

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: **Bridges in Mathematics (including Number Corner and Home Connection)**

Grade: **K-5**

Publisher: **The Math Learning Center**

Copyright: **2014**

Overall Rating: **Tier I, Exemplifies 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

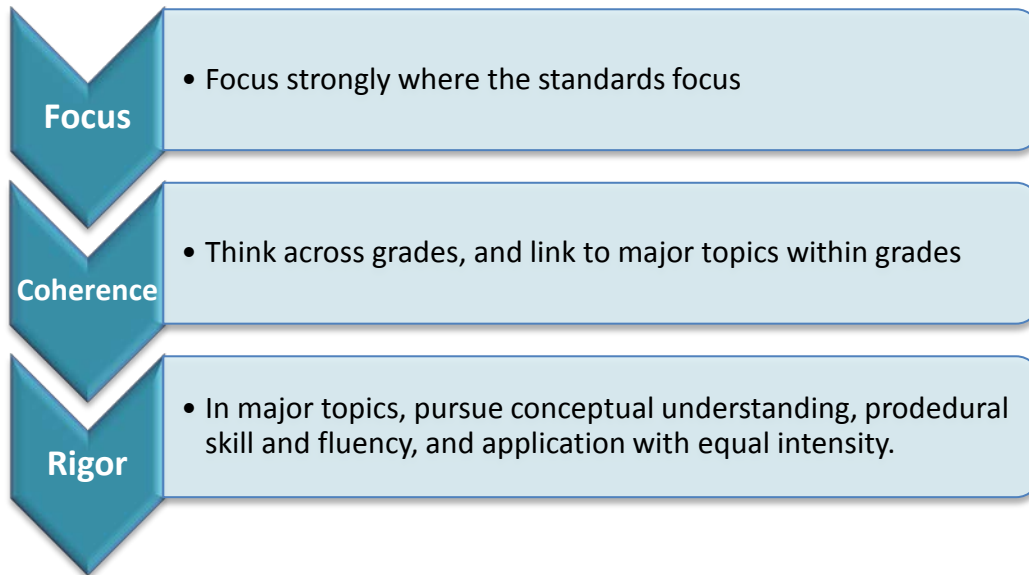
The following two indicators may be impacted:

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

This review remains a Tier 1 rating. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Focus on Major Work (Non-Negotiable)	This program currently is reviewed as Yes for this criterion because the materials devote the majority of class time (75%-90%) to the major work of the grade and spend minimal time outside the appropriate grade level.	Make sure to review all assessment materials to ensure alignment to new clarifications/limitations and the revised, as well as, the placement of standards by grade/course.
Consistent, Coherent Content (Non-Negotiable)	This program currently is reviewed as Yes for this criterion because the materials were consistently found to connect supporting content and major content within each module. Standards and supporting content are at times taught in isolation and this area could be improved. Connections are made among some clusters in a domain or among domains at all grade levels.	Make sure to review instructional materials focused on new supporting content (e.g., money in Grades K and 1) to ensure it supports the major work of the grade/course.

Strong mathematics instruction contains the following elements:



Title: Bridges in Mathematics (including Number Corner and Home Connection)

Grade: K-2

Publisher: The Math Learning Center

Copyright: 2014

Overall Rating: Tier I, Exemplifies quality

Tier I, Tier II, Tier III Elements of this grade band:

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Alignment Criteria for Standards for Mathematical Practice	
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 received a “Yes” for all Criteria 1-7.

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

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

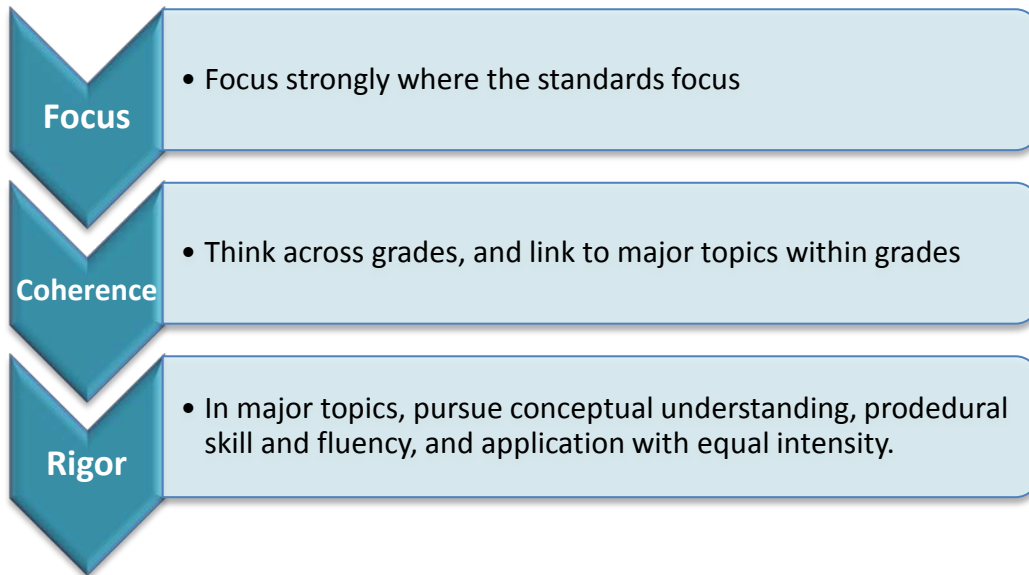
Click below for complete grade-level reviews:

