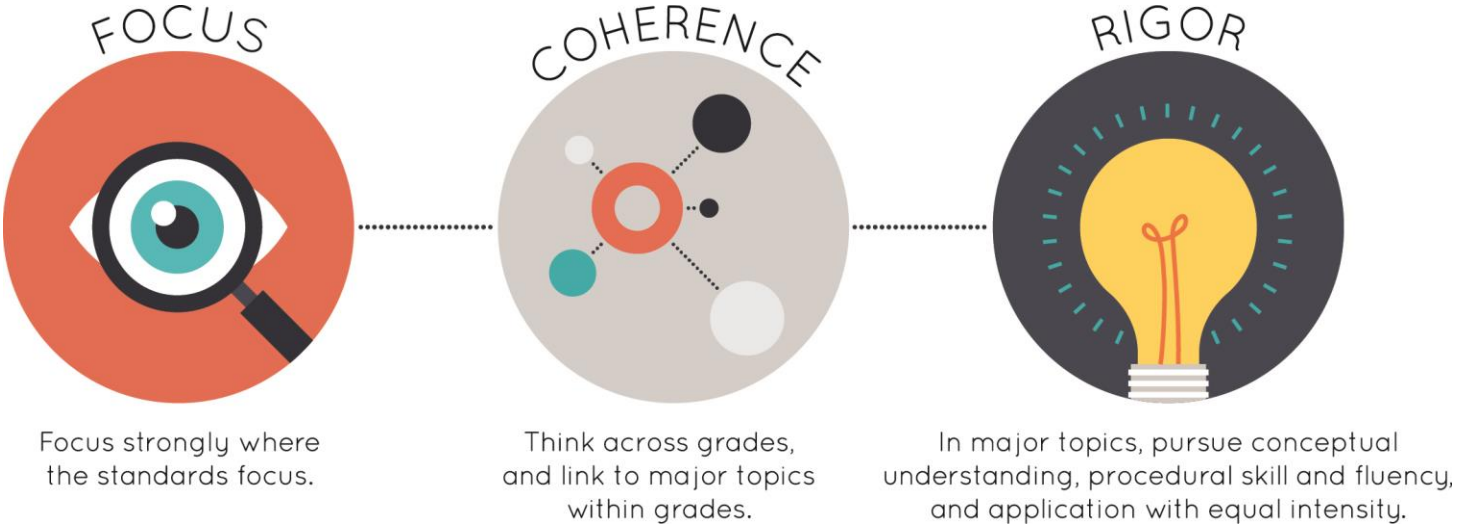
DEPARTMENT of EDUCATION
Louisiana Believes

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 Mathematics**

Grade/Course: **6-8**

Publisher: **Savvas Learning Company LLC**

Copyright: **2021**

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

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

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

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

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

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

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

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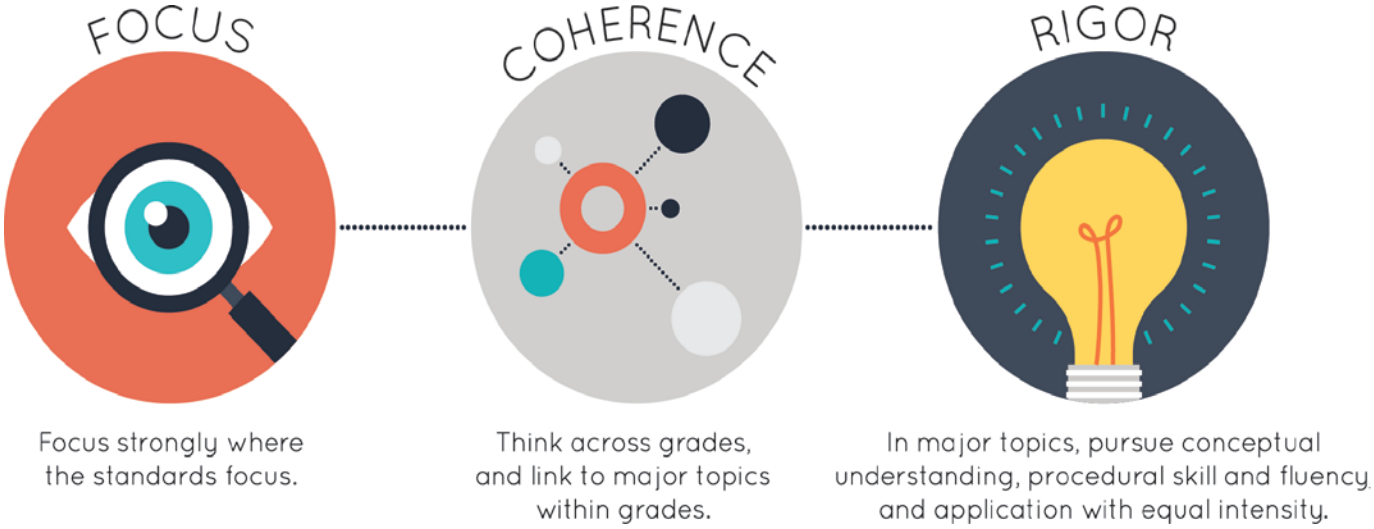

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6. Quality of Assessments	
7. Indicators of Quality	

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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 larger majority of time to the major work of the grade. Of the 61 instructional lessons, 86% of lessons are spent on major work of the grade. Specifically, 72% of lessons are spent on major standards, 14% of lessons are spent on a combination of major standards and supporting/additional standards, 14% of lessons are spent on supporting or additional standards, and three lessons are labeled as optional.
	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. Lessons and assessment items align to the Grade 6 Louisiana Student Standards for Mathematics (LSSM) unless otherwise noted in the implementation guide. The Louisiana Implementation Guide identifies the specific lesson components and assessment items that are aligned to LSSM 7.SP.3 and notes that the items "are all considered optional for Grade 6 classrooms and do not need to be included with your instruction or assessments." For example, the following

[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
			components found within Topic 8, Lesson 5 address LSSM 7.SP.3 and are labeled as optional: Examples 1 and 3; Practice Items 3, 5, 6, 10, 11, 16 and 20; and Lesson Quiz Items 2, 4 and 5. Additional lesson components, Practice Items, and Lesson Quiz items are labeled as optional in Lesson 8-6 and 8-7. Topic 8 Review items noted as optional include: Vocabulary Review, Item 3 and Use Vocabulary in Writing; Lesson 8-5 Quick Review, Example and Practice Items 1-3; and Lessons 8-6 and 8-7. The guide also notes assessment items as optional in the Topic 8 Assessment (Item 3), the Topic 1-8 Cumulative/Benchmark Assessment (Item 26), and the Progress Monitoring Assessment (Item 22). Additionally, in Topic 1, Lesson 3, students multiply fractions (LSSM 5.NF.B.4); however, teacher guidance states that the lesson prepares students for LSSM 6.NS.A.1 which is the focus of the next four lessons. All other lessons and assessment items focus on grade-level standards. In Topic 3, Lesson 3, students evaluate expressions using the order of operations and insert grouping symbols to affect the value of the expression (LSSM 6.EE.A.1, 6.EE.A.3, 6.EE.A.4). On Problems 19-21, students observe an expression with a target value and choose the proper symbols to create the target value.

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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. Students first develop an understanding of major work and then major work is reinforced during lessons that focus on supporting standards. Supporting content is connected to major work in Topic 2, Lesson 6 and Topic 7, Lessons 1-8. In Topic 2, students develop an understanding of integers, rational numbers, and absolute value. Students then apply this understanding as they find the distance between points on the coordinate plane. For example, in Lessons 4 and 5, students represent rational numbers on the coordinate plane and find distances on the coordinate plane (LSSM 6.NS.C.8). Then, in Lesson 6, students solve real-world and mathematical problems by graphing points on the coordinate plane to find side lengths and perimeters of polygons, connecting supporting LSSM 6.G.A.3 to major LSSM 6.NS.C.8 when solving real-world and mathematical problems by graphing points on the coordinate plane. In Lesson 6, Problem 15, students find the area of a backyard pool given the coordinates of the vertices with the understanding that each unit represents one square yard. Students first develop an understanding of expressions and equations in Topics 3 and 4 (LSSM 6.EE.A). This major work is reinforced in Topic 7,

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			Lessons 1-5 as students extend what they know about areas of rectangles to derive the formula for the area of a parallelogram, rhombus, triangles, trapezoids, and kites (LSSM 6.EE.A.2, 6.G.A.1). Then, Lessons 6 and 7 connect supporting LSSM 6.G.A.4 to major LSSM 6.EE.A.2a, 6.EE.A.2c, and 6.EE.B.6. During the lessons, students find the surface area of rectangular and triangular prisms. Writing and solving formulas connects to writing expressions and evaluating expressions with specific values of their variables. For example, Lesson 6 Practice and Problem Solving, Problem 18, students observe a picture of a bird box with a given height, length and width. They determine if the sheet of plywood bought will be enough wood by showing their explanation using surface area formulas.
	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 7, Lesson 4 connects the Number System (NS), Expressions and Equations (EE), and Geometry (G) domains. During the lesson, students compose and decompose shapes, including polygons, on the coordinate plane. During Practice and Problem Solving, Problems 13 and 14, students observe a diagram of a picture frame on a coordinate plane. For Problem

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			13, students determine the surface area of the picture frame (LSSM 6.NS.C.6c, 6.NS.C.8, 6.EE.A.2c, 6.G.A.1 and 6.G.A.3). For Problem 14, students describe a way to find the surface area without decomposing the shape into smaller shapes. Topic 4, Lesson 2 connects Cluster A (Apply and extend previous understanding of arithmetic to algebraic expressions) and Cluster B (Reason about and solve one-variable equations and inequalities) of the Expressions and Equations (EE) domain. Students use properties of equality to write equivalent equations (LSSM 6.EE.A.4) and to solve real world problems and mathematical problems by writing and solving equations and inequalities (LSSM 6.EE.B.7). For example, on Problem 13 in the Try It! Section, students solve the following problem: "If r + 9 = 42 does r + 9 - 9 = 42 + 9? Why or why not?" Students determine whether the equation is equivalent by using the properties of equality.
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Through the materials, students develop conceptual understanding by engaging in discussions about mathematical ideas, using multiple representations and visual models, and using a variety of strategies to solve problems and construct explanations about mathematical ideas and concepts.

