

# Instructional Materials Evaluation - Student Standards Review

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

Title: **SpringBoard Mathematics**

Grade: **6-8**

Publisher: **The College Board**

Copyright: **2014**

Overall Rating: **Tier III, not representing quality**

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

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

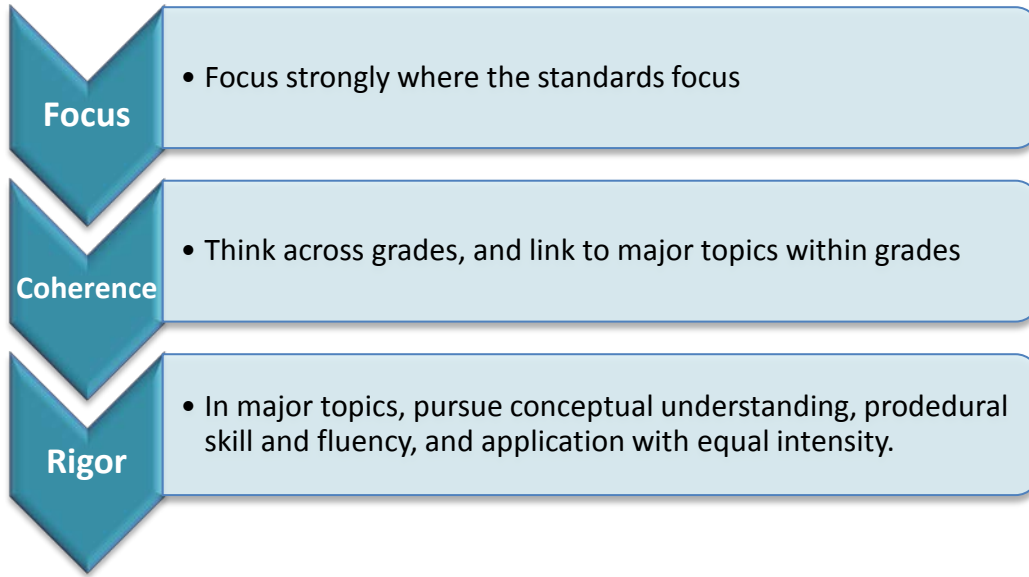
The following two indicators may be impacted:

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

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

Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	This program currently is reviewed as “No” for this criteria because the course materials do not contain applicable content to the appropriate subject matter that is aligned to the standards of each grade.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.
Consistent, Coherent Content (Non-Negotiable)	<p>This program currently is reviewed as “Yes” or this criteria in grade 6 because the materials were consistently found to connect the major content to the support content in meaningful ways.</p> <p>This program currently is reviewed as “No” for this criteria in grades 7-8 because the lessons only focus on one standard and do not serve to connect two or more clusters or domains.</p>	<p>Make sure to review instructional materials in grade 6 that are focused on new <a href="#">supporting content</a> (e.g., money in Grades K and 1) to ensure it supports the major work of the grade/course.</p> <p>Since these materials received a “No” for this indicator in grades 7-8, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.</p>

Strong mathematics instruction contains the following elements:



**Title:** SpringBoard Mathematics

**Grade:** 6-8

**Publisher:** The College Board

**Copyright:** 2014

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

[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:

STRONG	WEAK
	<a href="#">Focus on Major Work</a> (Non-Negotiable)
	<a href="#">Consistent, Coherent Content</a> (Non-Negotiable) *
	<a href="#">Rigor and Balance</a> (Non-Negotiable) **
	<a href="#">Practice-Content Connections</a> (Non-Negotiable)
	* Strong at Grade 6
	** Strong at Grade 8

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

**Tier 1 ratings** received a “Yes” for all Criteria 1 – 7.

**Tier 2 ratings** received a “Yes” for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” for the remaining criteria.