[Grade K \(Tier 1\)](#)

[Grade 1 \(Tier 1\)](#)

[Grade 2\(Tier 1\)](#)

Strong mathematics instruction contains the following elements:



Title: Bridges in Mathematics (including Number Corner and Home Connection)

Grade: K

Publisher: The Math Learning Center

Copyright: 2014

Overall Rating: Tier I, Exemplifies quality

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Alignment Criteria for Standards for Mathematical Practice	
Indicators of Quality	

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK¹: Students and teachers using the materials as designed devote the large majority² of time in each grade K–8 to the major work of the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p> <p>REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.³</p>	<p>Yes</p> <p>Yes</p>	<p>Materials for Kindergarten devote approximately 90% of class time to the major work for this grade. Standards are taught in isolation in each module with overlap of supporting clusters.</p> <p>Aligned materials focus the majority of the time on standards for kindergarten. The concept of money is a standard that should be introduced in second grade; however, it should be noted that these materials introduce money in grade K. Unit 4 Module 4 is titled “Fives & Ones with Money.” While activities require students to recognize and know the value of coins, the activities focus on using coins to support work with numbers. The assessment component, “Money March Partner Game Checkpoint,” requires students to recognize the penny and nickel and their values, but addition problems focus on counting. In Unit 6, Module 3, Sessions 4 and 5, money is addressed again, this time with dimes and pennies. Unit 6, Module 3, Session 5 is the first written assessment in this Kindergarten curriculum. The assessment component, “Tens and Ones Checkpoint,” requires students to recognize the penny and dime and their values, while addition problems focus on counting. Teacher materials mention probability (for example, see the Introduction to Unit 4 Module 4), a concept that should not be introduced until 7th grade; however, the student materials do not use the term probability.</p>

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

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

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

<p>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course's instructional materials are coherent and consistent with the content in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.⁴</p>	<p>Yes</p>	<p>Materials provide coherence throughout each module for Kindergarten while flowing in a meaningful way to promote growth. Supporting content is connected to major content. For example, Unit 1 Module 1 Session 2 connects K.MD.B.3, supporting content, with K.CC.A.1, K.CC.B.4a, and K.CC.B.4b, major content.</p>
	<p>REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.⁵</p>	<p>Yes</p>	<p>Materials include problems and activities that connect two or more clusters in a natural way. For example, Unit 1 Module 2 Session 2 connects Counting and Cardinality and Operations and Algebraic Thinking.</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
<p>Non-Negotiable 3. RIGOR AND BALANCE: Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.⁶</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations.
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Materials give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed to allow sufficient time to work on major standards with single-step and multi-step contextual problems. Examples shown at the end of each module with student workbook pages.
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	
<p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.^{7, 8}</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	Yes	Mathematical practices are mentioned and paired with the state standards that are being addressed in the module-unit.
	<p>REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	Yes	In the Introduction to the Teacher’s Guide, the Mathematical Practices are mentioned and discussed in depth.

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards.⁹</p>	Yes	Progression is evident within each module through activities and examples. A “Skills Across the Grade Levels” chart is provided in the Introduction to each Unit to indicate where the skills in the unit are addressed elsewhere in Kindergarten and how and if the skills are addressed in first grade.
	<p>REQUIRED 5b) Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.¹⁰</p>	Yes	Materials provided allow students extensive work with grade level appropriate problems.
	<p>REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>	Yes	Materials within each module address prior knowledge from previous modules that are appropriate for Kindergarten.
	<p>5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.¹⁰</p>	No	Sessions begin with a list of Skills and Concepts. Some sessions do include lists shaped by cluster headings (for example, Unit 4, Module 3, Session 5 is shaped by K.MD.A), but these connections are not explicitly made or easily seen because the Skills and Concepts section simply lists individual Content Standards and Math Practices.
	<p>5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.¹¹</p>	Yes	Materials preserve the focus, coherence, and rigor of the standards in each module.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.¹¹ The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.</p>	Yes	The Teacher Guide includes margin notes titled “Math Practices in Action” (for example, Unit 2, Module 1, Session 2). These notes offer additional insights into the practice standards.
	<p>REQUIRED 6b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).¹²</p>	Yes	Students are given opportunities to construct viable arguments and discuss those of their peers (MP3). This is evident within Unit 1, Module 1, Session 1 (page 4).
	<p>REQUIRED 6c) Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.¹²</p>	Yes	Materials engage students in multi-step problems.
	<p>6d) Materials explicitly attend to the specialized language of mathematics.¹²</p>	Yes	Materials explicitly attend to the language of mathematics.