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☒ Yes ☐ No			For example, in Topic 2, Lesson 4, Represent Rational Numbers on the Coordinate Plane, students develop conceptual understanding as required by LSSM 6.NS.C.6b and 6.NS.C.6c. During the lesson, students use the structure of the coordinate plane to plot points with rational coordinates in all four quadrants and reflect them across the x- and y-axes. A visual animation is provided for Example 1 in order to help students visualize the terms coordinate plane, origin, x-axis and y-axis. During Try It! students practice plotting points and developing ordered pairs for specific locations on the coordinate plane. Do You Know? poses questions including: “How can you graph a point with rational coordinates on a coordinate plane” and “How are the points (4, 5) and (-4, 5) related?” Practice and Problem Solving includes opportunities for students to plot specific coordinates, give the coordinates for given points, and use a map to answer questions related to location on the coordinate plane. In Topic 5, Lesson 1 students develop “conceptual understanding of ratios as a comparison of two quantities (LSSM 6.RP.A.1) by using bar diagrams and double number line diagrams to represent ratio relationships (LSSM 6.RP.A.3).” During Problem 8 within the Do You Know How? section, students complete a diagram as they solve the following problem: “The ratio of blue cards to green

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			cards is 2 to 5. There are 8 blue cards. Complete the diagram and explain how you can find the number of green cards." Students continue to build conceptual understanding in Topic 5, Lesson 1 as they "complete a table using multiplication to find ratios that are equivalent to 4:5 (LSSM 6.RP.A.3a)."
	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 provide several opportunities throughout the year to allow students to attain and practice grade level fluency and procedural skills. Fluency Practice is provided at the end of each Topic that focuses on operational fluency, specifically with operations with rational numbers. For example, in Topic 1, students work towards fluently adding, subtracting, multiplying, and dividing multi-digit decimals using the standard algorithm (LSSM 6.NS.B3). In Topic 1, Lesson 1, students fluently add, subtract, and multiply decimals using the standard algorithm. The Do You Know How section includes a variety of problems, such as 5.9 + 2.7, 4.01 - 2.95, and 3.4 x 6.4, that allow students to demonstrate mastery of the standard algorithms. In Topic 1, Lesson 2, students fluently divide whole numbers and numbers with decimals (LSSM 6.NS.B3). On Problem 12 within the How Do You Know section, students solve 34.75 ÷ 5 using the standard algorithm. Students

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			continue to practice this fluency throughout the topics that follow. For example, in Topic 5, students solve problems involving rates and conversions, in Topic 6, students find the percent of a number, in Topic 7, students find areas and volumes of figures, and, in Topic 8, students summarize data, all of which involve decimal operations. Topic 6 is devoted to LSSM 6.RP.A.3c. Lesson 1 defines percent as "a rate in which the first term is compared to 100." Through Lessons 2 through 6, students go beyond conceptual development to procedural skill and fluency. In Lesson 2, students relate percent to decimals and fractions. In Lesson 3, students explore percentages greater than 100 and less than 1. Students use estimation to find percentages in Lesson 4. Lesson 5 is solely devoted to finding percents. During the Practice and Problem Solving section, students find percentages when given the part of a whole, the part when given the percent and whole, and the whole when given the percent and part. In order to complete these problems, students use procedural skill and fluency.
	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	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Practice and Problem Solving is located at the end of each lesson. At the end of each problem set are problems labeled Higher Order Thinking, Critique Reasoning, Construct

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	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.		Arguments, and Reasoning. These problems provide students the opportunity to apply the math skills and concepts developed throughout the lesson, when applicable. For example, in Topic 1, Lesson 7, students solve problems with rational numbers (LSSM 6.NS.A.1). Students apply what they have learned earlier in the topic about multiplying and dividing rational numbers to solve real-world problems. For example, Practice and Problem Solving, Problem 6, students find their total bill rounded to the nearest cent when purchasing 3.17 pounds of apples at $0.99 a pound, 1.25 pounds of pears at $1.19 a pound, and 2.56 pounds of oranges at $1.09 per pound. In Topic 3, Lesson 5, students use their understanding of variables to represent numbers and expressions when solving real-world or mathematical problems (LSSM 6.EE.B.6). On Problem 4 of the Do You Understand? section, students solve the following real world problem using a variable: “Annalise earns $4 an hour walking pets in her neighborhood. She evaluates the expression 4h, where h represents the number of hours, to find the amount she earns. Can any number be substituted for h? Explain.” Students realize that the expression will not make sense if the h is equal to 0 or a number less than 0. During Topic 4, Lesson 2, students apply properties of equality (LSSM 6.EE.B.7). During Practice and Problem Solving,

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			Problems 13-25, students solve a variety of real world problems involving writing and solve equations. For example, during Problem 17, students solve the following problem: "You start with the equation 8x=24. Your friend changes the equation as follows. 8x = 24 ÷ 4. How can you make your friend's equation equivalent to the original equation?"
	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 attend to the balance of rigor as intended by the standards. Several lessons focus on all three components of rigor while the majority of the lessons focus on conceptual understanding and procedural skills and fluency. The Teacher's Edition includes a Math Background Rigor section at the start of each topic which explains how each aspect of rigor is addressed during the topic. For example, in Topic 2, Lesson 1, students begin to develop an understanding of integers (LSSM 6.NS.C.5, 6.NS.C.6a, 6.NS.C.6c). Using thermometers and number lines, students develop conceptual understanding of integers by finding temperatures and change in temperature. Students develop the concept of opposites by moving the same distance in opposite directions from the 0 on a number line or thermometer. Students then compare integers on a number line. Towards the end of the

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			lesson, students apply conceptual understanding as they procedurally place integers on a given number line and compare two integers without a number line. In Topic 6, the concept of percent is introduced. Lessons 1 through 4 focus on conceptual understanding and procedural skills, then Lessons 5 and 6 shift to procedural skills and application. In Topic 6, Lesson 6, students apply the developed skills to solve percent problems as they "use models and equations to find the whole amount when the percent and a part are known" (LSSM 6.RP.A3c). Topic 7, Lesson 8 integrates all three components. During the lesson, students use cubes and formulas to find the volume of right rectangular prisms and cubes and then apply this understanding to solve real-world and mathematical problems involving volume (LSSM 6.G.A.2). In the Try It! section, the teacher asks students the following questions: "How can you find the number of cubes in the bottom layer?" "How many cubes are in the prism? Explain." and "By how many cubes will the length increase? Explain." In Example 3, students find the volume by using the formula V=lwh. In Topic 8. Lesson 3, students practice procedural skill and fluency by displaying numerical data in box plots (LSSM 6.SP.B.4). Students find the minimum, median, and maximum to determine the first, second and third quartiles necessary to put the data into a

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			box plot. In the Do You Understand? section, Problem 1, students tell why a box plot is useful in representing certain types of data. During Practice and Problem Solving, students build and label box plots and interpret given box plots.
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 Lesson Overview for each lesson lists and explains the Mathematical Practices emphasized during the lesson and how they relate to the lesson topic. Guidance for using the practice standards is included in various locations throughout the lesson to support students' development and application of the practice standards. Additionally, many of the problems in the Practice and Problem Solving section note which practice is used to complete the problem. For example, in Topic 2, Lesson 5, students find distance on the coordinate plane (LSSM 6.NS.C.8). Students first use reasoning (MP.2) to understand and demonstrate how absolute value is used to find the distance between points on the coordinate plane. Additionally, students look for and make use of structure (MP.7) as they use the coordinate plane to find the total length of a graphed picture. In Topic 4, students represent and solve equations and inequalities (LSSM 6.EE.B.5-8). The practices emphasized in the topic

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			include Reason Abstractly and Quantitatively (MP.2) and Model with Mathematics (MP.4). During the lessons, students reason abstractly and quantitatively (MP.2) as they solve equations and inequalities. Students also model problems and equations with a variety of models, such as a pan balance, bar diagrams, tables, graphs, and equations. For example, in Lesson 1, students model (MP.4) the relationship between two quantities using a pan balance and then write an equation with a variable to show the relationship (LSSM 6.EE.B.5). In Lesson 3, students reason (MP.2) about how quantities are related as they solve for an unknown variable in an equation. During Solve and Discuss It! students use cubes on the pan balance to demonstrate the Addition and Subtraction Properties of Equality (LSSM 6.EE.B.6, 6.EE.B.7). In Lesson 4, students reason (MP.2) about how quantities are related as they solve for an unknown in an equation using the Multiplication and Division Properties of Equality. Students model with mathematics (MP.4) as they solve problems using bar diagrams and equations to represent the relationships between values (LSSM 6.EE.B.6, 6.EE.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	**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.