**Tier 3 ratings** received a “No” for at least one of the non-negotiable criteria.

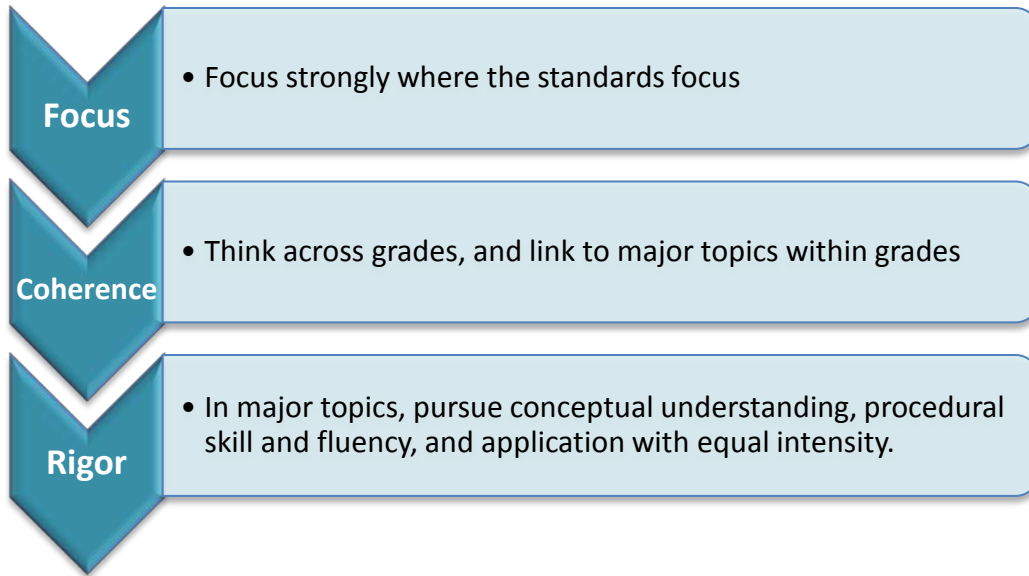
Click below for complete grade-level reviews:

[Grade 6 \(Tier 3\)](#)

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

Strong mathematics instruction contains the following elements:



**Title:** SpringBoard Mathematics

**Grade:** 6

**Publisher:** The College Board

**Copyright:** 2014

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

[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:

STRONG	WEAK
<a href="#">Consistent, Coherent Content</a> (Non-Negotiable)	<a href="#">Focus on Major Work</a> (Non-Negotiable)
	<a href="#">Rigor and Balance</a> (Non-Negotiable)
	<a href="#">Practice-Content Connections</a> (Non-Negotiable)

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

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.</b>			
<p><b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>1</sup>:</b> Students and teachers using the materials as designed devote the large majority<sup>2</sup> of time in each grade K–8 to the major work of the grade.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p>	<b>No</b>	<p>Materials do not devote at least 65% of class time to the major work of the grade. Materials devote approximately 53% (46 out of 87 lessons) of class time to major work of the grade. Activities 5, 8, 10, 16, 17, 22, 28, 29, and 31 do not have standards listed in the Teacher Wrap. It states, “Edit me!” where the standards are usually listed.</p> <p>Activities 2, 4, 6, 7, 9, 11, 12, 13, 14, 15, 18, 19, 20, and 21 indicate focus on major work of the grade. Although not indicated in the materials, Activities 16 and 17 also focus on major work on the grade. Lessons 23-26 feature supporting content, but use major work to complete the content. These lessons are factored into the lesson count above.</p>
	<p><b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.<sup>3</sup></p>	<b>No</b>	<p>Unit 2 includes two activities, which cover topics before the grade in which they are introduced in the Standards. Activity 8 covers Adding and Subtracting Integers, and Activity 10 covers Multiplying and Dividing Integers. These topics are included in the assessments.</p>
<p><b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>4</sup></p>	<b>Yes</b>	<p>Materials connect supporting content to major content in meaningful ways. For example, Lessons 23-26 feature content in the 6.G domain, the only supporting content for 6<sup>th</sup> grade. In Lessons 25 and 26 when students find area, surface area, and volume, content from 6.G naturally supports content from 6.EE.A.2. Lesson 24 supports 6.NS.C.8 as students graph integers in all four quadrants when working in the coordinate plane.</p>

<sup>1</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>2</sup> 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%.