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

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

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

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

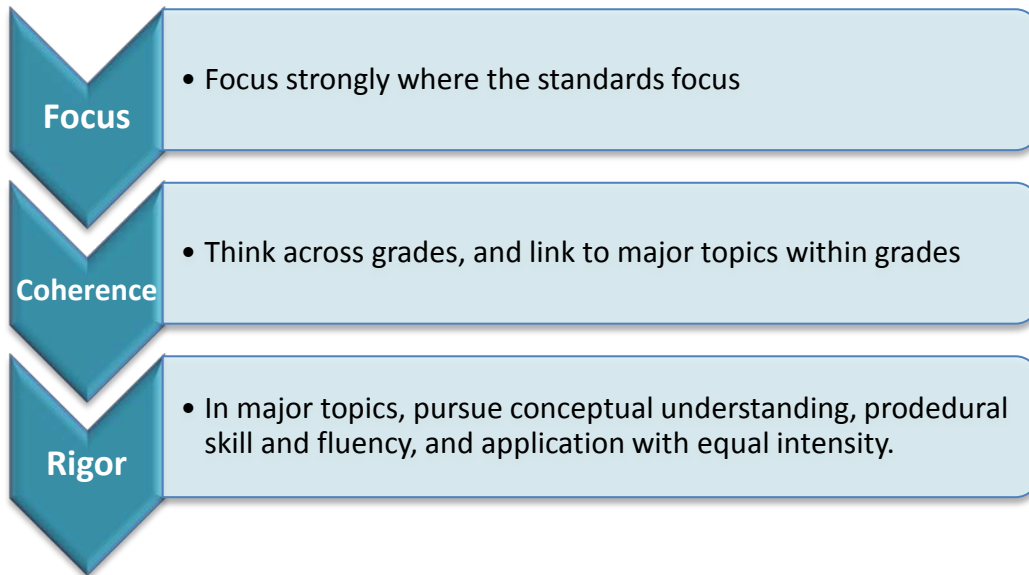
Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	Yes	Materials for Kindergarten devote approximately 90% of class time to the major work for this grade.
	2. Consistent, Coherent Content	Yes	Materials connect supporting content and major content within each module but standards seem to be taught in isolation within each module.
	3. Rigor and Balance	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	Yes	Mathematical practices are mentioned and partnered with the standards the practices address in the Common Core Correlations manual that show the practices and where they are addressed in each part of the module.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	Yes	Materials do not include learning objectives that are visibly shaped by CCSSM cluster headings.
	6. Alignment Criteria for Standards for Mathematical Practice	Yes	Materials make meaningful and purposeful connections that enhance the focus and coherence of the standards,
	7. Indicators of Quality	Yes	Quality materials are outlined and provided for both teacher and students within each module. Scaffolding is present for all different levels of learners and checkpoints that give teachers solutions for each learner.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

Strong mathematics instruction contains the following elements:



Title: Bridges in Mathematics (including Number Corner and Home Connection)

Grade: 1

Publisher: The Math Learning Center

Copyright: 2014

Overall Rating: Tier I, Exemplifies quality

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Alignment Criteria for Standards for Mathematical Practice	
Indicators of Quality	

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK¹: Students and teachers using the materials as designed devote the large majority² of time in each grade K–8 to the major work of the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p>	Yes	Materials for first grade devote approximately 85% of class time to the major work for this grade.
	<p>REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.³</p>	Yes	Aligned materials focus the majority of the time on standards for Grade 1. The concept of money is a standard that should be introduced in second grade; however, these materials address money in grade 1. Unit 7 Module 4 is titled “Place Value with Money.” While activities require students to recognize and know the value of money, these activities focus on using money to explore place value. Money is also mentioned in other units. For example, money is found in Unit 1: Module 3, Unit 2: Module 4, and Unit 3: Module 2.
<p>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.⁴</p>	Yes	Materials provide coherence throughout each module for first grade while flowing in a meaningful way to promote maximum growth. Supporting content is often connected to major content. For example, Unit 1 Module 2 Session 4 connects 1.MD.C.4, supporting content, with 1.NBT.A.1, major content. This, however, could be improved. For example, Unit 1 Module 1 Session 2 a1.MD.C.4, supporting work, but there is no connection to major work
	<p>REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.⁵</p>	Yes	Materials include problems and activities that connect two or more clusters in a natural way. For example, Unit 1 Module 2 Session 2 connects 1.OA.B, 1.OA.C, and 1.OA.D.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
<p>Non-Negotiable 3. RIGOR AND BALANCE: Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.⁶</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations.
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Materials give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed to allow sufficient time to work on major standards with single-step and multi-step problems. Examples shown at the end of each module with student workbook pages.
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	
<p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.^{7, 8}</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	Yes	Mathematical practices are mentioned and paired with the state standards that are being addressed in the module-unit.
	<p>REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	Yes	In the Introduction to the Teacher’s Guide, the Mathematical Practices are mentioned and discussed in depth.