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	(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.		The materials include opportunities for students to engage in mathematical reasoning through constructing viable arguments and justifications, conducting error analyses, and critiquing the arguments of others throughout the materials. Questions and prompts that support the use of MP.3 are located in various lessons and activities throughout each topic. For example, in Topic 2, Lesson 3, students use absolute value to represent a number's distance from 0 and interpret absolute value in real-world problems (LSSM 6.NS.C.7d). During the lesson, students construct arguments as they distinguish comparisons of absolute value form statements of order. For example, in the Do You Understand? Section, item 2 students "Explain why -7 has a greater absolute value than the absolute value of 6." In Topic 3, Lesson 6, Explain It! students analyze three expressions that Juwon says are equivalent. Students determine whether they are equivalent and explain their reasoning. Practice and Problem Solving Problem 31 provides students with the reasoning of another student about how to evaluate the given expression. Students determine whether they agree or disagree and provide a mathematical explanation (LSSM 6.EE.A.4). In Topic 4, Lesson 8, students work with dependent and independent variables. For Practice and Problem Solving 18, students critique the

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			reasoning of a friend who determines that both variables in a situation could be the independent variable. Students use their knowledge of independent and dependent variables to justify their reasoning (LSSM 6.EE.C.9).
	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, which 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. Within the Review What You Know! section of the Topic Opener, the Vocabulary Review activity provides students the opportunity to strengthen vocabulary. The materials include student look-fors and sample student responses to set the expectation of students utilizing precise mathematical language when

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			providing solutions and justifications. For example, in Topic 5, the Review What You Know! Activity supports students in activating prior knowledge and practicing the prerequisite skills needed for success in this topic. The Vocabulary Review section provides students the opportunity to review the terms common factor, common multiple, equivalent fractions, and fraction. After students complete a fill in the blank activity using the terms, students create a set of vocabulary cards in which they write the term on one side and an image, example, or definition on the other side. In the Language Development section, guidance suggests that, as students progress through the topic, they fill in the blanks with correct words or numbers. The teacher encourages students to “pay attention to these terms in the context of each sentence” to build a strong understanding of their meaning. Guidance is also provided that suggests teachers and students develop a Word Wall to use throughout the topic. For example, to support comprehension of the meaning of ratio, students write examples of ratios comparing one quantity to another quantity on index cards and display them under the word ratio on the Word Wall. In Topic 2, Lesson 5, students find distances on the coordinate plane. Practice and Problem Solving, students find the distance between two points on the

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			coordinate plane. The Lesson Language Objective states, “Explain how to use absolute value to find distance on a coordinate plane.” The teacher supports this objective by asking questions such as, “When should you add the absolute values and when should you subtract?” Additional Vocabulary Support helps students develop and reinforce key terms and concepts. During the activity, students draw a line from each vocabulary term to the best representation, such as distance, x-coordinate, absolute value and Quadrant I.
	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. The materials include a Math Practices and Problem Solving Handbook. The handbook includes the practice standard, an example problem that can be solved using the practice standard, a series of questions students can ask themselves when using the practice standard to solve the problem, as well as other questions to consider. Each Topic Overview includes a Math Practices section that highlights the practice standards emphasized across the topic. This section provides behaviors and thinking habits that students exhibit when engaging in the practices. This section also includes questions that teachers can ask students to become more proficient in utilizing the practice standards. Each

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Lesson Overview lists the practice standards utilized within the lesson and provides lesson-level guidance of how the students use the practice standard within the lesson. Teacher guidance is provided throughout the lessons to support students in developing and applying the practice standards. Sections, such as Convince Me! and Elicit and Use Evidence of Student Thinking, provide prompts and questions that encourage students to justify solutions using precise language. For example, in Topic 3, the Math Practices section included in the Topic Overview notes that students engage with MP.4 and MP.7 across the topic. This section provides characteristics of mathematically proficient students in relation to each of these practices. For example, when modeling with mathematics (MP.4) mathematically proficient students "write algebraic expressions to represent real-world situations," "use mathematical models when writing algebraic expressions to represent patterns," and "consider which elements of a situation should be represented by variables when writing expressions." Similarly, when looking for and making use of structure (MP.7), mathematical proficient students "use the order of operations to evaluate numerical and algebraic expressions," "place parentheses and other grouping symbols into expressions to create expressions

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with a specific value," and "recognize the characteristics of a simplified expression." Specific, lesson-level guidance is provided for each lesson, as well. For example, in Topic 6, Lesson 6, students engage in MP.1 as they "think about how quantities are related in a problem before making a plan to solve a problem." Students also engage with MP.4 as they "use a double number line to show the relationship between the percent, a part, and the whole" and "write equations to find the unknown whole."
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		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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. Materials provide timely supports to target specific skills/concepts to address students’ unfinished	**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		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
learning in order to access grade-level work. ☐ Yes ☐ No	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. Each topic includes a Topic Readiness Assessment that assesses student understanding of prerequisite skills and concepts. The materials include an Item Analysis for Diagnosis that lists the prerequisite standard aligned to each assessment item. The Math Background of the Teacher's Edition includes a Look Back section that connects the standards addressed in the current grade-level to skills and concepts from previous grades or lessons. These connections allow teachers to identify the prerequisite skills needed for the grade-level material. Each topic also provides a Review What You Know before beginning the topic. This section includes skills and concepts that the students should 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 example, in Topic 2, Integers and Rational Numbers, the Topic Readiness Assessment includes 12 items that assess the following standards: LSSM 3.NF.A.2b, 3.NF.A.3, 4.NF.A.2, 4.MD.A.3, 5.NBT.A.3a, 5.NBT.A.3b, 5.NBT.B.7, 5.NF.B.3, and 5.G.A.1. Look Back within the Math Background Coherence section states that in Grade 5, students "extended their understanding of decimal place value to the thousandths place," "graphed decimals on a number line to help them compare and round decimals," "extended their ability to do computations with rational numbers to include adding, subtracting, multiplying, and dividing decimals and fractions," and "learned about the coordinate plane and graphed points in the first quadrant to solve real-world and mathematical problems." Additionally, the topic also builds on student learning from Grade 6, Topic 1, in which students "increased their fluency when performing all four operations with positive rational numbers in decimal or fraction form." During Get Ready! Students review fraction as decimal, division with decimals, and ordered pairs.
	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. Before beginning each topic, the students take a Topic Readiness Assessment. Each assessment item is aligned to the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			prerequisite standard. Teachers analyze student results and use the Scoring Guide to determine which students need prerequisite work based on scores of greater than 85%, 70% to 85%, and less than 70%. For students who score over 85%, guidance suggests that the teacher assign the corresponding Math Diagnosis and Intervention System (MDIS) activity for those items answered incorrectly and consider enrichment activities during the topic. For students who score in between 70% to 85%, guidance suggests that the teacher assign the corresponding MDIS activity for those items answered incorrectly in addition to monitor the student during Step 1 and Try It! portions of the lesson. For students who score less than 70%, guidance suggests that the teacher assign the corresponding MDIS activity for those items answered incorrectly in addition to the intervention lessons available online.
	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. The Item Analysis for Diagnosis for each Topic Readiness Assessment lists each item, the standard assessed, and a corresponding MDIS activity to support students. The Assessment Sourcebook provides guidance for the diagnostic assessment which recommends diagnosing student readiness before instruction in order to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			develop individual study plans, make grouping decisions, and prescribe specific activities to "fill gaps in understanding the prerequisite content." The results of the Topic Readiness Assessment can be used "to generate personalized study plans." For example, in Topic 3, the Item Analysis for Diagnosis that accompanies the Topic Readiness assessment notes which MDIS activity to assign a student when an assessment item is missed. For example, if a student answers item 5 incorrectly, which assesses LSSM 5.NBT.B.5, the teacher should assign MDIS L27. L27, Multiplying Greater Numbers, includes a scaffolded approach to multiplying multi-digit numbers. If a student answers item 9 incorrectly, which assesses LSSM 5.NF.A.2, the teacher should assign MDIS L41. L41, Subtracting Fractions with Unlike Denominators, includes a scaffolded approach to subtracting fractions with unlike denominators using fraction strips.
	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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a larger 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 called for explicitly 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. 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

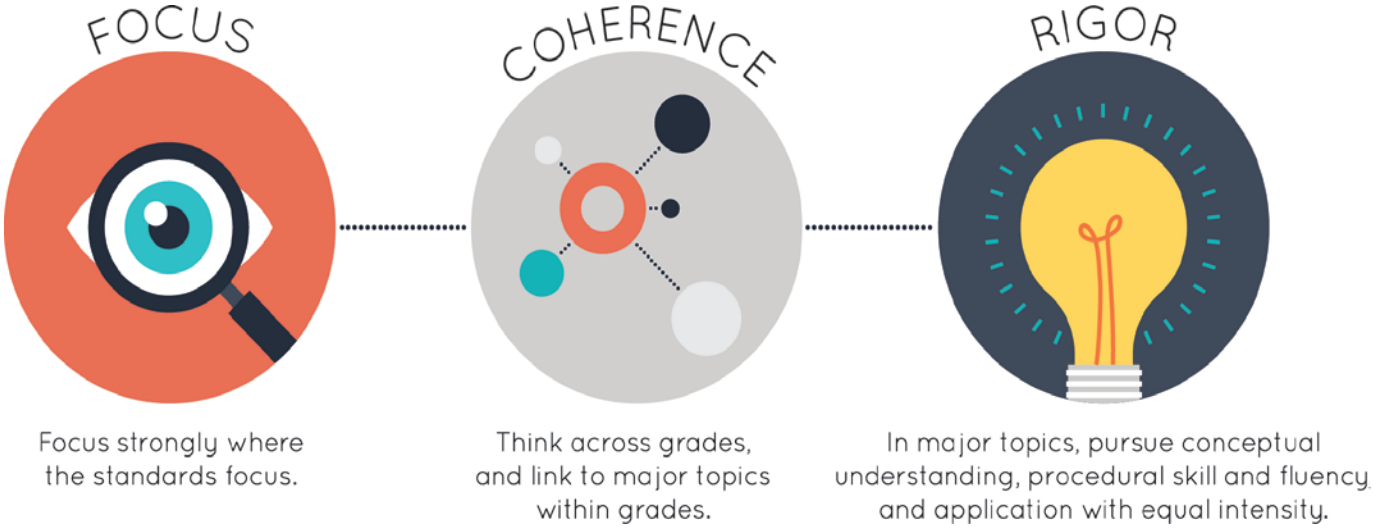
[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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. Readiness assessments along with aligned remedial work allow teachers to provide remediation as needed. 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. See EdReports for more information.
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.

