multiplication facts can be broken down using smaller factors to determine their products. For example, in Lesson 4, Convince Me!, students solve the following problem: "How does knowing 8 x 5 = 40 help you find 8 x 8?"

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			which leads students into using the distributive property. In addition, the Solve & Share and Daily Review sections of Topic 3 allow students ample opportunities to demonstrate their conceptual understanding of this standard. In Topic 15, Lesson 3, Solve & Share, students solve the following problem: "Describe at least two things that are the same in all or some of these shapes. Describe two things that are different." Students analyze five different quadrilaterals with the problem and apply their understanding of quadrilaterals to solve successfully (LSSM 3.G.A.1). In Topic 16, Lesson 3, students find the perimeter of a shape and determine the unknown length of one of the sides. Students solve the following problem: "When Lillia had 22 inches of lace, the fourth straw was 4 inches. If Lillia had 25 inches of lace, how would the length of the fourth straw change?" Students use the total perimeter of the shape and the side lengths that are given and create a bar diagram to figure out the length of the unknown side. Once students answer the question, they create a written response explaining how they found their answer (LSSM 3.OA.D.8).
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. Lessons and activities in the materials develop procedural skill and fluency by providing sufficient opportunities for students to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.		practice their acquired skills. Fluencies are acquired through a progression of learning over time throughout the materials. Students have the opportunity to develop procedural skills as required by the standards. Students can access multiple games for fluency. Links to fluency games are provided under Tools. By the end of Grade 3, students are expected to fluently multiply and divide within 100 (LSSM 3.OA.C.7). The materials are structured in a way to build this fluency over time as students use strategies and the properties of the operations in the first 7 topics and practice and apply this skill in the Topics 10-16 during Daily Practice and core instruction. The Daily Review section allows students to practice procedural skills. For example, in Topic 16, Lesson 5, Daily Review, students solve the following problem: “Rob says 7 x 80 is equivalent to 8 x 70. Is Rob correct? Explain”. Because this problem is included in the final topic, the expectation is that students know that 7 x 8 and 8 x 7 both equal 56. Also, students should recognize that 70 and 80 are multiples of 10; therefore, students should be able to reason based on their knowledge and experience (procedural skill and fluency) with the commutative property of multiplication (Topic 3) and multiples of 10 (Topic 10) that the two expressions are equivalent. All lessons in Topic 9 address LSSM 3.NBT.A.2, focusing on using strategies and standard

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			algorithms to add/subtract within 1,000 based on place value, properties, and/or the relationship between addition and subtraction. In Topic 9, Lesson 7, Problem Solving Reading Activity, students compare the numbers of items collected by four students to the goal set by each child. In one question, students use a number line to explain their thinking; however, the other two questions do not direct students toward any specific method/strategy. Thus, the student is allowed the opportunity to demonstrate their fluency with procedural skill(s) for addition or subtraction when finding their solution. In Topic 16, Lesson 3, students solve perimeter problems with unknown side lengths (LSSM 3.MD.D.8). During Independent Practice, students use pictures of polygons with a missing side length and a given perimeter to find the unknown side length. In Lesson 6, students practice this skill as they work with perimeter to solve real-world problems. In the problem solving section of the lesson, students solve problems involving a layered cake. In Problem 5, students determine the perimeter of the bottom layer for the ribbon to be put around it. By adding up the four sides, students find the perimeter of the bottom layer.
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Materials provide

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.		students opportunities to apply conceptual understanding and procedural skills in real-world problems. Engaging application problems are included where students provide solutions, reasoning, justification, and modeling in a way that demonstrates understanding of the standards. The materials adhere to the expectation of application problems as called for by the standards. The majority of the application problems ask students to complete a model to show understanding of the problem or students explain how they found the answer to the problem. For example, in Topic 14, Lesson 9, students engage in a performance task that addresses LSSM 3.MD.A.1c. Students use a list of acts in a talent show along with the length of time each act performs and specific times for activities between acts. Then, students determine the following: the total length of time of the talent show; which student correctly determines the start time for a group of students in the talent show; and the appropriate start time for the talent show. In addition, students explain their reasoning for each of the three questions. In the Convince Me! section of Topic 7, Lesson 5 addresses LSSM 3.OA.A.3. Students use a table that contains three different bakery items that are offered at three different prices; however, the same symbol is used to represent the three items. Students apply their knowledge of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			multiplication within 100 to find a quantity of baked goods (within the specified criteria) that will cost $40. In Topic 14, Lesson 3, Guided Practice, Problem 4, students determine "How many minutes did Dino jog on Friday?" Students use the information that Yan jogged 60 minutes on Friday and Dino jogged 12 fewer minutes and apply what they know about adding and subtracting to determine that the correct answer is 48 minutes (LSSM MD.A.1c).
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. Each topic contains lessons that address the three aspects of rigor either separately or using a combination of two or all three components. Each topic includes a Math Background: Rigor section that explains how the components of rigor are used across the lessons. In Topic 5, Lesson 3, Independent Practice, students use strategies developed to solve basic multiplication problems. This activity attends to procedural skills and fluency (LSSM 3.OA.C.7). In Topic 6, Lesson 7, Convince Me!, students solve the following problem: "Mike plans to paint a wall in his living room blue. That wall measures 10 feet tall and 8 feet wide. What is the area of the wall that Mike plans to paint blue? How many cans of paint will he use? A small can of paint covers 40 square feet." This problem

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			contains all three aspects of rigor as it assesses performance on LSSM 3.MD.C.7b. Knowing that multiplying 10 by 8 yields the area of the door demonstrates a conceptual understanding of finding the area of a rectangle. Correctly determining the area of the door and correctly determining the number of small cans of paint needed demonstrates fluency in multiplication and division, respectively. In addition, this also demonstrates the application component of rigor as students solve a real-world problem. In Topic 2, Lesson 3, students apply conceptual understanding of the Identity Property of Multiplication and Zero Property of Multiplication to complete tasks, such as Problem 25 of Problem Solving. Students solve the following problem: "The product of two factors is 0. One of the factors is 0. Can you tell what the other factor is? Explain your answer" (LSSM 3.OA.B.5). Topic 14, Lesson 8 integrates all components of rigor as expected of LSSM 3.MD.A.2. During this lesson students solve word problems that involve mass and liquid volume. In Problem Solving, Problem 7, students determine the total mass of the three given soil samples. Using the conceptual understanding of addition needed to determine a total, procedural skill and fluency of adding, and applying what students know about combining the volumes of the soils, students add the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			three volumes together to find a total in grams.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. The material supports the students in development of the math practices, contributing to students' habits of mind as students develop fluency, procedural skills, and conceptual understanding. The materials are clearly designed in a way that connects the practice standards and content standards. The practice standards are not taught in isolation and are taught to the full meaning of the practice standards. In Topic 3, Lesson 6, students solve the following problem in which they apply the associative property of multiplication to solve: “Billy concludes that the product of (2 x 3) x 5 is not equal to 2 x (3 x 5). Is Billy correct? Explain.” (LSSM 3.OA.A.1). Students first make sense of the problem (MP.1) and then reason abstractly and quantitatively (MP.2) to solve the problem. In Topic 1, Lesson 1, students solve the following problem: “Jessie buys 4 packages of stones. There are 6 stones in each package. How many stones does Jessie buy?” Students model the problem with counters (MP.4) and then write an addition equation and a multiplication equation to solve it (LSSM 3.OA.A.1 and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			3.OA.A.3). In the Interactive Student Edition, Topic 3, Lesson 3, students have several opportunities to model with mathematics (MP.4). The objective of the lesson states in part that students "make and use models to solve multiplication problems." In the first activity, students arrange chairs into a 6 x 6 array and find the total number of chairs in the arrangement (LSSM 3.OA.A.3). Also, in the Problem Solving portion of this lesson, students engage in a variety of problems/questions that utilize other math practices. For example, MP.3 is addressed as students critique Marge's thinking on Problem 20 by answering: "Is Marge correct? Why or why not?" Students persevere (MP.1) as they solve: "How can you use the Distributive Property to find the total number of seats?" on Problem 21.
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Students are provided opportunities to engage in mathematical reasoning through constructing viable arguments and justifications, conducting error analyses, and critiquing the arguments of others throughout the materials. These types of questions are located in various lessons and activities throughout each topic. For example, in the benchmark