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards.⁹</p>	Yes	Progression is evident within each module through activities and examples. A “Skills Across the Grade Levels” chart is provided in the Introduction to each Unit to indicate if the skills were introduced in Kindergarten, where the skills in the unit are addressed elsewhere in Grade 1, and how and if the skills are addressed in Grade 2.
	<p>REQUIRED 5b) Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.¹⁰</p>	Yes	Materials provided allow students extensive work with grade level appropriate problems.
	<p>REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>	Yes	Materials within each module address prior knowledge from previous modules and Kindergarten that are appropriate for first grade.
	<p>5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.¹⁰</p>	No	Sessions begin with a list of Skills and Concepts. Some sessions do include lists shaped by cluster headings (for example, Unit 8, Module 2, Session 4 is shaped by 1.NBT.C), but these connections are not explicitly made or easily seen because the Skills and Concepts section simply lists individual Content Standards and Math Practices.
	<p>5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.¹¹</p>	Yes	Materials preserve the focus, coherence, and rigor of the standards in each module.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.¹¹ The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.</p>	Yes	<p>The Teacher Guide includes margin notes titled “Math Practices in Action” (for example, Unit 2, Module 1, Session 1). These notes offer additional insights into the practice standards.</p>
	<p>REQUIRED 6b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).¹²</p>	Yes	<p>Students are given opportunities to construct viable arguments and discuss those of their peers (MP3). This is evident within Unit 2, module 1, Session 4 (page 18).</p>
	<p>REQUIRED 6c) Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.¹²</p>	Yes	<p>Materials engage students in multi-step problems.</p>
	<p>6d) Materials explicitly attend to the specialized language of mathematics.¹²</p>	Yes	<p>Materials explicitly attend to the language of mathematics.</p>

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

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

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

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

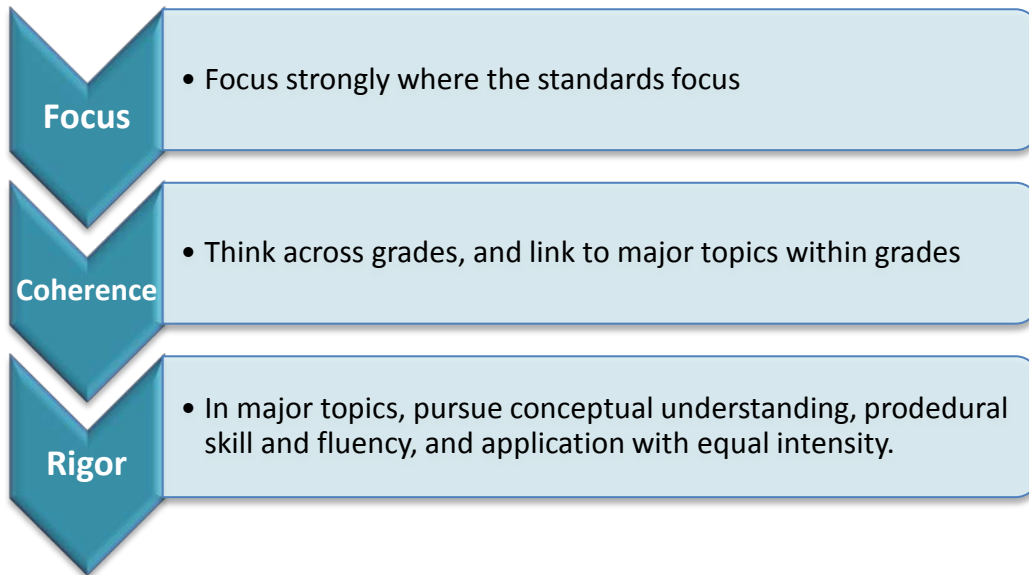
Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