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **enVision Mathematics**

Grade/Course: **7**

Publisher: **Savvas Learning Company LLC**

Copyright: **2021**

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. Quality of Assessments	
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://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 51 instructional lessons, 72% of lessons are spent on major work only of the grade. Specifically, 65% of lessons are spent on major standards, 7% of lessons are spent on a combination of major standards and supporting/additional standards, and 28 % 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. Topics, lessons, and assessment items focus solely on the Grade 7 Louisiana Student Standards for Mathematics (LSSM). The materials include formative and summative assessments for each module and assess the Grade 7 LSSM. For example, the Topic 2 Assessment includes problems in which students find constant of proportionality, determine if a relationship is proportional, write an equation for a proportional relationship, and identify the meaning of an ordered pair on a graph (LSSM

[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
			7.RP.A.1, 7.RP.A.2a, 7.RP.A.2b, 7.RP.A.2c, 7.RP.A.2d, 7.RP.A.3, 7.EE.B.3). Topic 4 lessons and assessment items address Grade 7 LSSM to the full extent without going beyond the scope of the grade-level. For example, in Topic 4, Lesson 3, students learn to identify and combine like terms and develop fluency simplifying expressions (LSSM 7.EE.1). Topic 4, Mid Checkpoint assesses students' understanding of Lessons 1-5 which address LSSM 7.EE.A.1, 7.EE.A.2, 7.EE.B.2, 7.EE.B.4. For example, students solve problems such as "Factor the expression 28r + 42s - 35" (LSSM 7.EE.A.1). In Topic 5, Lesson 5, students write and solve inequalities using the Multiplication and Division Properties of Inequality and graph solutions of inequalities on a number line (LSSM 7.EE.B.4b). For Practice and Problem Solving, Problems 6-9 and 18, students solve inequalities and graph the solutions. Inequalities include greater than, less than, greater than or equal to and less than or equal to. For Problems 10-12, students explain the meaning of the inequality in the real-world situation.
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. Students first develop an understanding of major work and then major work is reinforced during lessons that focus on supporting standards. Supporting content is

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			addressed in Topics 6 and 7 following and connecting to major content that is addressed in Topics 1 through 5. For example, Topic 6, Populations and Samples, builds on major content including proportional reasoning addressed in Topic 2 (LSSM 7.RP.A.1, 7.RP.A.2) and equivalent ratios addressed in Topic 4 (LSSM 7.EE.A.1, 7.EE.B.4). During Topic 6, Lesson 1, students "learn to differentiate between a population and a sample" and "learn how to generate random, representative samples" (LSSM 7.SP.A.1). During Practice and Problem Solving, Problem 13, students determine how many red marbles would be expected when 2 yellow marbles are in the representative sample and the bag contains 6 yellow marbles and 18 red marbles. Students use their knowledge of ratios and proportional reasoning to determine the answer. In Lesson 2, students continue to apply ratio and proportional reasoning as they make predictions about a population based on a sample. In Topic 7, Lesson 1, students develop the understanding that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring (LSSM 7.SP.C.5). The lesson connects this supporting work to major LSSM 7.RP.A, analyzes proportional relationships and uses them to solve real-world and mathematical problems, from Topic 3. In

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			addition, students also solve multi-step, real life mathematical problems, converting between forms (LSSM 7.EE.B.3) as they express probability as fractions, decimals, and percentages. For example, in Solve and Discuss it! Students find the likelihood of winning and represent that likelihood as 7/8=87.5% or find and represent the likelihood of losing as 1/8 = 12.5%. On Problem 13 within the Practice and Problem Solving section, students determine the probability of selecting a blue wristband without looking when 25 wristbands of 5 different colors are given.
	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, connects the Number System (NS) and Expressions and Equations (EE) domains. In Topic 1, Lesson 3, students add integers by extending "their understanding of positive and negative numbers in situations and use number lines and absolute value to solve problems" (LSSM 7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1d, and 7.EE.B.3). By including opportunities to solve multi-step problems (LSSM 7.EE.B.3), students apply what they learn in this lesson about adding integers. Practice and Problem Solving provides practice in adding integers in multiple contexts. Problem 14 provides information regarding the amount of money Kim is

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			given to spend at the zoo, along with the cost of admission, lunch, and a snack. Students write an expression to model the amount of money she will have left over and determine if it is enough to buy a $19 t-shirt. Topic 8, Lesson 6 connects the Geometry (G) and Expressions and Equations (EE) domains as students solve real-life and mathematical problems by using equations (LSSM 7.EE.B) to find the area and circumference of a circle (LSSM 7.G.B). For example, in order to solve the Try It! problem from the Problem Based Learning section, students use the formula for finding the area of a circle to find the area covered by a spotlight at a school play.
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. Through the materials, students develop conceptual understanding by engaging in discussions about mathematical ideas, using multiple representations and visual models, and using a variety of strategies to solve problems and construct explanations about mathematical ideas and concepts. For example in Topic 1, Lessons 6-7, students develop a conceptual understanding of multiplying integers and rational numbers (LSSM 7.NS.A.2.a) by using number lines. In Lesson 6, students extend their knowledge of adding integers to develop an understanding of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			multiplying integers. Problem 5 on Do You Know How? calls for students to use the number line to represent 2 x (-3) (LSSM 7.NS.A.2.a). Students continue to build conceptual understanding in Lesson 7 by using bar diagrams, number lines, and their understanding of multiplying integers and relate it to multiplying rational numbers. Problem 4 on Do You Know How? calls for students to use the number line to find the product of 3 x (-1 1/2) (LSSM.7.NS.A.2.a). In Topic 4, students focus on generating equivalent expressions (LSSM 7.EE.A.1, 7.EE.A.2). Students develop conceptual understanding over the course of the lessons as they use various models, real life context, and the properties of operations to identify, generate, and analyze equivalent expressions. In Lesson 1, students write and evaluate expressions using bar diagrams representing real world and mathematical situations. In Lesson 2, students apply properties of operations to write equivalent expressions. They also make tables of values to compare and identify equivalent expressions. In Lesson 3, students use the properties of operations and visual models to combine like terms and simplify expressions. In Lesson 4, students use the distributive property to expand expressions. Finally, in Lesson 5, students use area models and apply the concept of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			common factors and the distributive property to factor expressions.
	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 provide several opportunities throughout the year to allow students to attain and practice grade level fluency and procedural skills. Fluency Practice is provided at the end of each Topic that focuses on operational fluency, specifically with operations with rational numbers. For example, Topic 1 is focused on rational number operations. LSSM 7.NS.A.1d requires students to apply properties of operations as strategies to add and subtract rational numbers. In Lesson 3, students add integers with the same or different signs. During Try It! Students fill in the integers to complete the equation given a temperature drop of 2 degrees and an additional 3 degree drop. Students develop and apply the understanding that, when adding integers with the same sign, they find the sum of the absolute values (use the same sign) and when adding integers with different signs, they find the difference of the absolute values (use the sign of the greater absolute value). Practice and Problem Solving, Problem 9 provides students with two cities to compare using number lines and temperature changes of a rise of 9 degrees then a drop of 8 degrees for the first city and a drop of 5 degrees followed