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			assessment for Topics 1-8 students solve the following problem that has an incorrect answer: “Reilly adds 9 + 7 and says the sum is 15. Without finding the exact answer, explain why Reilly’s answer is incorrect, using addition patterns.” Students explain in words why her answer is incorrect using patterns they have learned to solve problems where they add by 9 (LSSM 3.OA.D.8). In Topic 5, Lesson 3, students solve the following problem: “Kent reasons that the total length of 4 blacktip sharks can be found using addition. Is his reasoning correct? Explain.” Students then explain that he is correct because he can use repeated addition to solve the problem (LSSM 3.OA.A.3 and 3.OA.C.7). In Topic 11, Lesson 3, Interactive Student Edition, Problem Solving, students observe and analyze two equations, 3 x $10 = $30; $30 + $7 = $37, and solve the following problem: ”...There will be 3 levels. Sasha will spend $10 on the pole. She will spend $7 on each level. Sasha’s plan to find the total cost is shown at the right. Is she correct? Explain.” This problem provides students an opportunity to reason mathematically in order to determine whether Sasha’s calculation is correct for this context and give their reasoning for their answer (LSSM 3.NBT.A.2). For Topic 12, Lesson 6, students suppose they “measured a length of yarn that was about 4 ½ inches long. How would you need to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			change the line plot above to record the length?" Students write their own answers to share with others. During this time, students critique each other and reason through each answer.
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Every lesson in each topic encourages students to use the appropriate terminology when completing their assignments, providing solutions, and engaging in mathematical discourse. The materials also offer extra resources and activities that pertain strictly to mathematical vocabulary evident in the Academic Vocabulary section. Each lesson offers an activity under the heading, Build Mathematical Literacy, that teachers may assign to students intended to build students' mathematical language. In this activity, students read a word problem that is broken down in multiple steps for students to solve by explaining/reasoning their strategies in complete sentences. The materials include vocabulary activities at the start of each topic and vocabulary review at the end of each topic. In addition, the materials provide vocabulary cards and a glossary in the Student Edition. At the beginning of each topic in the Teacher Edition, there is a Topic Planner that lists the vocabulary included for each lesson. Example student answers include appropriate mathematical vocabulary in order to set expectations for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students. In Topic 13, Lesson 3, students solve the following problem: "Two fractions are equal. They also have the same denominator. What must be true of the numerators of the fractions? Explain." Students understand and apply the meaning of numerator and denominator in order to solve this problem. In Topic 2, Lesson 3, students solve the following problem: "A unicycle relay team has 4 riders. Each rider has one unicycle. If each unicycle has 1 wheel, how many wheels does the team have? What property of multiplication can you use to find the answer?" The problem encourages students to know, understand, and apply the specialized language of mathematics. A student sample response is provided which states, "I can use the Identity Property of Multiplication to find the answer. 4 x 1 = 4."
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Materials provide a detailed explanation of the purpose and intent of the practice standards. Teachers are provided with multiple resources to help them plan out each topic. The *Correlation of enVision Mathematics Common Core* includes an explanation of how the materials use each math practice and identifies some of the lessons where each math practice is emphasized. Teacher guidance is provided

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			for the Topic Overviews, Lesson Overviews, and throughout each lesson. At the beginning of each topic, all eight math practices are outlined in the Teacher's Edition with a short description. In parentheses under each math practice, guidance provides page numbers and the specific problems that utilize the practice standard. Teacher notes are provided throughout the materials that promote use of the practice standards are provided throughout the materials. For example, in Topic 4, the Math Practices and ETP section notes that MP.5 is used in the Solve & Share section of Lesson 1 as students "select and use appropriate tools to show the relationship between multiplication and division." During the activity, teachers give each student 24 counters. Students use the counters to make arrays with equal numbers. In Topic 9, Lesson 1, teacher guidance is provided for looking and making use of structure (MP.7) in the Classroom Conversation section during the Essential Question portion of the lesson. The teacher asks, "How does 200 + 200 relate to the original problem?" The expected response states, "It is the sum of the estimates of both numbers." Topic 13, Lesson 7, Part B of the Visual Learning Bridge is labeled Reason Quantitatively (MP.2). Guiding questions are provided for teachers to use with the equivalent fraction number line

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to encourage students to reason quantitatively (MP.2).
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The materials connect the standards being taught in the current grade level to skills the students developed in previous grades or lessons. The beginning of each topic in the Teacher's Edition includes a section labeled Look Back found in the Math Background. In this section, connections are made with the current standards being taught to the skills and concepts that have been taught in previous grade levels or previous lessons. These connections allow teachers to identify the prerequisite skills needed for the grade-level material. For example, in the Look Back section of Topic 6, Connecting Area to Multiplication and Addition, teacher guidance notes that students worked with equal groups in Topic 2 of Grade 2 and measuring length in Topic 12 of Grade 2. Under the subtitle Measure Length it states, "In Topic 12, students learned to measure length using standard units. This work provided background for working with standard units for measuring area (square inches, square feet, square centimeters, square meters)." These are prerequisite skills needed for the students to understand how to find the perimeter of a shape (LSSM 3.MD.C.7.a). Each topic also provides a Review What You Know before beginning the topic. The materials review

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			concepts that the students have learned either in previous years or previously in the current year that connect with the current grade-level standards. This information can be used for diagnostic and intervention purposes. For Topic 2, students review multiplication, factors, array and product through vocabulary practice, completing equations, use a number line to multiply, and use the commutative property to answer a problem about two arrays.
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Materials include assessments for students that can be given as a pre-assessment for students before beginning a topic. In the Assessment Sourcebook, there is a section titled, Assessment Guide, which contains instructions on why, when, what, and how to assess students. Guidance suggests that the assessment data could be used to form groups and assign differentiation, which is automatically assigned after certain online assessments. A Grade 3 Readiness Assessment is included in the materials that can be given to students at the beginning of the year. Teachers are also provided with two progress monitoring assessments, Form A and Form B. There is also a review assessment given at the beginning of each topic that can be used

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to identify students that may need interventions. The materials include a Math Diagnosis and Intervention System and an accompanying Teacher's Guide. An Entry-Level Assessment is provided to assess prerequisite knowledge and readiness for Grade 3. Each Diagnostic Test is broken into parts, and teachers have the option to give the entire diagnostic at the start of the year or to give parts of the diagnostic throughout the year, such as at the beginning of a topic. While the booklets are not broken down by specific LSSM domains, they are broken down into similar domains, such as Place Value, Multiplication and Division, and Fractions. Class Record Forms are provided in which teachers mark test items missed and record scores. Each topic provides a review page for students to complete titled Review What You Know before they begin the topic. At the bottom of the review in the Teacher's Guide, there is an item analysis for diagnosis and interventions for students.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. After students complete the Diagnostic Assessment, the teacher completes an Individual Record form and determines areas of strengths and weaknesses for that student. The Individual Record form includes aligned intervention lessons for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			prerequisite skills that can be used at the start of the year, topic, or lesson. The intervention lessons are not specific to one assessment item, but are specific to the standards assessed within each booklet. In addition, the online assessment system provides auto-generated reports and includes individual and overall class assessment data. The system allows teachers to group students based on assessment data and provides standards-aligned resources available to assign for follow-up lessons. In addition, there is a Review What You Know section at the start of each topic that reviews prerequisite standards of the major work for the topic. This section is intended for those students that need prerequisite work. An Item Analysis for Diagnosis and Intervention chart is provided and an intervention lesson is aligned to each item within this section.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

FINAL EVALUATION

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

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
I: Non-negotiable Criteria of Superior Quality[5]			spend minimal time on content outside of the appropriate grade level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where explicitly called for in the standards. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information
	6. Quality of Assessments		See EdReports for more information
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