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

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	Yes	Materials for first grade devote approximately 85% of class time to the major work for this grade.
	2. Consistent, Coherent Content	Yes	Supporting content is often connected to major content; however, this area could be improved.
	3. Rigor and Balance	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	Yes	Mathematical practices are mentioned and partnered with the standards the practices address in the Common Core Correlations manual that show the practices and where they are addressed in each part of the module.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	Yes	Materials do not include learning objectives that are visibly shaped by CCSSM cluster headings.
	6. Alignment Criteria for Standards for Mathematical Practice	Yes	Materials make meaningful and purposeful connections that enhance the focus and coherence of the standards,
	7. Indicators of Quality	Yes	Quality materials are outlined and provided for both teacher and students within each module. Scaffolding is present for all different levels of learners and checkpoints that give teachers solutions for each learner.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

Strong mathematics instruction contains the following elements:



Title: Bridges in Mathematics (including Number Corner and Home Connection)

Grade: 2

Publisher: The Math Learning Center

Copyright: 2014

Overall Rating: Tier I, Exemplifies quality

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

STRONG	WEAK
Focus on Major Work (Non-Negotiable)	
Consistent, Coherent Content (Non-Negotiable)	
Rigor and Balance (Non-Negotiable)	
Practice-Content Connections (Non-Negotiable)	
Alignment Criteria for Standards for Mathematical Content	
Alignment Criteria for Standards for Mathematical Practice	
Indicators of Quality	

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria to move to tier 2.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK¹: Students and teachers using the materials as designed devote the large majority² of time in each grade K–8 to the major work of the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote at least 65% and up to approximately 85% of class time to the major work of each grade with Grades K–2 nearer the upper end of that range, i.e., 85%. Each grade must meet the criterion; do not average across two or more grades.</p>	Yes	Materials for second grade devote approximately 75% of class time to the major work for this grade. Some sessions focus on only supporting or additional clusters. For example, all five sessions in Unit 6, Module 2 address supporting or additional clusters.
	<p>REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.³</p>	Yes	<p>Much of the materials focus mainly on standards for second grade. Sessions which focus exclusively on content from Kindergarten and First grade clearly list the Kindergarten and First grade standards at the beginning of the session, and these review sessions are minimal.</p> <p>Perimeter is addressed in these Grade 2 materials; perimeter is not introduced until Grade 3 in the standards. Perimeter is included in Unit 2 Module 2 Session 3. 2. MD.C.8 is included in problems/activities starting in Unit 1 although this standard is not addressed in a Session (lesson) until Unit 5.</p>
<p>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.⁴</p>	Yes	Materials provide coherence throughout each module for second grade while flowing in a meaningful way to promote maximum growth. Supporting content is often connected to major content. For example, Unit 4 Module 2 Session 2 connects 2.MD.C.8, supporting content, with 2.MD.A.1 and 2.MD.A.3, major content. This, however, could be improved. For example, Unit 3 Module 4 Sessions 2 and 3 address 2.MD.D.10, supporting work, but there is no connection to major work
	<p>REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.⁵</p>	Yes	Materials include problems and activities that connect two or more clusters or domains in a natural way. For example, Unit 2 Module 2 Session 2 connects Numbers and Operations in Base Ten and Measurement and Data.

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION I (continued): NON-NEGOTIABLE CRITERIA			
<p>Non-Negotiable 3. RIGOR AND BALANCE: Each grade’s instructional materials reflect the balances in the standards and help students meet the standards’ rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.⁶</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and questions.</p>	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. (see example on page 4, Unit 3, module 2)
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials help students make steady progress throughout the year toward fluent computation. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Materials give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving.</p>	Yes	Materials are designed to allow sufficient time to work on major standards with single-step and multi-step problems. Examples shown at the end of each module with student workbook pages.
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	
<p>Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.^{7, 8}</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) The materials connect the Standards for Mathematical Practice and the Standards for Mathematical Content.</p>	Yes	Mathematical practices are mentioned and paired with the state standards that are being addressed in the module-unit.
	<p>REQUIRED 4b) The developer provides a description or analysis, aimed at evaluators, which shows how materials meaningfully connect the Standards for Mathematical Practice to the Standards for Mathematical Content within each applicable grade.</p>	Yes	In the Introduction to the Teacher’s Guide, the Mathematical Practices are mentioned and discussed in depth.