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			by a drop of 4 degrees for the second city. Students model the changes on two separate number lines, one for each city then write expressions to show the changes for each city. In Topic 2, Lessons 1 and 2, students calculate unit rates with ratios of quantities (LSSM 7.RP.A.1). In Lesson 1, Problem 5 of Do You Know How? section, students calculate who will finish reading a 215-page book in 5 hours. In Lesson 2, students continue to develop procedural skills by extending their understanding and skills of unit rates involving fractions. In the Try It! problem, students calculate "How many more miles Sergio needs to ride in 1/4 of an hour to reach his target speed of 30 miles per hour (LSSM 7.RP.A.1, 7.RP.A.3). In Topic 8, Lesson 4, students develop fluency with calculating measures of angles using relationships of angles (LSSM 7.GB.5). For Practice and Problem Solving, Problem 11, students find the value of x. Angles 1 and 2 are complementary angles. Angle 1 is 42 degrees and angle 2 is 3x degrees (LSSM 7.GB.5).
	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	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Practice and Problem Solving is located at the end of each lesson. At the end of each problem set are problems labeled Higher Order Thinking, Critique Reasoning, Construct Arguments, and Reasoning. These problems provide students the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	those places in the content standards where expectations for multi-step and real-world problems are explicit.		opportunity to apply the math skills and concepts developed throughout the lesson, when applicable. For example, in Topic 3, Lessons 4-6 students solve real world problems involving percent change, percent error, mark-up/mark-down, and mathematical understanding of percent and interest (LSSM 7.EE.B.3). During Lesson 4, Problem 4 in the Do You Know How? section, students calculate the percent change and tell if it is an increase or decrease for real world problems. In Lesson 5, Try It! students calculate mark-up/mark-down. Students calculate the mark-up price for a $300 phone sold for $465. In Lesson 6, Problem 6, students calculate the annual interest rate for the following problem: "J.D opened a savings account with $425 and earned $10.20 interest over 2 years." In Topic 6, Lesson 2, students draw an inference from data in a real world problem (LSSM 7.SP.A.2). On the Try It! problem, students explain if Alexis' inference is valid using the data. Alexis surveys 3 different samples of 20 randomly selected students out of 492 seventh graders about who they are going to vote for class president. Alexis infers that Elijah will not win. During Topic 7, Lessons 1-3, students understand likelihood and probability, theoretical probability and experimental probability. In Lessons 4-6, students use probability models, determine outcomes of compound events, and find probabilities

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of compound events. Finally, in Lesson 7, students simulate compound events. During Problem 9 of Practice and Problem Solving, students determine how to assign numbers on a spinner with equal-sized sections numbered 0 to 9 to represent defective and non-defective items when an item has a 50% chance of being defective (LSSM 7.SP.C.8).
	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 attend to the balance of rigor as intended by the standards. Several lessons focus on all three components of rigor while the majority of the lessons focus on conceptual understanding and procedural skills and fluency. The Teacher's Edition includes a Math Background Rigor section at the start of each topic which explains how each aspect of rigor is addressed during the topic. For example, Topic 3 integrates procedural skill and fluency and application as students analyze and solve percent problems (LSSM 7.RP.A.3). In Lesson 1 students develop procedural skills to find the percent of a number by using equivalent rates. In Lesson 2, students create a percent equation by using proportional relationships. Then in Lesson 3, students apply this understanding and find the unknown part, whole, or percent to solve real world and mathematical problems involving percent.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			For example, during Practice and Problem Solving, students solve the following problem: “A large university accepts 70% of the students who apply. Of the students the university accepts, 25% actually enroll. If 20,000 students apply, how many enroll?” Throughout Topic 4, students develop and apply conceptual understanding as they analyze equivalent expressions, simplify expressions, and understand properties of operations. Likewise, students practice procedural skill and fluency as they evaluate expressions during Lesson 1 (LSSM 7.EE.B.4), represent expressions in Lesson 4 (LSSM 7.EE.A.1), and factor complex expressions in Lesson 5 (LSSM 7.EE.A.1). Additionally, students apply concepts and skills in real world problems as they reason about quantities in Lesson 1, reason about equivalence in Lesson 2, and apply properties of operations when solving real world problems in Lesson 2 and 3 (LSSM 7.EE.B.4). Topic 6, Lesson 2 integrates all three components of rigor as students apply their understanding of random samples to determine if a sample is representative. During Practice and Problem Solving, Problem 13, includes a scenario in which two samples are taken. One is from every ninth person in a mall, and the other is from every person in only one store of the mall. Students tell whose inference is more likely and why. Then students explain what the one student did

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			incorrectly in data collection (LSSM 7.SP.A.2).
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 Lesson Overview for each lesson lists and explains the Mathematical Practices emphasized during the lesson and how they relate to the lesson topic. Guidance for using the practice standards is included in various locations throughout the lesson to support students' development and application of the practice standards. Additionally, many of the problems in the Practice and Problem Solving section note which practice is used to complete the problem. For example, in Topic 1, Lesson 2, students develop an understanding of rational numbers (LSSM 7.NS.A.2b). The practices emphasized in the lesson include MP.2, MP.6, and MP.7. During the lesson, students recognize a repeating pattern that emerges when dividing (MP.2), learn and apply the definitions for terminating and repeating decimals (MP.6), and utilize the structure of long division to convert fractions (MP.7). During the Do You Understand? Section, students attend to precision (MP.6) as they explain the difference between a terminating decimal and a repeating decimal. During Practice and Problem Solving, Problem 14, students use structure as (MP.7) they

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			consider the rational number 3/11 and determine the values of a and b in a division problem used to find the decimal form. In Topic 4, Lesson 1, students use variables in equations to represent quantities in real-world problems (LSSM 7.EE B.4). Students model (MP.4) the math by using a bar diagram to construct an expression. Students also attend to precision (MP.6) by writing and evaluating expressions. For example in the Visual Learning section, students solve the following Try It! Problem: "Misumi has $217 in her bank account. She deposits $25.50 each week and never withdraws any money. What expression can Misumi use to determine her account balance after w weeks?" Students draw a bar diagram (MP.4) to help them construct an expression to calculate her bank balance each week. In Topic 8, Lesson 6, students look for relationships (MP.8) as they determine how cutting the given diagram into 100 and 1,000 pieces would change the estimate of the area of the circle (LSSM 7.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 include opportunities for students to engage in mathematical reasoning through constructing viable arguments and justifications, conducting

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			error analyses, and critiquing the arguments of others throughout the materials. Questions and prompts that support the use of MP.3 are located in various lessons and activities throughout each topic. For example in Topic 1, Lesson 3, add positive and negative integers. Throughout the lesson, students critique the reasoning of stated assumptions and justify their thinking. In Example 1, students respond to the following prompt: "Would the sum of two positive integers be positive or negative? Explain." In Problem 13 of the Practice and Problems Solving section, students describe an error Adam could have made in the following problem: "A submarine traveling 200 meters below the surface of the ocean increases its depth by 45 meters. Adam says that the location of the submarine is -155 meters." Students critique Adam's answer by explaining an error that Adam could have made to get an answer of -155 (LSSM 7.NS.A.1). In Topic 5, Lesson 7, Practice and Problem Solving Problem 10, students critique the reasoning of a student who determines that she can only simplify the expression on the left side of an inequality and not the right (LSSM 7.EE.B.4). Students determine that using the Distributive Property is necessary on the right side in order to simplify.
	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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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, which 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. Within the Review What You Know! section of the Topic Opener, the Vocabulary Review activity provides students the opportunity to strengthen vocabulary. The materials include student look-fors and sample student responses to set the expectation of students utilizing precise mathematical language when providing solutions and justifications. For example, in Topic 3, the Review What You Know! activity supports students in activating prior knowledge and practicing the prerequisite skills needed for success in this topic. The Vocabulary Review section provides students the opportunity to review the terms percent, proportion, rate, and ratio. After students complete a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			fill in the blank activity using the terms, they work in groups and provide real-world examples for each term. In the Language Development section, guidance suggests that, as students progress through the topic, they fill in a Spider Map by writing new vocabulary terms related to percents on the diagonal line, cite examples, phrases, or math terms that support the new term. Guidance is also provided that suggests teachers and students develop a Word Wall to use throughout the topic. For example, to support comprehension of the meaning of percent change, students write examples of percent equations on the word wall. The examples show how much an item has changed in relationship to the original price. In Topic 8, Lesson 7, students describe and draw cross sections of right rectangular prisms and right rectangular pyramids by using clear mathematical language and providing precise measurements of their dimensions. In the Practice and Problem solving portion of the lesson, Problem 7 states, “Be Precise. Describe the cross section that is formed by a vertical plane, perpendicular to the base of the pyramid that intersects the 9-in. edge and the opt vertex of the pyramid shown.” The sample answer provided makes use of the term isosceles triangle when describing the corresponding triangle that is created.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. The materials include a Math Practices and Problem Solving Handbook. The handbook includes the practice standard, an example problem that can be solved using the practice standard, a series of questions students can ask themselves when using the practice standard to solve the problem, as well as other questions to consider. Each Topic Overview includes a Math Practices section that highlights the practice standards emphasized across the topic. This section provides behaviors and thinking habits that students exhibit when engaging in the practices. This section also includes questions that teachers can ask students to become more proficient in utilizing the practice standards. Each Lesson Overview lists the practice standards utilized within the lesson and provides lesson-level guidance of how the students use the practice standard within the lesson. Teacher guidance is provided throughout the lessons to support students in developing and applying the practice standards. Sections, such as Convince Me! and Elicit and Use Evidence of Student Thinking, provide prompts and questions that encourage students to justify solutions using precise language. For example, in Topic 3, the Math Practices section included in the Topic

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Overview notes that students engage with MP.2 and MP.7 across the topic. This section provides characteristics of mathematically proficient students in relation to each of these practices. For example, when reasoning abstractly and quantitatively (MP.2), mathematically proficient students "make sense of proportional quantities and how the quantities are related in problem situations," "recognize and represent proportional quantities in multiple mathematical models, such as tables, graphs, and equations," and "use properties of operations to perform operations with the percent equation." Similarly, when looking for and making use of structure (MP.7), mathematical proficient students "understand percent to a rate per hundred and express p% as p/100," and use place value and the structure of the base-ten number system to find 1% or 1/100 of a quantity." Specific, lesson-level guidance is provided for each lesson, as well. For example, in Topic 5, Lesson 7, students engage in MP.3 as they "develop their understanding by providing strategies, counterexamples, and approaches on how to solve, graph, or display the inequality." Students also engage with MP.4 as they "model real-world problems with multi-step inequalities, and solve and graph the solutions to those inequalities.