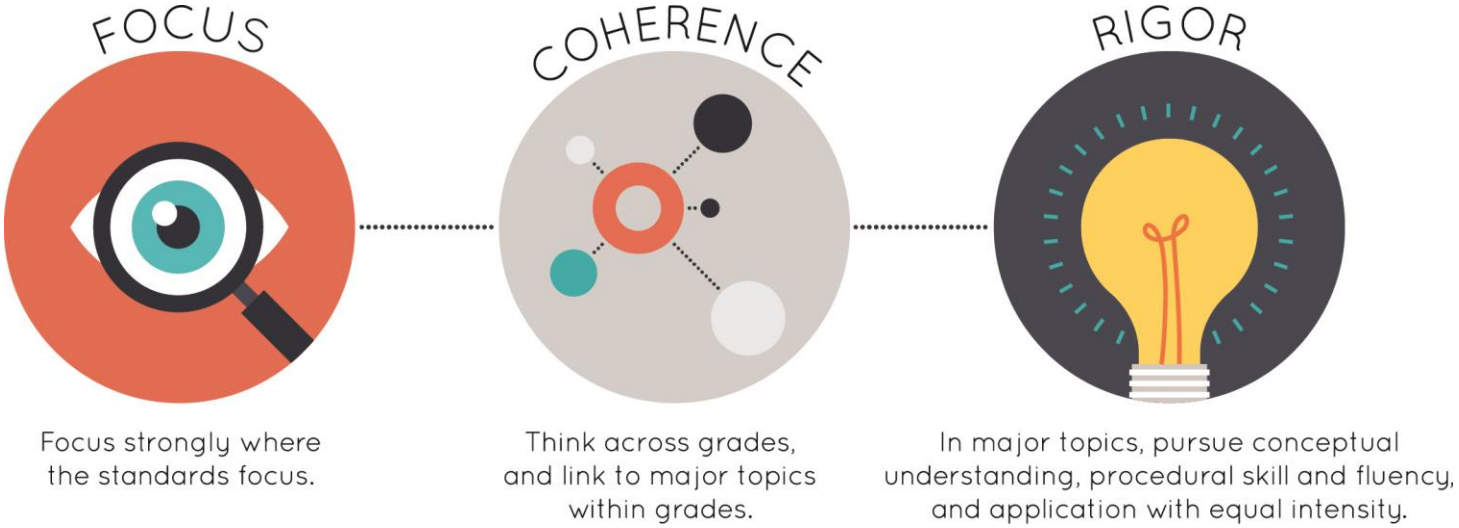
DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **enVision Math**

Grade/Course: **4**

Publisher: **Savvas Learning Company LLC**

Copyright: **2020**

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

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

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

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/envision-mathematics-common-core-2020-2021.

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a larger majority of time to the major work of the grade. Of the 104 instructional lessons, 89% are spent on major work of the grade. Specifically, 64% of lessons are spent on major standards, 25% of lessons are spent on a combination of major standards and supporting/additional standards, and 11% of lessons are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. Of the core math instructional lessons, minimal time is spent on content outside of the grade level. Assessments associated with the math lessons assess standards within the current grade level. However, LSSM 4.MD.D.8 (recognize area as additive) is not addressed in any of the lessons. According to the *Correlation of enVision Mathematics Common Core to the Louisiana Student Standards for Mathematics*, this standard is addressed in Grade 3, Unit 6, Lesson 6. All other lessons

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			are aligned to grade-level content and assessment items directly correlate to the Grade 4 Louisiana Student Standards for Math (LSSM). For example, on Topic 1 Assessment, Problem 6 states, "Write the number for 160,060 in expanded form and use the number name." (LSMM 4.NBT.A.2). Problem 5 on the same assessment states, "John wrote the numbers 678,901 and 67,890. How many times greater is the value of 7 in 678,901 than the value of 7 in 67,890?" (LSSM 4.NBT.A.1). In Topic 3, students use strategies and properties to multiply by one-digit numbers. In the assessment for Topic 3, students solve multiple problems in which they use basic multiplication, distributive property, and solve word problems. All problems included in the assessment focus on the grade level standards taught in Topic 3. For example, students are given the following problem on the assessment: "Rudy's Pizza makes 327 pizzas and 54 subs every day. How many items are made in three days?" Students complete a multiple-step problem and choose their strategy to complete the problem (LSSM 4.OA.A.3).
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards.	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Lessons on major work precede most of the supporting work, allowing the major work of the grade to be applied and reinforced while

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			students study the supporting and additional work of the grade. Supporting standards are prevalent in eight of the sixteen topics in the materials and are structured to reinforce major work of the grade the majority of the time. The materials connect the supporting standards to the major content standards within each lesson that addresses supporting standards in ways that are meaningful and correlate to the standards taught. For example, in Topics 1-6, students develop place value understanding for multi-digit numbers and use that understanding and properties of operations to perform multi-digit arithmetic (LSSM 4.NBT.A, 4.NBT.B). This major work is applied in Topic 7 as students gain familiarity with factors and multiples (LSSM 4.OA.B.4a). In Lesson 1, students use arrays to find the factors of a number and understand that those two numbers are factor pairs. Students meaningfully connect the relation of factor pairs and the multiplication of whole numbers in problems such as "Which of the following are factors of both 18 and 42? Select all that apply." In Lesson 5, students extend this understanding as they find multiples of whole numbers (LSSM 4.OA.B.4c) in problems such as: "Every 8 minutes, Car A makes one full turn on the ferris wheel. During the hour, Car A returns to the starting point after 8, 16, 24, 32, 40, 48, and 56 minutes. What is

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the next multiple after 56? Explain why it is not used." This problem connects back to major LSSM 4.NBT.B.5. This major work is reinforced in the Practice Buddy: Additional practice section of Topic 14, Lesson 2, as students use a table that contains two rows indicating the number of days and the number of hours, with some corresponding hours missing for a given number of days. Students use the rule "multiply by 24" to show the relationship between days/hours connection supporting LSSM 4.OA.B.4b to major LSSM 4.NBT.B.5. Students develop fraction concepts in Topics 8 and 9 (major LSSM 4.NF.A, 4.NF.B) and then extend this understanding in Topic 10. Specifically, in Lesson 4, students solve time problems using number lines (LSSM 4.MD.A.2) such as "A boat ride at the lake lasts 2 2/4 hours. A canoe trip down the river lasts 3 1/4 hours. Show each time on the number line. How much longer is the canoe trip than the boat ride in hours? in minutes?"
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, in Topic 8, Lesson 3, students apply the property of multiplication (LSSM 4.NBT.B.5) by multiplying the numerator and denominator by the same nonzero number (LSSM 4.NF.A.1), connecting the Number and Operations in Base Ten (NBT)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and Number and Operations - Fractions (NF) domains. In the Solve & Share activity, students solve the following problem: "Wayne bought a box of muffins. Four-sixths of the muffins are blueberry. Write a fraction equivalent to 4/6. Solve this problem any way you choose." To solve the problem, students may use equations or visual fractions models to generate equivalent fractions, which also requires multiplication of whole numbers. Later in the lesson, students solve the following problem: "Use an area model and multiplication to show why 5/6 and 10/12 are equivalent fractions. Topic 11, Lesson 1 connects the Number and Operations - Fractions (NF) and Measurement and Data (MD) domains. During the lesson, students read and interpret line plots by answering various questions (LSSM 4.MD.B.4). The line plots include both whole and mixed numbers (LSSM 4.NF.B.3d). Topic 14 connects clusters B (Gain familiarity with factors and multiples) and C (Generate and analyze patterns) of the Operations and Algebraic Thinking (OA) domain. In Lesson 1, Guided Practice, students subtract 6 to continue the pattern (LSSM 4.OA.B.4b). Students describe a feature of this pattern. The expected sample response is that the numbers are multiples of 6 (LSSM 4.OA.C.5).
Non-negotiable **3. RIGOR AND BALANCE:**	**Required**	**Yes**	Materials develop conceptual understanding of key mathematical