<sup>3</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>4</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

	<b>REQUIRED</b> <b>2b) Materials</b> including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. <sup>5</sup>	<b>Yes</b>	The materials connect two or more clusters in a domain or two or more domains in a grade. For example, Lesson 3.3 connects the standard 6.RP.A.3b with standards 6.EE.A.2a, 6.EE.A.2c, and 6.EE.B.6. Lesson 24.1 also connects 6.G.A.3 with 6.NS.C.8.
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I (continued): NON-NEGOTIABLE CRITERIA</b>			
<b>Non-Negotiable 3. RIGOR AND BALANCE:</b> 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. <sup>6</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.	<b>Yes</b>	Materials develop conceptual understanding of key mathematical concept. For example, Lesson 17-1 addresses conceptual understanding of 6.RP.A.1 through pictorial representations and vocabulary integration.
	<b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	<b>No</b>	6.NS.B.2 and 6.NS.B.3 are required for fluency in the 6th grade. These standards are only connected to Activity 1. Although division of multi-digit numbers and operation with multi-digit decimals using the standard algorithms for each operation are included in other lessons and Activities throughout the year, it is not clearly indicated that these standards (or fluency with these standards) is a priority of any other portion of the materials.
	<b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.	<b>Yes</b>	Application problems are provided throughout the content as directed by the standards. For example, Lesson 19-3 uses real-life problems to calculate rates of speed for 6.RP.A.3.b. It should be noted however, that some applications lose focus on the major work of the grade. For example, Activity 31 states that students will “apply their math knowledge to real-world scenarios to help them understand money management and develop effective practices related to using credit and saving for long-term goals such as a college education. This <i>Personal Financial Literacy</i> activity takes 4 days; however, no connection is made to any content standards.

<sup>5</sup> Refer also to criterion #6 in the K–8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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

	<b>REQUIRED</b> <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.	<b>Yes</b>	The three aspects of rigor are addressed as implied by the standards for 6 <sup>th</sup> grade, with the exception of the treatment of fluency as required by the fluency standards 6.NS.B.2 and 6.NS.B.3.
<b>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS:</b> Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice. <sup>7, 8</sup>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>4a)</b> The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.	<b>Yes</b>	Under the <i>CC</i> menu, Mathematical Practices are provided as a clickable list. Clicking on a particular Mathematical Practice brings up a list of page numbers, which contain problems illustrating the Mathematical Practice selected. Clicking on the page brings up the problem on the screen. This feature allows the teacher to see examples of the indicated Mathematical Practice. When the <i>CC</i> button is pressed within a lesson, the curriculum does not refer to the math practices by name, but rather has copied the full description of the standard from the <i>CCSS</i> front matter.
	<b>REQUIRED</b> <b>4b)</b> The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.	<b>No</b>	In the <i>To the Teacher</i> pages, there is only a very brief description of how the Standards for Mathematical Practice are addressed in the materials. The analysis provided could be improved.

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

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

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

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

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

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

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

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



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

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

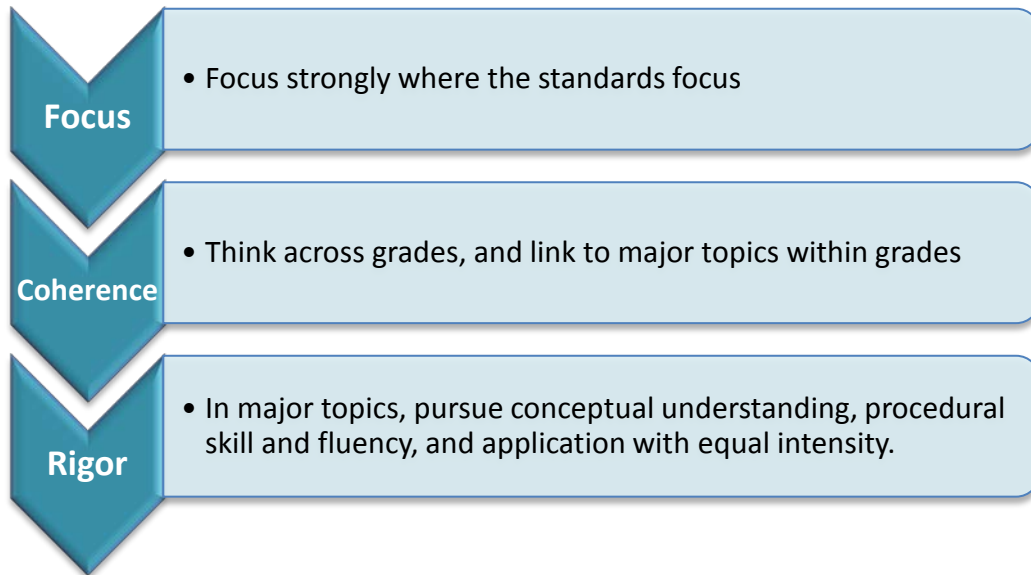
**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	The course materials for grade 6 do not contain applicable content to the appropriate subject matter or content that is aligned to the 6 <sup>th</sup> grade standards.
	2. Consistent, Coherent Content	<b>Yes</b>	Each unit represents two or more domains; thus, enhancing the coherence of the content.
	3. Rigor and Balance	<b>No</b>	Materials provide problems that address conceptual understanding and application; however, fluency is not addressed to the necessary degree.
	4. Practice-Content Connections	<b>No</b>	A more detailed analysis of the connections between the Standards for Mathematical Content and Standards for Mathematical Practice would be helpful.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