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards.⁹</p>	Yes	Progression is evident within each module through activities and examples. A “Skills Across the Grade Levels” chart is provided in the Introduction to each Unit to indicate if the skills were introduced in Grade 1, where the skills in the unit are addressed elsewhere in Grade 2, and how and if the skills are addressed in Grade 3.
	<p>REQUIRED 5b) Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.¹⁰</p>	Yes	Materials provided allow students extensive work with grade level appropriate problems.
	<p>REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>	Yes	Materials within each module address prior knowledge from previous modules and grades that are appropriate for second grade.
	<p>5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.¹⁰</p>	No	Sessions begin with a list of Skills and Concepts. Some sessions do include lists shaped by cluster headings (for example, Unit 2, Module 1, Session 1 is shaped by 2.NBT.A), but these connections are not explicitly made or easily seen because the Skills and Concepts section simply lists individual Content Standards and Math Practices.
	<p>5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.¹¹</p>	Yes	Materials preserve the focus, coherence, and rigor of the standards in each module.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
SECTION II (continued): ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.¹¹ The analysis for evaluators explains how the full meaning of each practice standard has been attended to in the materials.</p>	Yes	The Teacher Guide includes margin notes titled “Math Practices in Action” (for example, Unit 1, Module 2, Session 1). These notes offer additional insights into the practice standards.
	<p>REQUIRED 6b) Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of other concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).¹²</p>	Yes	Students are given opportunities to construct viable arguments and discuss those of their peers (MP3). This is evident within Unit 1, module 1, Session 4 (page 20).
	<p>REQUIRED 6c) Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.¹²</p>	Yes	Materials engage students in multi-step problems.
	<p>6d) Materials explicitly attend to the specialized language of mathematics.¹²</p>	Yes	Materials explicitly attend to the language of mathematics.

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

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

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

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

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

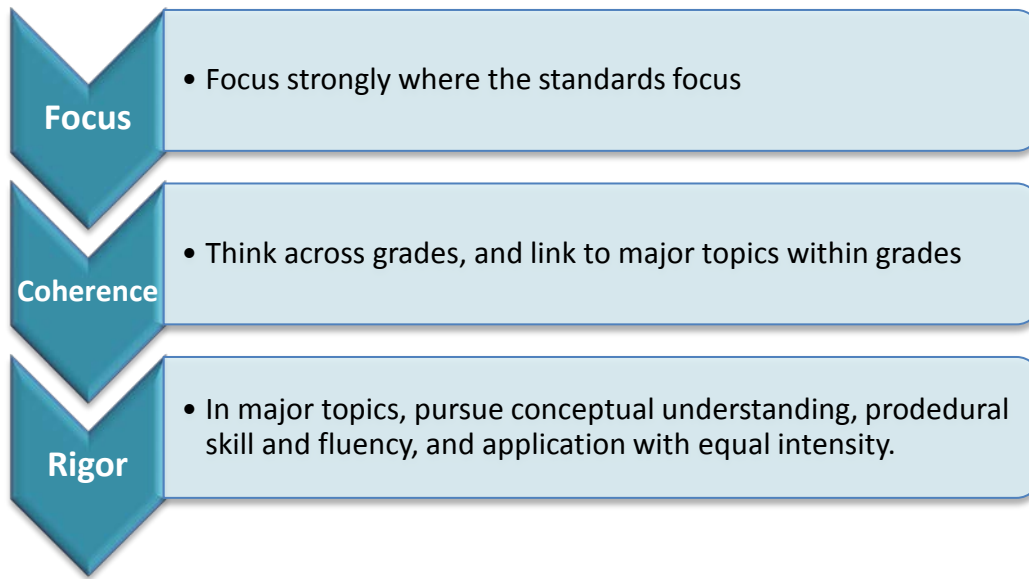
Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

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

FINAL EVALUATION			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	Yes	Materials for second grade devote approximately 75% of class time to the major work for this grade.
	2. Consistent, Coherent Content	Yes	Supporting content is often connected to major content; however, this area could be improved.
	3. Rigor and Balance	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Practice-Content Connections	Yes	Mathematical practices are mentioned and partnered with the standards the practices address in the Common Core Correlations manual that show the practices and where they are addressed in each part of the module.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	Yes	Materials do not include learning objectives that are visibly shaped by CCSSM cluster headings.
	6. Alignment Criteria for Standards for Mathematical Practice	Yes	Materials make meaningful and purposeful connections that enhance the focus and coherence of the standards,
	7. Indicators of Quality	Yes	Quality materials are outlined and provided for both teacher and students within each module. Scaffolding is present for all different levels of learners and checkpoints that give teachers solutions for each learner.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

The preceding review was conducted during the 2013-14 school year, while the following review was conducted during the 2014-15 school year.

Strong mathematics instruction contains the following elements:



Title: Bridges in Mathematics

Grade: 3-5

Publisher: The Math Learning Center

Copyright: 2014

Overall Rating: Tier I, Exemplifies quality

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math 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 (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.