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.		concepts, especially where called for explicitly in the standards. Materials adhere to the expectation of conceptual understanding as called for by Grade 4 LSSM. Throughout the materials, students have the opportunity to develop, apply, and demonstrate conceptual understanding as they engage with various representations and visual models. The materials provide high-quality conceptual problems and discussion questions embedded within the lessons. For example, in Topic 1, Lesson 5, students develop conceptual understanding of using place value understanding to round multi-digit whole numbers up to 1,000,000 to any place (LSSM 4.NBT.A.3). Students begin the lesson by comparing the hundreds place of numbers that have the same ten thousands and thousands place. Students then compare lengths of the equators of four planets by comparing the estimates of the measurements given in kilometers. In Topic 3, Lesson 2, students use rounding to estimate products and check if answers are reasonable (LSSM 4.OA.A.3). Students estimate how much money Sarah will save if she earns $48 per week over 6 weeks. Students choose their own strategy to find the estimate, explain how reasoning about place value can make it easier to estimate, and then show their work in the space provided. During the lesson, students use number lines and equations to solve problems. Then, in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Independent Practice, students solve the following problem: "An adult sleeps about 480 minutes per day. An infant sleeps about 820 minutes per day. About how many more minutes does an infant sleep than an adult in one week? Solve the problem two different ways." Students demonstrate two different ways to solve the multi-step problem (LSSM 4.OA.A.3). In Topic 8, Lessons 1-4, students build conceptual understanding of LSSM 4.NF.A.2 as they extend their understanding of fraction equivalence through visual models and equations using multiplication and division. In Topic 8, Lesson 5, Convince Me!, students use benchmark fractions to compare fractions to each other, partially fulfilling the expectation of LSSM 4.NF.A.2. By Topic 8, Lesson 7, students learn that comparing fractions is relative to the size of the whole.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. Lessons and activities in the materials develop procedural skill and fluency by providing sufficient opportunities for students to practice their acquired skills. Fluencies are acquired through a progression of learning over time throughout the materials. Students have the opportunity to develop procedural skills as required by the standards. Students can access multiple games for fluency. Links to fluency games

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			are provided under Tools. By the end of Grade 4, students are expected to fluently add and subtract within 1,000,000 (LSSM 4.NBT.B.4). The materials are structured in a way to build this fluency over time as students first expand their place value understanding to numbers within 1,000,000 in Topic 1, and then develop strategies to fluently add and subtract multi-digit whole numbers in Topic 2. In Topic 2, students use mental math to add and subtract numbers in Lesson 1, estimate sums and differences in Lesson 2, use properties of addition throughout the Topic, and work towards using the standard algorithm to find sums and differences within 1,000,000 by the end of Topic 2. Students practice this skill in the Daily Review sections and fluency Math Games. In the fluency Math Game, Galaxy Hunt, students explore place value by adding and subtracting atoms with different values (LSSM 4.NBT.B.4). In addition, students engage in Fluency Practice Activities at the end of Topics 2-16 in Follow the Path, Find a Match, and Point & Tally. Topic 12, Lesson 4 addresses LSSM 4.NF.C.5. Fluency practice with fractions and multiplication obtained in previous topics prepare students for practices they encounter in Topic 12. For example, Problem 20 states, “Kady kept a log of how many of her 100 stickers she gave away each day. She gave away 47/100 of the stickers on Tuesday, 3/10 of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the stickers on Wednesday, and another 25/100 of the stickers on Friday. Did Kady fill out her sticker log correctly? Explain." This problem assesses students' ability to fluently add the quantities that represent Tuesday and Wednesday's stickers to determine whether the amount recorded on Friday is correct. During Topic 13, Lesson 1, students work with customary units of length when determining equivalency (LSSM 4.MD.A.1). For example, in Problem 15, students apply the procedural skill of converting customary units to determine which is greater out of 3 miles and 5,000 yards and by how much.
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Materials provide students opportunities to apply conceptual understanding and procedural skills in real-world problems. Engaging application problems are included where students provide solutions, reasoning, justification, and modeling in a way that demonstrates understanding of the standards. The materials adhere to the expectation of application problems as called for by the standards. The majority of the application problems ask students to complete a model to show understanding of the problem or students explain how they found the answer to the problem. For example, in Topic 9, Lesson 2 students decompose fractions. In

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Convince Me!, students solve the following problem: “Draw pictures or use fraction strips to show why these equations are true. 5/6 = 3/6 + 2/6 and 5/6 = 1/6 + 2/6 + 2/6.” Students model what they know by drawing a picture or using fraction strips (LSSM 4.NF.B.3d). In Topic 6, students use operations and whole numbers to solve problems. In Lesson 6, students solve the following problem: “The high school tennis team is selling tennis balls to raise $500 for new equipment. They sell balls for $2 each. Will they make enough money if they sell 4 cases?” Students use an image that informs students that there are 24 packages in a case and 3 tennis balls in each package (LSSM 4.OA.A.3). In the Convince Me! section of Topic 15, Lesson 5, students solve the following problem, which includes an illustration of a scenario: “$\angle ABD$ is a straight angle. What is the measure of $\angle ABE$ if the measure of $\angle DBC$ is 115° and the measure of $\angle CBE$ is 20°? How did you decide? Write and solve an equation.” Student explanations contain their solution steps, possibly a reference to straight angles measuring 180° and that they either added 115° and 20°, then subtracted that sum from 180°, or used an alternative method involving subtracting multiple times (LSSM 4.MD.C.7).
	Required	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3d) ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.		together and are not always treated separately. Each topic contains lessons that address the three aspects of rigor either separately or using a combination of two or all three components. Each topic includes a Math Background: Rigor section that explains how the components of rigor are used across the lessons. In Topic 2, students add and subtract multi-digit numbers. In Lesson 8, Solve & Share, students solve the following problem: "A group of students collected donations for a toy drive. They collected a total of 3,288 toys one week and 1,022 toys the next week. They donated 1,560 toys to the Coal City Charity and the rest were donated to Hartville Charity. How many toys were donated to Hartville Charity? Use reasoning about numbers to show how the two quantities are related." This problem addresses all three aspects of rigor. Students demonstrate conceptual understanding by figuring out which operations need to be completed. They then apply the operations to find the answer to the problem in which they use procedural skills. Students then reason about their quantities to show that the answer makes sense (LSSM 4.OA.A.3 and 4.NBT.B.4). In Topic 14, Lesson 2, Convince Me!, students use an arrangement of clover leaves to answer the following question: "If you know the number of leaflets, *l*, what expression can you use to find the number of clover leaves, *c*? If you

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			know the number of clover leaves, what expression can you use to find the number of leaflets?" This problem involves two aspects of rigor, conceptual understanding and procedural skill and fluency (LSSM 4.OA.C.5 and LSSM 4.NBT.B.5). Students determine that each cloverleaf contains three leaflets and decide whether to use multiplication or division to create the expressions needed to determine the number of leaflets, *l*, or the number of clover leaves, *c*. Topic 1, Lesson 5, Practice Buddy: Additional Practice addresses procedural skill and fluency, as well as conceptual understanding as expected in LSSM 4.NBT.A.2. This section contains two sets of multi-digit numbers (Set A - 53, 940 and 2,017,770 and Set B - 385,222 and 307,654). Students assist in constructing an argument to justify the reason Set A is easier to compare than Set B. Topic 2, Lesson 3: Add Whole Numbers is labeled as Procedural Skill and Fluency in the Teacher's Edition for Rigor. Independent Practice includes eleven problems that involve finding the sum of 3-digit plus 3-digit equations (LSSM 4.NBT.B.4).
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. The material supports the students in development of the math practices, contributing to students' habits of mind as students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No			develop fluency, procedural skills, and conceptual understanding. The materials are clearly designed in a way that connects the practice standards and content standards. The practice standards are not taught in isolation and are taught to the full meaning of the practice standards. In Topic 7, Lesson 1, students solve the following problem: “Fourth graders at the Ames School have 24 carpet squares. What are the different ways they can organize the carpet squares into a rectangular array?” Students model different arrays (MP.4) to find the factors of 24 (LSSM 4.OA.B.4.a and 4.NBT.B.5). In the Solve & Share section of Topic 1, Lesson 5, students use a table to solve the following problem: “The land areas of three states are shown in the table. Mickey said Alaska's land area is about 10 times greater than Georgia's land area. Explain why Mickey is or is not correct. Construct a math argument to support your answer.” (LSSM 4.NBT.A.1). To solve the problem, students first make sense of the problem (MP.1) and then attend to precision (MP.6) as they construct an argument to support their answer (MP.3). Topic 5, Lesson 7, students solve the following problem: “A company with 65 employees is moving to a new location. All of the employees are divided into groups of 5 for the move. Write an equation and find g, the number of groups used for the move.” (LSSM 4.NBT.B.6). Students model