Strong mathematics instruction contains the following elements:



Title: SpringBoard Mathematics

Grade: 7

Publisher: The College Board

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
	<a href="#">Focus on Major Work</a> (Non-Negotiable)
	<a href="#">Consistent, Coherent Content</a> (Non-Negotiable)
	<a href="#">Rigor and Balance</a> (Non-Negotiable)
	<a href="#">Practice-Content Connections</a> (Non-Negotiable)

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

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.</b>			
<p><b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>14</sup>:</b> Students and teachers using the materials as designed devote the large majority<sup>15</sup> of time in each grade K–8 to the major work of the grade.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p> <p><b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.<sup>16</sup></p>	<p>No</p> <p>No</p>	<p>Materials do not devote at least 65% of class time to the major work of the grade. Materials devote approximately 42% (31 of 74 lessons) of class time to major work of the grade.</p> <p>Activity 27 doesn't have standards listed in the Teacher Wrap. It states, "Edit me!" where the standards are usually listed. Activities 1-12 indicate focus on major work of the grade. Activity 13 uses the major work of the grade to support additional content and is included in the percentage of major work.</p> <p>Lessons 15.1 and 15.2 discuss concepts and feature problems regarding similarity. The concept of similarity is not addressed in the CCSS until 8<sup>th</sup> grade. This content is assessed on the Embedded Assessment 2 for Unit 4 in problem 3.</p>
<p><b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course's instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>17</sup></p>	<p>No</p>	<p>Supporting content is not explicitly connected to major content. Of the six supporting standards, none are explicitly connected to major work of the grade. All of the supporting standards are in activities not connected to major work (Activity 20-25). These activities could have easily connected the material to 7.NS.A.2 by requiring students to write their answers as decimals or percentages, which would have required students to use long division to create the decimals or proportions to create the percentages; however, the content only specified that answers be written as decimals during a few problems in Lesson 21.2.</p>

<sup>14</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>15</sup> 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%.

<sup>16</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>17</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

	<p><b>REQUIRED</b></p> <p><b>2b)</b> Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.<sup>18</sup></p>	<p><b>No</b></p>	<p>Connections made between domains are minimal. Activities that specifically connect domains are Activities 11 and 12 (RP and EE) as well as Lesson 1.1, which connects 7.NS and 7.EE.</p>
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<sup>18</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I (continued): NON-NEGOTIABLE CRITERIA</b>			
<p><b>Non-Negotiable 3. RIGOR AND BALANCE:</b> 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.<sup>19</sup></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of concepts when called for in the Standards. For example, the development of conceptual understanding of 7.NS.A.1b is evident in Lesson 2.1 when students use models such as number lines to understand adding integers.
	<p><b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	No	7.EE.B.4a calls for fluency of equations of the form $px+q=r$ and $p(x+q)=r$ . This standard is addressed in Lesson 6.1 and has many problems related to this standard in the lesson; however, this material is not addressed throughout the text to the degree to provide fluency in solving these types of equations.
	<p><b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed such that standards that require application are addressed accordingly. For example, Lesson 11.2 uses single and multi-step application problems involving sales tax, commission, and tips to address standard 7.RP.A.3.
	<p><b>REQUIRED</b> <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	The three aspects of rigor are addressed as implied by the standards for 7 <sup>th</sup> grade, with the exception of the treatment of fluency as required by the fluency standard 7.EE.B.4a.
<p><b>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS:</b> Materials meaningfully connect the Standards for Mathematical Content and</p>	<p><b>REQUIRED</b> <b>4a)</b> The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	Yes	Under the CC menu, Mathematical Practices are provided as a clickable list. Clicking on a particular Mathematical Practice brings up a list of page numbers, which contain problems illustrating the Mathematical Practice selected.