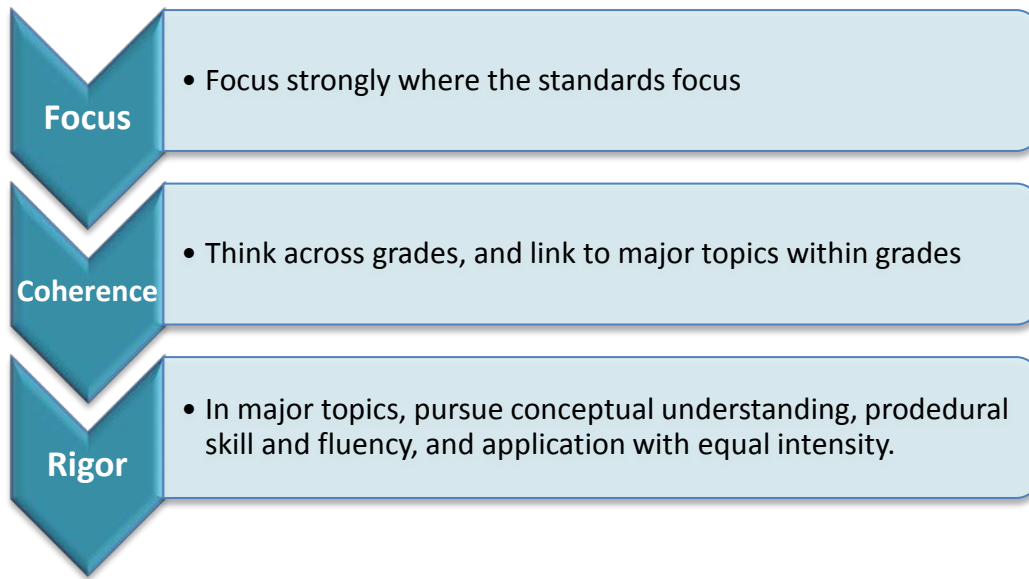
Click below for complete grade-level reviews:

[Grade 3 \(Tier 1\)](#)

[Grade 4 \(Tier 1\)](#)

[Grade 5 \(Tier 1\)](#)

Strong mathematics instruction contains the following elements:



Title: **Bridges in Mathematics**

Grade: **3**

Publisher: **The Math Learning Center**

Copyright: **2014**

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

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK¹: Students and teachers using the materials as designed devote the large majority² of time in each grade K–8 to the major work of the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote the large majority of class time to the major work of each grade. Each grade must meet the criterion; do not average across two or more grades.</p>	<p>Yes</p>	<p>A majority of class time is devoted to major work of the grade. Many of the Sessions in Unit 1 reinforce 2nd grade standards; however, many of these sessions connect the review to major work of the grade. For example, Unit 1 Module 4 Session 2 reviews 2.OA.A.1 and 2.NBT.B.5 while also addressing 3.OA.D.8. For some Unit 1 Sessions, major work is also incorporated through Home Connection pages or optional Daily Practice student book pages. For example, Unit 1 Module 1 Session 4 provides a Home Connection page titled "Addition Fact Review" that addresses 3.OA.D.9, and Unit 1 Module 4 Session 3 provides an optional "Two-Step Problems" Daily Practice student book page that addresses 3.OA.D.8. Unit 6 primarily focuses on supporting standards 3.G.A.1 and 3.G.A.2; however, major standards are addressed in most Sessions either through Home Connection pages or optional Daily Practice pages. For example, Unit 6 Module 1 Session 2 provides a Home Connection page titled "Triangles & Two-Digit Addition Review" that addresses 3.NBT.A.2, and Unit 6 Module 1 Session 3 provides an optional "Attributes of Quadrilaterals" Daily Practice student book pages that addresses 3.OA.C.7.</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards. ³	Yes	Minimal time is spent on content outside of grade 3. Lines of symmetry are addressed in Unit 6 Sessions, but students are not responsible for lines of symmetry on the assessment components. Unit 7 includes fractions with denominator 12. Grade 3 limits denominators to 2, 3, 4, 6, and 8. However, there are no assessment components that include denominators of 12. Also, although Unit 8 only includes “Informal Assessment Opportunities,” this unit includes statistical distributions (mode, range, mean, outliers) and statistical trends (scatter plot). These topics should not be assessed until Grade 6.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. ⁴	Yes	There is evidence of supporting content being taught with major content. Each supporting standard is connected to major content. For example, Unit 2 Module 4 Session 2 addresses supporting standard 3.MD.B.3 with major standards 3.OA.A.2, 3.OA.C.7, and 3.OA.D.8. This, however, could be improved. For example, Unit 6 Module 2 Sessions 3 addresses 3.G.A.1, supporting work, but there is no connection to major work.
	REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. ⁵	Yes	The materials do include problems and activities which connect two or more domains. For example, Unit 4 Module 2 Session 3, Measurement Story Problems, connects the NBT and MD domains.
Non-Negotiable 3. RIGOR AND BALANCE: Each grade’s instructional materials reflect the balances in the standards	REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and	Yes	The materials encourage students to develop conceptual understanding of key mathematical concepts. For example, Unit 4 Module 3 Session 1 addresses 3.NF.A.1; this session is clearly focused on developing conceptual understanding of unit