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with mathematics (MP.4) as they write the equation to solve the problem. In Topic 6, Lesson 2, students use structure (MP.7) as they identify and explain key characteristics of a comparison situation as they divide to solve the following problem: "Carla and Calvin are twins that attend different colleges. Carla's college is four times as far from home as Calvin's college. How far does Calvin travel to college?" (LSSM 5.NBT.B.7).
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Students are provided opportunities to engage in mathematical reasoning through constructing viable arguments and justifications, conducting error analyses, and critiquing the arguments of others throughout the materials. These types of questions are located in various lessons and activities throughout each topic. For example, in Topic 8, Lesson 7, students solve the following problem: "Erin said 3/6 and 5/10 are NOT the same size because the denominators are not factors of each other. Is Erin's argument correct? Explain." Students answer the problem and then explain why Erin is incorrect (LSSM 4.NF.A.2). In Topic 2, Lesson 3, Problem Solving, Problem 17, a student's incorrect work is shown (437 + 175 = 5,112). Students find the error and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			explain how to fix it. This problem gives students an opportunity to practice MP.3 by critiquing the work of another student by finding and explaining her error (LSSM 4.NBT.B.4). In Topic 4, Lesson 6, Problem Solving, Problem 14, students solve the following problem: "A school has 2 large patios. One is rectangular and is 24 feet long by 18 feet wide. The other is square and each side is 21 feet long. Which patio has a greater area? Explain." To solve the problem, students construct a viable argument for their choice of the two patios, which one has a greater area (LSSM 4.NBT.B.5 and 4.MD.A.3).
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Every lesson in each topic encourages students to use the appropriate terminology when completing their assignments, providing solutions, and engaging in mathematical discourse. The materials also offer extra resources and activities that pertain strictly to mathematical vocabulary evident in the Academic Vocabulary section. Each lesson offers an activity under the heading, Build Mathematical Literacy, that teachers may assign to students intended to build students' mathematical language. In this activity, students read a word problem that is broken down in multiple steps for students to solve by explaining/reasoning their strategies in complete sentences. The materials include vocabulary activities

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			at the start of each topic and vocabulary review at the end of each topic. In addition, the materials provide vocabulary cards and a glossary in the Student Edition. At the beginning of each topic in the Teacher Edition, there is a Topic Planner that lists the vocabulary included for each lesson. Example student answers include appropriate mathematical vocabulary in order to set expectations for students. Each topic provides Classroom Conversations in the Teacher's Edition. These conversations provide questions the teacher can ask in blue and possible student answers under each question. In Topic 9, Lesson 1, the teacher asks the following question: "What do 2/10 and 5/10 have in common?" The sample response states, "The denominator, tenths." The script reinforces the use of the correct mathematical terminology for the teacher and the student). In Topic 11, Lesson 2, Practice Buddy: Additional Practice, Problem 2, students select the correct word from four choices to complete this sentence: "A(n) _____ names the same region, part of a set, or part of a segment." Their choices are mixed number, line plot, whole number, or equivalent fraction. The correct answer choice is equivalent fraction; the usage of this term is very different from how students have been accustomed to identifying and/or creating equivalent fractions. Therefore, students must

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			familiarize themselves with the extension of their previous knowledge of the term.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Materials provide a detailed explanation of the purpose and intent of the practice standards. Teachers are provided with multiple resources to help them plan out each topic. The *Correlation of enVision Mathematics Common Core* includes an explanation of how the materials use each math practice and identifies some of the lessons where each math practice is emphasized. Teacher guidance is provided for the Topic Overviews, Lesson Overviews, and throughout each lesson. At the beginning of each topic, all eight math practices are outlined in the Teacher's Edition with a short description. In parentheses under each math practice, guidance provides page numbers and the specific problems that utilize the practice standard. Teacher notes are provided throughout the materials that promote use of the practice standards are provided throughout the materials. For example, in Topic 4 Lesson 2, students use models to multiply 2-digit numbers by 10. In the Teacher's Edition, Model with Math (MP.4) is noted for teachers to remind students they can break apart factors and add the partial products to find the final product. In Topic 8, the Math Practices

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			and ETP section notes that MP.3 is used in the Convince Me! Section of Lesson 6 as "Students critique the reasoning of others when looking at problems relating to fractions. Guidance at the lesson level states, "Students explain a possible reason for Kelly's thinking to help deepen their understanding of how to compare fractions with unlike denominators." In Topic 10, Lesson 1, the Reason Quantitatively section in the teacher notes points out an opportunity for students to practice MP.2. While students work with repeated addition of unit fractions to model multiplication, they explain that 5/8 is a multiple of the unit fraction 1/8.
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The materials connect the standards being taught in the current grade level to skills the students developed in previous grades or lessons. The beginning of each topic in the Teacher's Edition includes a section labeled Look Back found in the Math Background. In this section, connections are made with the current standards being taught to the skills and concepts that have been taught in previous grade levels or previous lessons. These connections allow teachers to identify the prerequisite skills needed for the grade-level material. For example, in Topic 11, students learn about line plots. The Look Back section provides Grade 3 prerequisites and states, "In Topic

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			12, fractions and mixed numbers were represented on the number line. Students learned the relationship between a number line and a line plot. They made line plots to represent measurement data involving whole numbers as well as fractions and mixed numbers in halves and fourths of a unit." Each topic also provides a Review What You Know before beginning the topic. The material reviews concepts that the students have learned either in previous years or previously in the current year that connect with the current grade-level standards. This information can be used for diagnostic and intervention purposes. For example, in Topic 3, students multiply a single-digit number by multi-digit numbers. As a review, students complete a fill in the blank section on math terminology including the terms partial products and break apart. Students then complete basic multiplication problems by multiplying 1-digit numbers by 1-digit numbers. These skills review third grade standards LSSM 3.OA.A.1 and 3.OA.A.3.
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Materials include assessments for students that can be given as a pre-assessment for students before beginning a topic. In the Assessment Sourcebook, there is a section titled, Assessment

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			Guide, which contains instructions on why, when, what, and how to assess students. Guidance suggests that the assessment data could be used to form groups and assign differentiation, which is automatically assigned after certain online assessments. A Grade 4 Readiness Assessment is included in the materials that can be given to students at the beginning of the year. Teachers are also provided with two progress monitoring assessments, Form A and Form B. There is also a review assessment given at the beginning of each topic that can be used to identify students that may need interventions. The materials include a Math Diagnosis and Intervention System and an accompanying Teacher's Guide. An Entry-Level Assessment is provided to assess prerequisite knowledge and readiness for Grade 4. Each Diagnostic Test is broken into parts, and teachers have the option to give the entire diagnostic at the start of the year or to give parts of the diagnostic throughout the year, such as at the beginning of a topic. While the booklets are not broken down by specific LSSM domains, they are broken down into similar domains, such as Place Value, Multiplication and Division, and Fractions. Class Record Forms are provided in which teachers mark test items missed and record scores. Each topic provides a review page for students to complete titled Review What You Know

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			before they begin the topic. At the bottom of the review in the Teacher's Guide, there is an item analysis for diagnosis and interventions for students.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. After students complete the Diagnostic Assessment, the teacher completes an Individual Record form and determines areas of strengths and weaknesses for that student. The Individual Record form includes aligned intervention lessons for prerequisite skills that can be used at the start of the year, topic, or lesson. The intervention lessons are not specific to one assessment item, but are specific to the standards assessed within each booklet. In addition, the online assessment system provides auto-generated reports and includes individual and overall class assessment data. The system allows teachers to group students based on assessment data and provides standards-aligned resources available to assign for follow-up lessons. In addition, there is a Review What You Know section at the start of each topic that reviews prerequisite standards of the major work for the topic. This section is intended for those students that need prerequisite work. An Item Analysis for Diagnosis and Intervention chart is provided and an

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			intervention lesson is aligned to each item within this section.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

FINAL EVALUATION

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

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where explicitly called for in the standards. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information
	6. Quality of Assessments		See EdReports for more information
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work.