<sup>19</sup> Refer also to criterion #4 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<p>the Standards for Mathematical Practice.<sup>20, 21</sup></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>			<p>Clicking on the page brings up the problem on the screen. This feature allows the teacher to see examples of the indicated Mathematical Practice. When the CC button is pressed within a lesson, the curriculum does not refer to the math practices by name, but rather has copied the full description of the standard from the CCSS front matter.</p>
	<p><b>REQUIRED</b>  <b>4b)</b> The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	<p><b>No</b></p>	<p>In the <i>To the Teacher</i> pages, there is only a very brief description of how the Standards for Mathematical Practice are addressed in the materials. The analysis provided could be improved.</p>

<sup>20</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>21</sup> All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>5a)</b> Materials base content progressions on the grade-by-grade progressions in the Standards.<sup>22</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>5b)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.<sup>10</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>5c)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.<sup>10</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings.<sup>23</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.<sup>11</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria

<sup>22</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>23</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:</b>            Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.<sup>24</sup> The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b>  <b>6b)</b> Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).<sup>25</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b>  <b>6c)</b> 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.<sup>12</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>6d)</b> Materials explicitly attend to the specialized language of mathematics.<sup>12</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria

<sup>24</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>25</sup> Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion 7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>7b)</b> Design of assignments is not haphazard: exercises are given in intentional sequences.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>7c)</b> There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>7d)</b> There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>7e)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>7f)</b> There is variety in the pacing and grain size of content coverage.<sup>26</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>7g)</b> Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>7h)</b> Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria

<sup>26</sup> Refer also to page 18 in the K – 8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

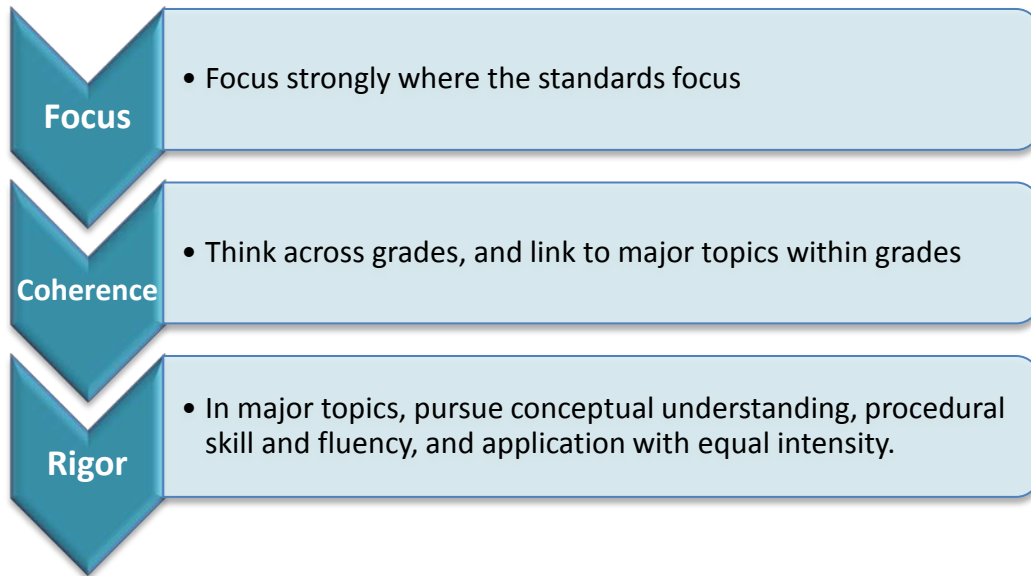
**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	The course materials do not cover approximately 65% of the major work and above grade level content is addressed on assessments.
	2. Consistent, Coherent Content	<b>No</b>	Supporting content does not connect or enhance the major work of the grade. For the most part, lessons only focus on one standard and do not serve to connect two or more clusters or domains.
	3. Rigor and Balance	<b>No</b>	Materials provide problems that address conceptual understanding and application; however, fluency is not addressed to the necessary degree.
	4. Practice-Content Connections	<b>No</b>	A more detailed analysis of the connections between the Standards for Mathematical Content and Standards for Mathematical Practice would be helpful.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