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 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. Each topic includes a Topic Readiness Assessment that assesses student understanding of prerequisite skills and concepts. The materials include an Item Analysis for Diagnosis that lists the prerequisite standard aligned to each assessment item. The Math Background of the Teacher's Edition includes a Look Back section that connects the standards addressed in the current grade-level to skills and concepts from previous grades or lessons. These connections allow teachers to identify the prerequisite skills needed for the grade-level material. Each topic also provides a Review What You Know before beginning the topic. This section includes skills and concepts that the students should 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, Analyze and Solve Percent Problems, the Topic Readiness Assessment includes 16 items that assess the following standards: 6.RP.A.2, 6.RP.A.3, 6.RP.A.3a, 6.RP.A.3b, 6.RP.A.3c, 6.RP.A.3d, 6.NS.B.3, and 7.RP.A.1. Look Back within the Math Background Coherence section states that in Grade 6, students learned to "reason about ratios by using equivalent ratios and tables of equivalent ratios, and used their

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			understanding of ratios to work with a special type of ratio called a percent" and "a special type of ratio called a rate." This topic also builds on student learning from Grade 7, Topic 2 in which students used "equivalent ratios to determine whether the relationships are proportional" and used "the constant of proportionality to write equations that describe proportional relationships." These prerequisite concepts and skills prepare students for analyzing and solving percent problems. During Get Ready! students review fraction, decimal, percent, and proportion concepts.
	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. Before beginning each topic, the students take a Topic Readiness Assessment. Each assessment item is aligned to the prerequisite standard. Teachers analyze student results and use the Scoring Guide to determine which students need prerequisite work based on scores of greater than 85%, 70% to 85%, and less than 70%. For students who score over 85%, guidance suggests that the teacher assign the corresponding Math Diagnosis and Intervention System (MDIS) activity for those items answered incorrectly and consider enrichment activities during the topic. For students who score in between 70% to 85%, guidance suggests that the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			teacher assign the corresponding MDIS activity for those items answered incorrectly in addition to monitor the student during Step 1 and Try It! portions of the lesson. For students who score less than 70%, guidance suggests that the teacher assign the corresponding MDIS activity for those items answered incorrectly in addition to the intervention lessons available online.
	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. The Item Analysis for Diagnosis for each Topic Readiness Assessment lists each item, the standard assessed, and a corresponding MDIS activity to support students. The Assessment Sourcebook provides guidance for the diagnostic assessment which recommends diagnosing student readiness before instruction in order to develop individual study plans, make grouping decisions, and prescribe specific activities to "fill gaps in understanding the prerequisite content." The results of the Topic Readiness Assessment can be used "to generate personalized study plans." For example, in Topic 5, the Item Analysis for Diagnosis that accompanies the Topic Readiness assessment notes which MDIS activity to assign a student when an assessment item is missed. For example, if a student answers item 5 incorrectly, which assesses LSSM 6.G.A.4, the teacher

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			should assign MDIS N15 and N41. N15, Solids and Nets, provides students the opportunity to break down prisms, squares, and rectangular pyramids to determine the number of faces, edges, and vertices for each solid. N41, Area of Rectangles and Squares, provides a scaffolded approach to finding the area using an area model.
	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 larger 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.

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

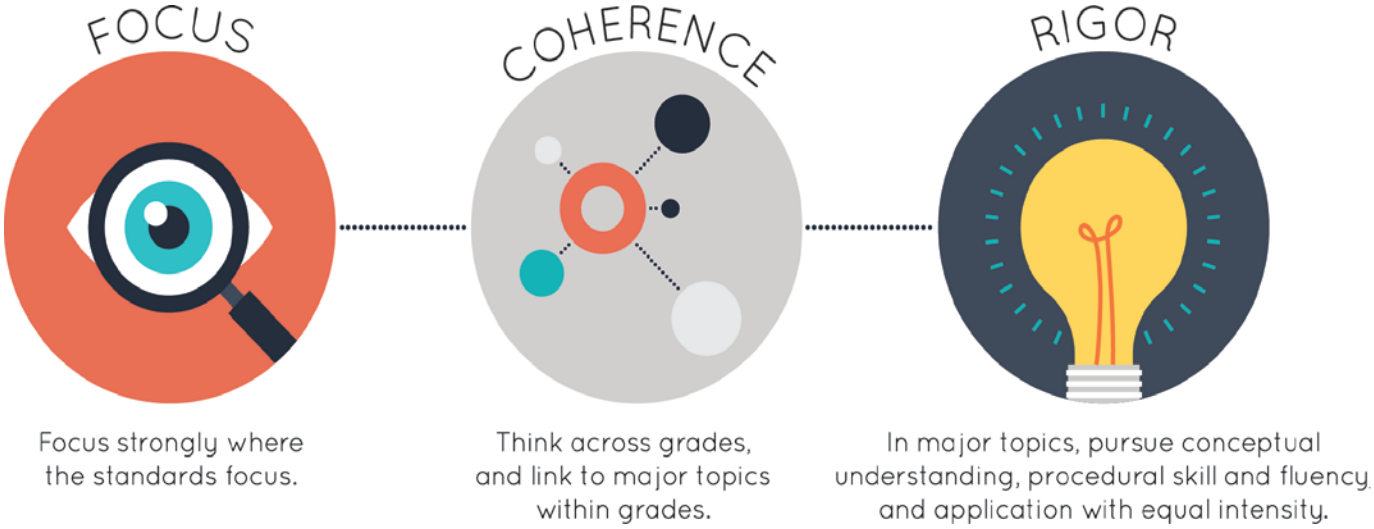
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Materials are designed so that students attain 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. 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.

[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
			Readiness assessments along with aligned remedial work allow teachers to provide remediation as needed. 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. See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **enVision Mathematics**

Grade/Course: **8**

Publisher: **Savvas Learning Company LLC**

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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. Quality of Assessments	
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://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 52 instructional lessons, 81% of lessons are spent on major work of the grade. Specifically, 71% of lessons are spent on major standards, 10% of lessons are spent on a combination of major standards and supporting/additional standards, and 19% 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. Topics, lessons, and assessment items focus solely on the Grade 8 Louisiana Student Standards for Mathematics (LSSM). The materials include formative and summative assessments for each module and assess the Grade 8 LSSM. For example, the Topic 1 Assessment includes problems in which students express repeated decimals as a fraction, identify rational and irrational numbers, find the square root and cube root of numbers, use powers of 10 to estimate quantities, and understand

[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
			scientific notation (LSSM 8.NS.A.1, 8.EE.A.2, 8.EE.A.3, 8.EE.A.4). In Topic 5, Lesson 3, students solve systems by using substitution (LSSM 8.EE.C.8b, 8.EE.C.8c). During Practice and Problem Solving, students solve systems of equations. On Problem 7, provided two equations, students substitute for p to solve for r, fill in blanks in a guided exercise, and then follow the same procedure as they substitute for r to solve for p in order to find the solution to the problem. Problem 12 includes two equations that result in no solution. Problem 13 provides the opportunity to solve the system using substitution in Part a. In Part b, students reason "which expression would be easier to substitute into the other equation in order to solve the problem" and explain why. Topic 7, Lesson 2 helps students develop an understanding of the converse of the Pythagorean Theorem (LSSM 8.G.B.6, 8.G.B.7). During the Assessment Practice, students use the Pythagorean Theorem to determine which of the given triangles are right triangles.
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. While Topic 1 addresses supporting LSSM 8.NS.A without first addressing major work, Lessons 1-3 reinforce major content developed in Grade 7 in which students developed an understanding about

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			rational numbers and integers. Students extend this understanding to decimals as they learn how to write repeated decimals as a fraction and locate repeated decimals on the number line (LSSM 8.NS.A.1). All other supporting content is addressed after major work is first developed and reinforces those major skills and concepts, including LSSM 8.F.B and 8.SP.A. In Topic 3, Lessons 1-3, students develop an understanding of relations and functions as they connect representations to functions and compare linear and nonlinear functions (major LSSM 8.F.A.1, 8.F.A.2, and 8.F.A.3). Student understanding of functions from Lessons 1-3 is reinforced as they begin constructing functions to model linear relationships in Lesson 4 (LSSM 8.F.A.3 and LSSM 8.F.B.4). Lessons 5 and 6 wrap up the topic as students describe the behavior of functions in different intervals and sketch functions from nonverbal descriptions (LSSM 8.F.B.5). Major cluster 8.EE.B is reinforced in Lessons 5 and 6 as students connect graphing functions to graphing linear equations. For example, in Practice and Problem Solving, Problem 7, students respond to the following prompt: "The graph below shows the temperature in Paula's house over time after her mother turned on the air conditioner. Describe the relationship between the two quantities. Students determine that as time increases, the temperature