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

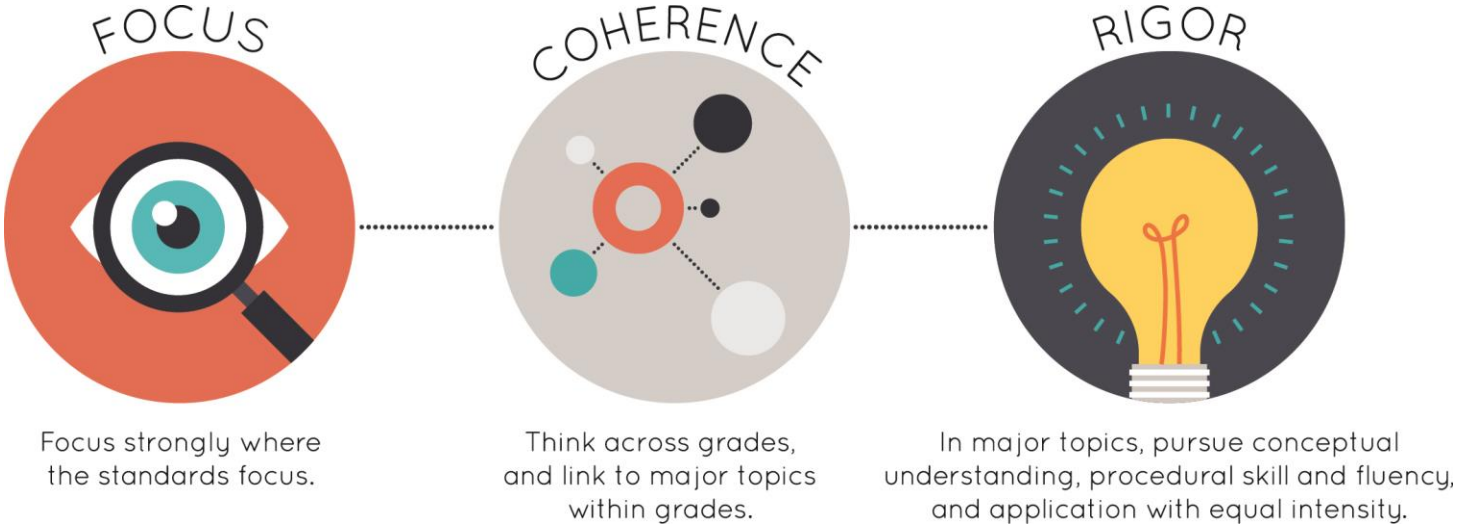
DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **enVision Math**

Grade/Course: **5**

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

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

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

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/envision-mathematics-common-core-2020-2021.

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a larger majority of time to the major work of the grade. Of the 108 instructional lessons, 84% are spent on major work of the grade. Specifically, 72% of lessons are spent on major standards, 12% of lessons are spent on a combination of major standards and supporting/additional standards, and 16% of lessons are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. Of the core math instructional lessons, minimal time is spent on content outside of the grade level. Assessments associated with the math lessons assess standards within the current grade level. For example, in Topic 2, students use models and strategies to add and subtract decimals. On the Topic 2 Assessment, students solve the following problem: "Traci spent $1.19 on a pack of gum and $0.95 on lip balm. Which expression gives the total amount Traci spent?" Part B

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

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			states, "What was the total amount Traci spent? Use the model to help you." Students use base ten blocks to help solve the problem (LSSM 5.NBT.B.7). In Topic 5, Lesson 7 students divide multi-digit numbers. In the assessment practice, students identify the problems that will have a quotient of 46 (LSSM NBT.B.6). Problems in Topic 9, Lesson 8 align with LSSM 5.NF.B.3. For example, in the Interactive Student Edition, Independent Practice #3 Topic 9, Lesson 8, students solve the following problem: "A landscaper's truck is filled with ½ ton of gravel. The gravel is shared equally among 3 projects." They are asked to write and solve a division equation to find how much gravel each project will receive, as well as explain their reasoning.
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Lessons on major work precede most of the supporting work, allowing the major work of the grade to be applied and reinforced while students study the supporting and additional work of the grade. Supporting standards are prevalent in two of the sixteen topics in the materials and are structured to reinforce major work of the grade the majority of the time. The materials connect the supporting standards to the major content standards within each lesson that addresses

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			supporting standards in ways that are meaningful and correlate to the standards taught. For example, in Topics 7-9, students learn to use equivalent fractions as a strategy to add and subtract fractions and then apply and extend previous understandings of multiplication and division to multiply and divide fractions (LSSM 5.NF.A, 5.NF.B). This understanding is reinforced in Topic 10 as students use measurement data to solve word problems involving fractions (LSSM 5.MD.B.2). In Lesson 1, students use a line plot that is labeled in increments of ¼ of an inch and solve the following problem: "Jerome found another feather that made the difference between the longest and shortest feather 1 ¾ inches. What could be the length of the new feather? Explain." In Lesson 3, Independent Practice, students use a line plot for the length of strings and solve the following problem, "Use the line plot Allie made to show the lengths of strings she cut for her art project. Write an equation for the total amount of string. What is the difference in length between the longest and the shortest length of string?" Over the course of the materials, students build towards fluently multiplying multi-digit whole numbers using the standard algorithm (LSSM 5.NBT.B.5). This practice is reinforced in Topic 12 as students convert measurements to solve multi-step, real-world problems (LSSM 5.MD.A.1). In

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			Lesson 8, Convince Me, students solve the following problem, "If the width of the pool is increased by 3 feet, what would be the new perimeter of the pool? Explain." Students use a picture of the pool with a current width of 25 yards and a length of 60 feet to first convert the yards to feet and then multiply by 3.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, Topic 2, Lesson 2 connects clusters A (Understand the place value system) and B (Perform operations with multi-digit whole numbers and with decimals to hundredths) of the Number and Operations in Base Ten (NBT) domain. During the lesson, students solve the following problem: "The cost of one DVD is $16.98, and the cost of another DVD is $9.29. Ed estimated the cost of the two DVDs to be about $27. Is his estimate higher or lower than the actual cost? Explain." To solve the problem, students use place value understanding to round decimals (LSSM 5.NBT.A.4) to add and subtract decimals using strategies based on place value (LSSM 5.NBT.B.7) while justifying their reasoning with a written explanation. Topic 12 connects the Number and Operations in Base Ten (NBT) and Measurement and Data (MD) domains throughout all nine lessons. For example,

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			in Lesson 5, students solve multi-step word problems with money by converting amounts through multiplication (LSSM 5.NBT.5, 5.MD.A.1) such as determining the change for $109.78 from six $20 bills. In Topic 15, Lesson 3, Solve & Share,, students examine a box that can hold six regular muffins or four jumbo muffins and then determine the number of both size muffins that will fit inside of 2, 3, and 4 boxes (LSSM 5.OA.B.3). Students use this information to generate and graph ordered pairs (LSSM 5.G.A.2), connecting the Operations and Algebraic Thinking (OA) and Geometry (G) domains.
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Materials adhere to the expectation of conceptual understanding as called for by Grade 5 LSSM. Throughout the materials, students have the opportunity to develop, apply, and demonstrate conceptual understanding as they engage with various representations and visual models. The materials provide high-quality conceptual problems and discussion questions embedded within the lessons. For example, in Topic 1, Lesson 1, students extend their understanding of multiplication as they use patterns and the properties of multiplication to calculate a product when multiplying by a power of ten (LSSM 5.NBT.A.1). Students write