Strong mathematics instruction contains the following elements:



Title: SpringBoard Mathematics

Grade: 8

Publisher: The College Board

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
<a href="#">Rigor and Balance</a> (Non-Negotiable)	<a href="#">Focus on Major Work</a> (Non-Negotiable)
	<a href="#">Consistent, Coherent Content</a> (Non-Negotiable)
	<a href="#">Practice-Content Connections</a> (Non-Negotiable)

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

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

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.</b>			
<p><b>Non-Negotiable 1. FOCUS ON MAJOR WORK<sup>27</sup>:</b> Students and teachers using the materials as designed devote the large majority<sup>28</sup> of time in each grade K–8 to the major work of the grade.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>1a)</b> Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p> <p><b>REQUIRED</b> <b>1b)</b> In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.<sup>29</sup></p>	<p>No</p> <p>No</p>	<p>Materials devote approximately 64% (54 of 84 Lessons) of class time to major work of the grade.</p> <p>Activities 1, 2, 4, 5, 9, 25, 26, and 32-36 do not focus on major work of the grade.</p> <p>Most activities focus on grade level standards; however, other activities focus on standards from previous grades. For example, although Activity 25 does not list content standards, this activity focuses on 7.G.B.6, and Activity 2 focuses on operations with fractions. Lesson 17.2 addresses 8.G.A.5, which stresses angle sum and exterior angles of triangles, angles created by parallel lines, and AA criteria for similar triangles. However, the later part of Lesson 17.2 addresses angle sum for quadrilaterals which is a topic introduced in Geometry. This content is also tested on the Embedded Assessment 1 in Unit 3 problem number 8.</p>
<p><b>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT</b> Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>2a)</b> Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.<sup>30</sup></p> <p><b>REQUIRED</b> <b>2b)</b> Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.<sup>31</sup></p>	<p>No</p> <p>No</p>	<p>Materials do not connect supporting content to major content in meaningful ways. Activities 4, 5, 32, 33, 34, and 34 address supporting content and do not connect or support major work.</p> <p>Connections made between domains are minimal. For example, in grade 8 the work with congruence and similarity (8.G.1–5) allows students to justify the connections among proportional relationships, lines, and linear equations. These connections are not made because these Geometry standards are not introduced until Activity 18. The only activity that specifically connects domains is Activity 31 (F and SP). Several lessons list standards from different domains, but a closer examination reveals that one of the domains is actually not present in the material. (Lesson 11.1, 23.1, and 33.2)</p>

<sup>27</sup> For more on the major work of the grade, see [Focus by Grade Level](#).

<sup>28</sup> 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%.