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			decreases. Function and statistical probability standards are addressed in Topic 4. In Lesson 1, students construct and interpret scatter plots (LSSM 8.SP.A.1). Lesson 2 connects supporting LSSM 8.SP.A to major LSSM 8.F.A and 8.F.B as students analyze linear associations. Students first recognize whether paired data has a linear association, a nonlinear association or no association and then use and draw trend lines to determine whether a linear association is positive or negative and strong or weak (LSSM 8.F.A.3, 8.F.B.4, 8.SP.A.1, 8.SP.A.2, 8.SP.A.3).
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	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 3 Lesson 4 combines Clusters A (Define, evaluate, and compare functions.) and B (Use functions to model relationships between quantities) of the Functions (F) domain. Students write equations in the form of y = mx + b to describe linear functions. Practice and Problem Solving Problem 11 provides students with the graph of the total cost, c, of renting a kayak a certain number of hours, t. Students use the graph to write the equation for the linear function (LSSM 8.F.A.3, 8.F.B.4). Topic 4, Lessons 2 and 3 integrate the Function (F) and Statistics and Probability (SP) domains, as well as

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			Clusters A (Define, evaluate, and compare functions.) and B (Use functions to model relationships between quantities) of the Functions (F) domain. In Lesson 2, students analyze linear associations to tell whether the relationships are linear or nonlinear, positive or negative association. For example, in Lesson 2, after students complete three example problems within the Visual Learning section, students engage in the Try It! problem in which they observe and analyze three scatter plots to identify the associations between the data. During Lesson 3, students use slope and y-intercept of a trend line to make a prediction. Students make predictions when no equation is given by drawing a trend line and writing the equation of the linear model (LSSM 8.F.A.3, 8.F.A.4, 8.SP.A.1, 8.SP.A.2, 8.SP.A.4.). In Practice and Problem Solving Problem 8, students use the graph of a given trend line, equation, y = 8.77x + 686, to determine a hiker's altitude after 145 minutes on the hike.
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Through the materials, students develop conceptual understanding by engaging in discussions about mathematical ideas, using multiple representations and visual models, and using a variety of strategies to solve problems and construct explanations

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			about mathematical ideas and concepts. For example, Topic 1, Lessons 4 and 5 focus on LSSM 8.EE.A.2. During this lesson, students reinforce their knowledge of perfect squares and perfect cubes. They expand their knowledge by developing the concepts of perfect cubes and cube roots. In Example 1, students determine the dimensions of a 216 cubic-inch birdhouse. Students apply what they know about cubes, write the equation $216 = s^3$, and find the cube root of 216. Students continue to apply their knowledge of perfect squares and perfect cubes to answer questions such as "Why is 64 both a perfect square and a perfect cube?" and to reason why using either makes sense in real world problems. In Topic 2, Lessons 6-9, students analyze linear equations. In Lesson 6, students connect proportional relationships to slope. In Example 1, students analyze the line for a linear equation that represents the steepness of a treehouse. They discuss rise and run and see that, along the line, two similar triangles are formed. During Lesson 7, students write linear equations for proportional relationships. Students extend lines to find the y-intercept in Lesson 8. Students put this altogether in Lesson 9 by writing equations for given lines in the form of $y = mx + b$ and graphing given equations in the form of $y = mx + b$ (LSSM 8.EE.B.6). In Topic 6, Lesson 8 students develop a conceptual

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			understanding of the relationships among angles that are created by the intersection of parallel lines (LSSM 8.G.A.5). For example, during Solve and Discuss It! students draw two parallel lines and draw a line that intersects both lines. Then, students compare and discuss what they notice about the angles and tell which angles have equal measures.
	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 provide several opportunities throughout the year to allow students to attain and practice grade level fluency and procedural skills. Fluency Practice is provided at the end of each Topic that focuses on operational fluency, specifically with operations with rational numbers. For example, in Topic 4, Lesson 2, students apply knowledge gained from Topic 2 of linear relationships to determine whether given paired data has a linear, nonlinear, or no association (LSSM 8.F.A.3). Students draw trend lines to determine whether a linear association is positive or negative, and strong or weak. During Practice and Problem Solving, students use multiple scatterplots to determine their association or relationship. In Lesson 3, students use slope and y-intercept of a trend line to make a prediction, as well as, drawing a trend line to make a prediction when no equation is provided. During Problem 8 of Practice and Problem Solving, students

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			observe a scatter plot and a trend line for a hiker's elevation to 120 minutes. Based on the current trend, students determine the approximate elevation of the hiker after 145 minutes. In Topic 6, Lesson 5, after developing an understanding of how two shapes can be transformed to show congruency, students explain which transformations prove the congruence of two figures by transforming one shape onto the other (LSSM 8.G.A.2). During Problem 11 of Practice and Problems Solving, students observe four triangles, determine which two are congruent, and provide the transformation to prove congruency. In Topic 8, Lesson 1, students develop procedural skills and fluency with calculating the surface area of cylinders, cones, and spheres by using the formula (LSSM 8.G.C.9). For example, on Example 2 of the Visual Learning Section, students solve the following problem: "A manufacturer packages ice cream cones in paper. How much paper is needed to package one ice cream cone? Use 3.14 for π."
	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	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Practice and Problem Solving is located at the end of each lesson. At the end of each problem set are problems labeled Higher Order Thinking, Critique Reasoning, Construct

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	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.		Arguments, and Reasoning. These problems provide students the opportunity to apply the math skills and concepts developed throughout the lesson, when applicable. For example, in Topic 2, Lesson 5, students analyze equations, linear graphs, and tables to find unit rates and compare proportional relationships (LSSM 8.EE.B.5). Practice and Problem Solving provides multiple opportunities for students to apply this analysis. In Problem 8, students compare a graph of the amount of savings in one account over time to another person who saves $50 a week. With this information, students analyze and determine which person is saving money at a great rate. In Topic 4, Lessons 4-5, students determine frequency and relative frequency of two-way tables (LSSM 8.SP.A.4). In Lesson 4, students organize categorical data into two-way tables and make comparisons and conjectures about the data. In Lesson 5, students move on to relative frequency tables. The Practice and Problem Solving section provides opportunities for application when solving real-world problems posed about information given in frequency tables. For Problem 11, students use information in a two-way frequency table to complete a relative frequency table and answer questions regarding the data. In Topic 7 Lesson 4, students apply what they learned about the Pythagorean Theorem to solve real-

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			world problems involving finding the distance on a coordinate grid (LSSM 8.G.B.8). For example, during Problem 10 in the Practice and Problem Solving section students solve the following problem: "You walk along the outside of a park starting at point P. Then you take a shortcut represented by PQ on the graph. A) What is the length of the shortcut in meters? Round to the nearest tenth of a meter. B) What is the total length of your walk in the park? Round to the nearest tenth of a meter." Students apply the Pythagorean Theorem to 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 attend to the balance of rigor as intended by the standards. Several lessons focus on all three components of rigor while the majority of the lessons focus on conceptual understanding and procedural skills and fluency. The Teacher's Edition includes a Math Background Rigor section at the start of each topic which explains how each aspect of rigor is addressed during the topic. For example, in Topic 1, Lesson 8 integrates conceptual understanding and procedural skill and fluency as students use powers of 10 for estimating (LSSM 8.EE.A.3). At the start of the lesson, students round large numbers to the greatest place value. Students write these numbers in terms of a power of 10.

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			Students make comparisons between numbers using the power of 10. Students continue practicing as they write the numbers in terms of the power of 10 and compare using the power. In Topic 6, Lesson 3, students develop conceptual understanding of rotating figures and determining how the resulting images are related to the pre-images (LSSM 8.G.A.1a, 8.G.A.1b, 8.G.A.1c, 8.G.A.2). Students engage in procedural skill and fluency as they rotate preimages into images, and consider and explore any changes in properties (LSSM 8.G.A.2). During Practice and Problem Solving, students determine whether the given transformation can move the image to the preimage and explain how they know. Students, also, graph images with the given transformation. Topic 8 integrates all three components of rigor as students solve problems involving surface area and volume (LSSM 8.G.C.9). During the topic, students extend their understanding of surface area by applying what they know about surface area and develop strategies to find the surface area of cylinders and cones. They follow a similar approach as they develop strategies to find the volume of cones, cylinders, and spheres. Students demonstrate procedural skill and fluency as they use formulas to find the surface area and volume of cylinders, cones, and spheres. Students also apply these skills and concepts as they solve real-world

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			problems involving surface area and volume of cylinders, cones, and spheres. For example, in Lesson 4, Do You Know How? Problem 4, students solve the following problem: "A water pipe is a cylinder 30 inches long with a radius of 1 inch. At one end of the cylinder there is a hemisphere. What is the volume of the water pipe? Explain."
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 Lesson Overview for each lesson lists and explains the Mathematical Practices emphasized during the lesson and how they relate to the lesson topic. Guidance for using the practice standards is included in various locations throughout the lesson to support students' development and application of the practice standards. Additionally, many of the problems in the Practice and Problem Solving section note which practice is used to complete the problem. For example, in Topic 3, Lesson 2, students connect representations of functions (LSSM 8.F.A.1). The practices emphasized in the lesson include MP.3, MP.4, and MP.5. Within Practice and Problem Solving, Problem 9 is labeled Model with Math (MP.4). Using the information that x is the number of hexagons and y is the perimeter with a graph of the relationship, students determine if the relationship is a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			function based on the graph. Problem 10 is labeled Construct Arguments (MP.3). Students explain whether the given plots on the graph represent a function. An Error Intervention is provided in the Teacher's Guide for students who incorrectly identify it as a function. In Topic 6, students explore interior and exterior angles of triangles (LSSM 8.G.5). The practices emphasized in the lesson include MP. 2, MP.7, and MP.8. As students find exterior angle measures, students determine that "the measure of an exterior angle of a triangle is equal to the sum of the measures of its remote interior angles" (MP.8). Students use the same generalization to solve for exterior angles. In Topic 8, Lesson 2, students use their knowledge about finding the volume of rectangular prisms to find the volume of cylinders (LSSM 8.G.C.9). Students analyze another student's work, and tell whether they agree or disagree and why (MP.3). For example, students complete the following problem from the Problem-Based Learning section: "Jenna and Ricardo are buying a new fish tank for the growing population of zebrafish in the science lab. Jenna says the tanks hold the same amount of water because they have the same dimensions. Ricardo says that he can fill the bottom of the rectangular tank with more cubes, so it can hold more water. A) How are the shapes of the two fish tanks alike? How are they different?