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			equations and discover that the number of zeros in the product increases by 1 each time 5 is multiplied by another 10 during the Visual Learning Bridge Section (LSSM 5.NBT.A.2). This understanding prepares students for Lesson 3 as they write decimals to the thousandths (LSSM 5.NBT.A.3). Students begin the lesson using a visual model of a book of stickers, a page of stickers, and a single sticker to determine that a page is 1/10 of the book, that a strip is 1/100 of the book, and that a single sticker is 1/1,000 of the books. Students then use place value blocks and place value charts to write fractions and decimals. In the Guided Practice, students convert decimals in the thousandths place to fractions and also convert fractions with denominators of 1,000 or 10,000 to decimals. They solve the following problem: “Kelly said that 97/1,000 can be written as 0.97. Is she correct? Explain.” (LSSM 5.NBT.A.1, 5.NBT.A.3). Students solve the problem by recognizing that place value is based on multiples of ten and by writing decimals to the thousandths using base-ten numerals. Topic 13, Lesson 2, students use their understanding of the operations to write expressions with more than one operation and parentheses (LSSM 5.OA.A.1). Students begin the lesson in the Solve & Share section by solving the following problem: “A baker packages 12 cupcakes to a box. Sean orders 5 boxes for his

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			sister's graduation party and 3.5 boxes for the Variety Show party. Write an expression that shows the calculations you could use to find the number of cupcakes Sean orders." As the lesson progresses, students decontextualize a word problem to find the total number of tickets. Students write a numerical expression of "4 times the sum of 546 and 102" as 4 x (546 + 102). Then, in the Convince Me! Section, students reason about two different expressions by determining if either is correct.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. Lessons and activities in the materials develop procedural skill and fluency by providing sufficient opportunities for students to practice their acquired skills. Fluencies are acquired through a progression of learning over time throughout the materials. Students have the opportunity to develop procedural skills as required by the standards. Students can access multiple games for fluency. Links to fluency games are provided under Tools. By the end of Grade 5, students are expected to fluently multiply multi-digit whole numbers using the standard algorithm (LSSM 5.NBT.B.5). The materials are structured in a way to build this fluency over time. In Topic 3, students develop and apply strategies to multiply multi-digit numbers and work towards using the standard algorithm by

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			the end of Topic 3. For example, in Lesson 5, students multiply 3-digit by 2-digit numbers. In Convince Me!, students solve the following word problem: "A local charity collected 163 cans of food each day for 14 days. How many cans did they collect in all? Explain how you found your answer." Students are also given various problems in the "Independent Practice" part of the lesson where they multiply 3-digit by 2-digit numbers. Students continue to practice this skill in the Daily Review sections and fluency Math Games. In addition, students engage in Fluency Practice Activities at the end of Topics 3-16 in Follow the Path, Find a Match, and Point & Tally. In Topic 11, Lesson 5, Practice Buddy: Independent Practice; students measure volumes by counting unit cubes (LSSM 5.MD.C.4). In Problem 1, students learn that Hannah wants to make a clock with a volume of 216 cubic inches in the shape of a rectangular prism. They determine how to find the possible dimensions of the clock. Then, students use a dropdown box to fill in the blanks with words that complete the statement thereby answering the question. Once the boxes are filled, the statement implies counting unit cubes to reach the sum of 216 cubic inches. Question 2 extends to applying the formula for volume as students determine the dimensions of the rectangular prism (LSSM 5.MD.C.5b). In Topic 16, Lesson 2, students classify

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			quadrilaterals based on properties (LSSM 5.G.B.4). Practice Buddy: Additional Practice contains three questions (9, 10, and 13) that align with this standard. Question 9 asks students to use their skill and fluency to determine which idea is correct - all rectangles are parallelograms or all parallelograms are rectangles. Question 10 asks students to explain the difference between a trapezoid and a parallelogram. Question 13 gives students four measures and directs them to determine which quadrilateral could not have those measurements.
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Materials provide students opportunities to apply conceptual understanding and procedural skills in real-world problems. Engaging application problems are included where students provide solutions, reasoning, justification, and modeling in a way that demonstrates understanding of the standards. The materials adhere to the expectation of application problems as called for by the standards. The majority of the application problems ask students to complete a model to show understanding of the problem or students explain how they found the answer to the problem. In Topic 7, Lesson 12, students solve the following problem, which includes a table that lists camp activities and times: “During the 6-hour session at

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			day camp, Roland participated in boating, hiking, and lunch. The rest of the session was free time. How much time did Roland spend on the three activities? How much free time did he have?" Students add the times given for those activities (1 ½, 2 ½, and 1 ¼ hours), then subtract their sum from 6 hours to answer the questions (LSSM 5.NF.A.2). In Topic 8, Lesson 7, students use a table that contains the number of jackets produced per hour by Machine A and Machine B. Students also use the number of hours that each machine runs each day and then write an equation to show the number of jackets Machine B makes in one day (LSSM 5.NF.B.6). In Topic 9, Lesson 2, Fractions and Mixed Numbers as Quotients, Problem Solving, Problem 21, students "write a word problem that can be solved by dividing 6 by 5" (LSSM 5.NF.B.3). In Topic 10, Lesson 4, students critique the reasoning of others by using what they know about line plots and fractions. In Guided Practice, students use a line plot of gravel orders' weight in tons. Students explain how Renee concluded that ⅓ of the orders were more than 6 tons and whether or not her reasoning makes sense (LSSM 5.NF.A.2a).
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. Each topic contains lessons that address the three aspects of rigor

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			either separately or using a combination of two or all three components. Each topic includes a Math Background: Rigor section that explains how the components of rigor are used across the lessons. For example, in Topic 1, Lesson 6, students round decimals. This lesson addresses conceptual understanding as well as procedural skill and fluency as evidenced in the following problem: "In science class, Marci recorded numbers from an experiment as 12.87, 12.13, 12.5, and 12.08. Which numbers are closer to 12? Which are closer to 13? How can you tell?" (LSSM 5.NBT.A.4). Students use place value understanding to round decimals to the nearest whole number. Topic 7, Lesson 1, addresses procedural skill and fluency, and conceptual understanding as students estimate sums and differences of fractions (LSSM 5.NF.A.1). Students use a number line marked with 0 as the starting point, 1/2, and 1 as the endpoint. Students determine if 11/12 and 1/6 are closer to 0, 1/2, or 1 whole. They then estimate the sum of 11/12 + 1/6 (LSSM 5.NF.A.1). Topic 13, Lesson 3 identifies conceptual understanding as the rigor focus in the Teacher's Edition and addresses LSSM 5.OA.A.2. During Independent Practice, Problems 8-11, students complete the expressions without doing any calculations. Topic 11, Lesson 4 integrates all three components of rigor as expected

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			of 5.MD.C.5c. In Solve & Share, students use a diagram of a school that consists of two buildings that are side by side. They use the dimensions of each building to find the volume of the school.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. The material supports the students in development of the math practices, contributing to students' habits of mind as students develop fluency, procedural skills, and conceptual understanding. The materials are clearly designed in a way that connects the practice standards and content standards. The practice standards are not taught in isolation and are taught to the full meaning of the practice standards. In Topic 1, Lesson 4, students develop an understanding about decimal place value. Students attend to precision (MP.6) as they solve the following Convince Me! problem: “A runner won a 100-meter race with a time of 9.85 seconds. How can you use place value to explain this time? Complete a place-value chart to show this time.” Students create a place value chart recording 9.85 on the chart in the correct places (LSSM 5.NBT.A.3 and 5.NBT.A.3a). In Topic 3, Lesson 2, students estimate products. Students reason quantitatively (MP.2) and construct viable arguments (MP.3) as they

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			solve the following problem: "A different store needs to make at least $20,000 to make a profit in March. They average $685 a day for the month. James used rounding and estimation to say, '$685 is almost $700. $700 x 30 days is $21,000. I think it is going to be a close call!' What do you think?" (LSSM 5.NBT.B.5 and 5.NBT.B.7). In Topic 6, Lesson 1, Convince Me!, students solve the following problem: "Celinda thought of 89.5 in parts, 80 + 9 + 0.5, and divided each part: 80 ÷ 10 = 8; 9 ÷ 10 = 9/10 or 0.9; 0.5 ÷ 10 = 0.05. Then she added the parts to get 8.95. What do you notice?" (LSSM 5.NBT.A.2). Students utilize MP.2 and MP.7 as they explain that dividing the value of each digit by ten, then finding their sum yields the same result as dividing the number by ten. In Topic 10, Lesson 1, Convince Me!, students reason quantitatively (MP.2) as they analyze information provided in a line pilot and explain how they would use it to answer a specific question about the data set, such as "How does the line plot show what the largest amount of vinegar used was?" (LSSM 5.MD.B.2).
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Students are provided opportunities to engage in mathematical reasoning through constructing viable arguments