<sup>29</sup> Refer also to criterion #2 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>30</sup> Refer also to criterion #3 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>31</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION I (continued): NON-NEGOTIABLE CRITERIA</b>			
<p><b>Non-Negotiable 3. RIGOR AND BALANCE:</b> 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.<sup>32</sup></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>3a) Attention to Conceptual Understanding:</b> Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding as called for in the standards. For example, Lesson 3.1 and 3.2 use two and three-dimensional figures to develop the concept of squares and cubes for 8.EE.A.2. Students also use transformations to determine how figures are congruent in Lesson 19.1 to develop conceptual understanding of 8.G.A.2.
	<p><b>REQUIRED</b> <b>3b) Attention to Procedural Skill and Fluency:</b> Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	The materials provide ample problems to develop procedural skills throughout the text. For example, students solve systems of linear equations using a variety of methods and procedures in Activity 14 and 15 for 8.EE.C.8.
	<p><b>REQUIRED</b> <b>3c) Attention to Applications:</b> Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Students spend sufficient time working on single and multi-step application problems as called for by the standards. Students engage in a problem solving in Activity 31 using a bean experiment to connect standards 8.F.A and 8.SP.A.2. Students also engage in application problems to apply the Pythagorean Theorem in Lesson 23.1 for 8.G.B.7.
	<p><b>REQUIRED</b> <b>3d) Balance:</b> The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	The three aspects of rigor are addressed as implied by the standards for 8 <sup>th</sup> grade. The majority of standards call for conceptual understanding and procedural skill. These aspects represent the majority of rigor provided by the text as well as ample application as needed.
<p><b>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS:</b> Materials meaningfully connect the Standards for Mathematical Content and</p>	<p><b>REQUIRED</b> <b>4a)</b> The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	Yes	Under the CC menu, if Mathematical Practices is selected, a clickable list of the Mathematical Practices comes up. Clicking on a Mathematical Practice brings up a list of page numbers, which contain problems illustrating the indicated Mathematical Practice. Clicking on the page

<sup>32</sup> Refer also to criterion #4 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<p>the Standards for Mathematical Practice.<sup>33, 34</sup></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>			<p>brings up the textbook page and problem on the screen. This allows the teacher to see examples of the indicated Mathematical Practice. When the CC button is pressed within a lesson, the curriculum does not refer to the math practices by name, but rather has copied the full description of the standard from the CCSS front matter.</p>
	<p><b>REQUIRED</b>  <b>4b)</b> The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	<p><b>No</b></p>	<p>In the “To the Teacher” pages, there is only a very brief description of how the Standards for Mathematical Practice are addressed in the materials. This analysis could be improved.</p>

<sup>33</sup> Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>34</sup> All items do not need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</b> Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>5a)</b> Materials base content progressions on the grade-by-grade progressions in the Standards.<sup>35</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>5b)</b> Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.<sup>10</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>5c)</b> Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.<sup>10</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>5d)</b> Materials include learning objectives that are visibly shaped by CCSSM cluster headings.<sup>36</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>5e)</b> Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.<sup>11</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria

<sup>35</sup> Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>36</sup> Refer also to criterion #6 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:</b>            Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>6a)</b> Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.<sup>37</sup> The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b>  <b>6b)</b> Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).<sup>38</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b>  <b>6c)</b> 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.<sup>12</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>6d)</b> Materials explicitly attend to the specialized language of mathematics.<sup>12</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria

<sup>37</sup> Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

<sup>38</sup> Refer also to criterion #10 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<p><b>Additional Criterion 7. INDICATORS OF QUALITY:</b> Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>7b)</b> Design of assignments is not haphazard: exercises are given in intentional sequences.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>7c)</b> There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>7d)</b> There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>REQUIRED</b> <b>7e)</b> Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>7f)</b> There is variety in the pacing and grain size of content coverage.<sup>39</sup></p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>7g)</b> Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	<p><b>7h)</b> Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.</p>	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria

<sup>39</sup> Refer also to page 18 in the K – 8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 7.

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

**Tier 3 ratings** receive a “No” in Column 1 for at least one of the non-negotiable criteria.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I and II to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
<b>I: Non-Negotiables</b>	1. Focus on Major Work	<b>No</b>	Materials devote approximately 64% of class time to major work of the grade and address material beyond the scope of 8 <sup>th</sup> grade on assessments.
	2. Consistent, Coherent Content	<b>No</b>	Supporting content does not support the major work of the grade. Materials do not serve to connect two or more domains or clusters.
	3. Rigor and Balance	<b>Yes</b>	Materials provide problems that address conceptual understanding, opportunities to develop procedural skill and fluency, and allow the application of math knowledge to real world scenarios.
	4. Practice-Content Connections	<b>No</b>	A more detailed analysis of the connections between the Standards for Mathematical Content and Standards for Mathematical Practice would be helpful.
<b>II: Additional Alignment Criteria and Indicators of Quality</b>	5. Alignment Criteria for Standards for Mathematical Content	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	6. Alignment Criteria for Standards for Mathematical Practice	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
	7. Indicators of Quality	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			