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Who do you think is correct, Ricardo or Jenna? Explain."
	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 include opportunities for students to engage in mathematical reasoning through constructing viable arguments and justifications, conducting error analyses, and critiquing the arguments of others throughout the materials. Questions and prompts that support the use of MP.3 are located in various lessons and activities throughout each topic. For example, in Topic 1, Lesson 6, students develop an understanding and use properties of integer exponents to generate equivalent expressions with exponents (LSSM 8.EE.A.1). Problem 3 located within the Do You Understand? Section of the lesson, students determine and justify which student has the correct equivalent expression as the one given with exponents when given two different students' expressions. In Problem 19, students determine the error in the given equation. Students determine that the bases were divided rather than subtracting. In Topic 2, Lesson 5, students compare ratios and proportional relationships and justify their answer (LSSM 8.EE.B.5). For example, in the Solve and Discuss It problem, students analyze

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			another student's work and construct an argument. Given the information that Annie's Apple Orchard sells 20 pounds for $7.25, and Franklin's Fruit Orchard sells 12 pounds for $5.00, students construct an argument for the following situation: "Mei Li is going apple picking. She is choosing between two apple orchards. The cost of a basket of apples at each orchard is shown. Which orchard should Mei Li choose? Explain." Annie's Apple Orchard 20 pounds for $7.25 or Franklin's Fruit Orchard 12 pounds for $5.00." In For Topic 7, Lesson 3, students apply the Pythagorean Theorem to solve problems (LSSM 8.G.B.7). Within the Solve and Discuss It! Section of the lesson, students determine if Tim is correct when he says that the diagonal of any box will be longer than the sides and then justify their 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 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

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			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. Within the Review What You Know! section of the Topic Opener, the Vocabulary Review activity provides students the opportunity to strengthen vocabulary. The materials include student look-fors and sample student responses to set the expectation of students utilizing precise mathematical language when providing solutions and justifications. For example, Topic 2, Review What You Know! the Vocabulary Review section provides students with an opportunity to review the terms inverse operations, like terms, proportion and variables through a fill in the blank activity. In pairs, students share two things they already know about the terms. Each pair shares one of their ideas on the board for each word. In the Language Development section, guidance suggests that, as students progress through the topic, they complete a Venn Diagram comparing and contrasting linear equations of the form y = mx and y = x + b. Students fill in the Venn Diagram with math terms, illustrations, and precise mathematical language. In Topic 5, Lesson 1, Try It! Teachers elicit and use evidence of student thinking by asking the following question: “Are both equations in slope-

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			intercept form? Explain." The sample student response states, "Yes. Both equations have the variable, y, isolated on one side of the equation." Then, the teacher asks, "How can you use the slopes to determine the number of solutions for this system of equations?" The sample student response states, "The slopes are not the same, so the lines must intersect at one point." In Topic 8, Lesson 4, Additional Vocabulary Support helps students develop and reinforce key terms and concepts. During the activity, students write down the dimensions included in the table, such as radius and height that they can employ to find the volume and surface area of each figure listed. In the second part of the activity, students identify whether each figure is a composite or not. Then students circle the name of each figure shown or the names of the figures that make up the composite figure.
	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. The materials include a Math Practices and Problem Solving Handbook. The handbook includes the practice standard, an example problem that can be solved using the practice standard, a series of questions students can ask themselves when using the practice standard to solve the problem, as well as other questions to consider. Each Topic Overview includes a

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			Math Practices section that highlights the practice standards emphasized across the topic. This section provides behaviors and thinking habits that students exhibit when engaging in the practices. This section also includes questions that teachers can ask students to become more proficient in utilizing the practice standards. Each Lesson Overview lists the practice standards utilized within the lesson and provides lesson-level guidance of how the students use the practice standard within the lesson. Teacher guidance is provided throughout the lessons to support students in developing and applying the practice standards. Sections, such as Convince Me! and Elicit and Use Evidence of Student Thinking, provide prompts and questions that encourage students to justify solutions using precise language. For example, in Topic 1, the Math Practices section included in the Topic Overview notes that students engage with MP.2 and MP.7 across the topic. This section provides characteristics of mathematically proficient students in relation to each of these practices. For example, when reasoning abstractly and quantitatively (MP.2), mathematically proficient students "make sense of rational and irrational numbers and compare and order them," "approximate a square root by using perfect squares and decimal approximators," and "use properties of integer exponents to simplify

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			and evaluate exponential expressions." Similarly, when looking for and making use of structure (MP.7), mathematical proficient students "change repeating decimals to fractions using equations" and "recognize patterns in exponential expressions, such as same bases or different bases, and use the properties of exponents to simplify these expressions." Specific, lesson-level guidance is provided for each lesson, as well. For example, in Topic 5, Lesson 2, students engage in MP.2 as they "interpret graphs of linear systems of equations and make meaning by understanding that the solution is the intersection point(s)." Students also engage with MP.4 as they "work with systems of linear equations that model real-world situations" and "use and interpret graphs as a tool for understanding a system of equations.
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.	**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.		

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☐ Yes ☐ No	**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 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.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. Each topic includes a Topic Readiness Assessment that assesses student understanding of prerequisite skills and concepts. The materials include an Item Analysis for Diagnosis that lists the prerequisite standard aligned to each assessment item. The Math Background of the Teacher's Edition includes a Look Back section that connects the standards addressed in the current grade-level to skills and concepts from previous grades or lessons. These connections allow

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			teachers to identify the prerequisite skills needed for the grade-level material. Each topic also provides a Review What You Know before beginning the topic. This section includes skills and concepts that the students should 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 2, Analyze and Solve Linear Equations, the Topic Readiness Assessment includes 12 items that assess the following standards: LSSM 7.NS.A.1, 7.NS.A.2, 7.NS.A.3, 7.EE.A.1, 7.EE.A.2, 7.EE.B.3, 7.EE.B.4, 7.EE.B.4a, and 7.RP.A.2a. Look Back within the Math Background Coherence section states that in Grade 7, students learned "to understand and write expressions by using variables to represent unknown quantities to solve problems. They used what they learned about order of operations to analyze and write equivalent expressions and solve multi-step equations using the Distributive Property," "to apply proportional reasoning to solve problems," and to compare ratios, written in fractions form or in tables, and compute unit rates to determine whether two quantities have a proportional relationship." These prerequisite concepts and skills prepare students for analyzing and solving linear equations in Grade 8. During Get Ready! students review

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			identifying like terms, solving one-step equations and simplifying fractions.
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Before beginning each topic, the students take a Topic Readiness Assessment. Each assessment item is aligned to the prerequisite standard. Teachers analyze student results and use the Scoring Guide to determine which students need prerequisite work based on scores of greater than 85%, 70% to 85%, and less than 70%. For students who score over 85%, guidance suggests that the teacher assign the corresponding Math Diagnosis and Intervention System (MDIS) activity for those items answered incorrectly and consider enrichment activities during the topic. For students who score in between 70% to 85%, guidance suggests that the teacher assign the corresponding MDIS activity for those items answered incorrectly in addition to monitor the student during Step 1 and Try It! portions of the lesson. For students who score less than 70%, guidance suggests that the teacher assign the corresponding MDIS activity for those items answered incorrectly in addition to the intervention lessons available online.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade, directly connected to specific

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	connected to specific lessons and units in the curriculum.		lessons and units in the curriculum. The Item Analysis for Diagnosis for each Topic Readiness Assessment lists each item, the standard assessed, and a corresponding MDIS activity to support students. The Assessment Sourcebook provides guidance for the diagnostic assessment which recommends diagnosing student readiness before instruction in order to develop individual study plans, make grouping decisions, and prescribe specific activities to "fill gaps in understanding the prerequisite content." The results of the Topic Readiness Assessment can be used "to generate personalized study plans." For example, in Topic 3, the Item Analysis for Diagnosis that accompanies the Topic Readiness assessment notes which MDIS activity to assign a student when an assessment item is missed. For example, if a student answers item 1 incorrectly, which assess LSSM 7.RP.A.2b, the teacher should assign MDIS M32. M32, Constant of Proportionality, provides a scaffolded approach to understanding constant of proportionality using fractions, tables, and number sentences. If a student answers item 7 incorrectly, which addresses LSSM 7.RP.A.2c, the teacher should assign MDIS K51. K51, Relations and Functions, provides a scaffolded approach in determining whether relations are functions that includes step by step questions, an arrow diagram, and an input/output table.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		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 larger 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 called for explicitly 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

[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
			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. 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. Readiness assessments along with aligned remedial work allow teachers to provide remediation as needed. 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

[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
			connected to specific lessons and units in the curriculum. See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**			

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

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

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

The 2021-2022 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience grades 6-8.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.