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	the standards that explicitly set expectations for multi-step problems.		and justifications, conducting error analyses, and critiquing the arguments of others throughout the materials. These types of questions are located in various lessons and activities throughout each topic. For example, in Topic 1, Lesson 5, students compare decimals to the thousandths. They engage in MP.3 as they solve the following problem: "Valerie said, '12.68 is greater than 12.8 because 68 is greater than 8.' Is she correct? Explain." Students apply place value understanding of decimal numbers and then justify their explanation (LSSM 5.NBT.A.3b). In Topic 2, Lesson 3, students model sums and differences of decimals. Problems, such as the following, address MP.3: "For the example shown, Jesse said, 'The total monthly cost of using the ceiling light and the dishwasher was $0.74.' Is Jesse correct? Explain." A picture of a data chart is provided that gives the monthly utilities costs. The data chart states that the monthly cost of the ceiling light is $0.89 and the cost of the dishwasher is $0.85. Students find the sum and reason why Jesse was incorrect (LSSM 5.NBT.B.7). In the practice section of Topic 11, Lesson 4, students observe and analyze a diagram of a birdhouse that is composed of two sections. Students read that one student found the volume of each section, then added the sums to calculate the total volume of the birdhouse. Next, they read that a second student found the area of

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			the floor, then multiplied by the height of the birdhouse to find its volume. Finally, students determine if the second student's method will work and explain their thinking (LSSM 5.MD.C.5.c).
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Every lesson in each topic encourages students to use the appropriate terminology when completing their assignments, providing solutions, and engaging in mathematical discourse. The materials also offer extra resources and activities that pertain strictly to mathematical vocabulary evident in the Academic Vocabulary section of the lesson. Each lesson offers an activity under the heading, Build Mathematical Literacy, that teachers may assign to students. In this activity, students read a word problem that is broken down in multiple steps for students to solve by explaining/reasoning their strategies in complete sentences. Example student answers include appropriate mathematical vocabulary in order to set expectations for students. For example, in Topic 1, students develop an understanding of place value. The new vocabulary words include: power, exponent, base, value, expanded form, thousandths, and equivalent decimals. As students become familiar with the terms, they are encouraged to use the terminology in their explanations. In Topic 9, Lesson 2, Listen and Look, materials set

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			the expectation for students to use mathematical terminology when referring to parts of a fraction (numerator/denominator), the solution of a division problem (quotient), and the problem itself (dividend/divisor). In the Guided and Independent Practice section of the lesson, students solve the following problem: "Find 11 ÷ 10 and 10 ÷ 11. Write each quotient as a fraction or mixed number." Each lesson also provides scripted questions for teachers to ask and possible responses for students. These questions are written in blue and student answers are in black ink. For example, in Topic 16, Lesson 1, the following conversation is scripted under Classroom Conversation. "Teachers say, 'Is an equilateral triangle also an isosceles triangle? Explain.' The possible student response states, 'Yes, an isosceles triangle has 2 sides that are the same length, so an equilateral triangle can also be classified as isosceles.'"
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Materials provide a detailed explanation of the purpose and intent of the practice standards. Teachers are provided with multiple resources to help them plan out each topic. The *Correlation of enVision Mathematics Common Core* includes an explanation of how the materials use each

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			math practice and identifies some of the lessons where each math practice is emphasized. Teacher guidance is provided for the Topic Overviews, Lesson Overviews, and throughout each lesson. At the beginning of each topic, all eight math practices are outlined in the Teacher's Edition with a short description. In parentheses under each math practice, guidance provides page numbers and the specific problems that utilize the practice standard. Teacher notes are provided throughout the materials that promote use of the practice standards are provided throughout the materials. For example, in Topic 5, the Math Practices and ETP section notes that MP.5 is found in the Solve & Share in Lesson 3 as "students use tools, such as grid paper, to solve division problems." The math practices are in bold red print in the Teacher's Edition to note where they are used in the lessons. In Topic 12, Lesson 6, Problem 21 is labeled Make Sense and Persevere (MP.1). Teachers ask probing questions to guide students in finding the total mass in grams of the recipe they are given. An example is, "What is the hidden question?" In Topic 16, Lesson 2, Problem 15 is labeled Be Precise (MP.6). The expectation is that students give the precise name of the triangles created when a square is cut into two triangles.
Section II: Additional Alignment Criteria and Indicators of Superior Quality			

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The materials connect the standards being taught in the current grade level to skills the students developed in previous grades or lessons. The beginning of each topic in the Teacher's Edition includes a section labeled Look Back found in the Math Background. In this section, connections are made with the current standards being taught to the skills and concepts that have been taught in previous grade levels or previous lessons. These connections allow teachers to identify the prerequisite skills needed for the grade-level material. For example, in Topic 4 the students use models and strategies to multiply decimals. The Look Back section provides Grade 4 prerequisites and states, "In Topic 3, students used strategies and properties to multiply 1-digit numbers by numbers with up to 4 digits. In Topic 4, they did the same to multiply two 2-digit whole numbers. Some of the whole number strategies, such as partial products, are applied to decimals in Grade 5, Topic 4." The guidance connects LSSM 5.NBT.B.7 to LSSM 4.NBT.B.4. Each topic also provides a Review What You Know before beginning the topic. The material reviews concepts that the students have learned either in previous years or previously in the current year that connect with the current grade-level standards. This information can be used for diagnostic and intervention

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			purposes. For Topic 10, students review the terms bar graph, compare, frequency table, overestimate, and underestimate by filling the correct term into the sentences. Students then perform computation of mixed number fractions. Finally, students use a bar graph to answer three questions.
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Materials include assessments for students that can be given as a pre-assessment for students before beginning a topic. In the Assessment Sourcebook, there is a section titled, Assessment Guide, which contains instructions on why, when, what, and how to assess students. Guidance suggests that the assessment data could be used to form groups and assign differentiation, which is automatically assigned after certain online assessments. A Grade 4 Readiness Assessment is included in the materials that can be given to students at the beginning of the year. Teachers are also provided with two progress monitoring assessments, Form A and Form B. There is also a review assessment given at the beginning of each topic that can be used to identify students that may need interventions. The materials include a Math Diagnosis and Intervention System and an accompanying Teacher's Guide. An Entry-Level Assessment is provided to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			assess prerequisite knowledge and readiness for Grade 4. Each Diagnostic Test is broken into parts, and teachers have the option to give the entire diagnostic at the start of the year or to give parts of the diagnostic throughout the year, such as at the beginning of a topic. While the booklets are not broken down by specific LSSM domains, they are broken down into similar domains, such as Place Value, Multiplication and Division, and Fractions. Class Record Forms are provided in which teachers mark test items missed and record scores. Each topic provides a review page for students to complete titled Review What You Know before they begin the topic. At the bottom of the review in the Teacher's Guide, there is an item analysis for diagnosis and interventions for students.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum. After students complete the Diagnostic Assessment, the teacher completes an Individual Record form and determines areas of strengths and weaknesses for that student. The Individual Record form includes aligned intervention lessons for prerequisite skills that can be used at the start of the year, topic, or lesson. The intervention lessons are not specific to one assessment item, but are specific to the standards assessed within each

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			booklet. In addition, the online assessment system provides auto-generated reports and includes individual and overall class assessment data. The system allows teachers to group students based on assessment data and provides standards-aligned resources available to assign for follow-up lessons. In addition, there is a Review What You Know section at the start of each topic that reviews prerequisite standards of the major work for the topic. This section is intended for those students that need prerequisite work. An Item Analysis for Diagnosis and Intervention chart is provided and an intervention lesson is aligned to each item within this section.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

FINAL EVALUATION

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

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade level.

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where explicitly called for in the standards. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information
	6. Quality of Assessments		See EdReports for more information
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific lessons and units in the curriculum.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

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

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

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

The 2020-2021 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.