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>and help students meet the standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.⁶</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	conceptual discussion questions.		fractions.
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Fluency standards are addressed repeatedly throughout the course. For example, standard 3.NBT.A.2 is addressed in all eight units.
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.</p>	Yes	Unit 1,2, and 4 all have Units or Sessions that are dedicated to story problems. Unit 8 is devoted to application problems incorporating math and science.
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	There is a balance among the three aspects of rigor. For example, Unit 5 Module 1 Session 4 provides a contextual problem and provides sample student responses that encourage conceptual understanding of the problem, but some Sessions focus on individual aspects of rigor..
<p>Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</p> <p>Materials promote focus and coherence by connecting practice</p>	<p>REQUIRED 4a) Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.</p>	Yes	At the beginning of each Session, math practices addressed in that session are listed. In the Introduction to the Teacher's Guide, the Mathematical Practices are mentioned and discussed in depth.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards with content that is emphasized in the Standards. ⁷ <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards. ⁸	Yes	A “Skills Across the Grade Levels” chart is provided in the Introduction to each Unit to indicate if the skills were introduced in Grade 2, where the skills in the unit are addressed elsewhere in Grade 3, and how and if the skills are addressed in Grade 4. Unit 1 includes several standards from Grade 2, such as 2.OA.A.1 and 2.OA.A.2 that are reviewed, practiced, and extended into third grade.
	REQUIRED 5b) Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year. ¹⁰	Yes	Materials provided allow students extensive work with grade level appropriate problems. Sessions in Unit 1 include Grade 2 standards, but these sessions are clearly identified to the teacher.
	REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge. ¹⁰	Yes	Materials within each Unit connect standards addressed within the Unit to prior knowledge from previous Units and grades.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings. ⁹	Yes	Materials include objectives that are shaped by cluster headings. For example, Unit 4, Module 3, Session 1 is shaped by 3.NF.A.

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

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

⁹ 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. ¹¹	Yes	Materials preserve the focus, coherence, and rigor of the standards in each Unit. For example, Unit 2 Module 4 Session 2 addresses standard 3.MD.B.3; in this session students see represent data with graphs and use them to solve problems.
<p>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>	<p>REQUIRED 6a) Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.¹⁰ Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.¹¹ There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.</p>	Yes	The Teacher Guide includes margin notes titled "Math Practices in Action" (for example, Unit 2, Module 1, Session 2). These notes offer additional insights into the practice standards.
	<p>REQUIRED 6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: 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). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.¹²</p>	Yes	Students are given opportunities to construct viable arguments and discuss those of their peers (MP3). For example, Unit 2 Module 1 Session 1 provides an opportunity for students to question each other and respond to the questions of other students.
	<p>6c) Materials explicitly attend to the specialized language of mathematics.¹²</p>	Yes	The materials explicitly attend to the language of mathematics. For example, in in Unit 4 Module 3 the teacher poses questions which allows students to make generalization about unit fractions using specialized language such as comparing, greater than, less than, denominator, and fraction. Also, at the beginning of each session, vocabulary words are listed in the margin, and separate Word Resource cards are provided.

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

¹¹ Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.¹³</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.</p>	Yes	There is distinction between problems and exercises in each module. Each Session has home connection and/or daily practice which allow students additional opportunities to apply the skills from the lesson.
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>	Yes	All lessons build upon the previous lessons and skills; concepts are not taught in isolation.
	<p>REQUIRED 7c) There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	Yes	There is a variety in what students produce. Responses include solutions, discussions, and mathematical models. For example, In Unit 3 Module 1 Session 5, students are allowed time during the problems and investigations stage of the lesson to talk with their neighbor about their observation of the addition strategies chart from Unit 1.
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	Yes	In the Teacher Guide, the Introduction to the Unit discusses the mathematics of the Unit. Within the Sessions, guidance is provided around student ways of thinking and anticipated student responses.
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	Yes	Scaffolding is present for different levels of learners including English Language Learners, struggling students, and students needing a challenge. For example, Unit 4 Module 2 Session 4 provides support within the lesson for students struggling with the problems.

¹³ Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	7f) There is variety in the pacing and grain size of content coverage.	Yes	There is variety in pacing and grain size. More time is spent on standards from the Major Work of 3rd grade than the supporting standards.
	7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.	Yes	All lessons are thoughtfully structured and support the teacher in leading the class.
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	Yes	Manipulatives are representations of mathematical objects they represent and are connected to written methods.

FINAL EVALUATION

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.

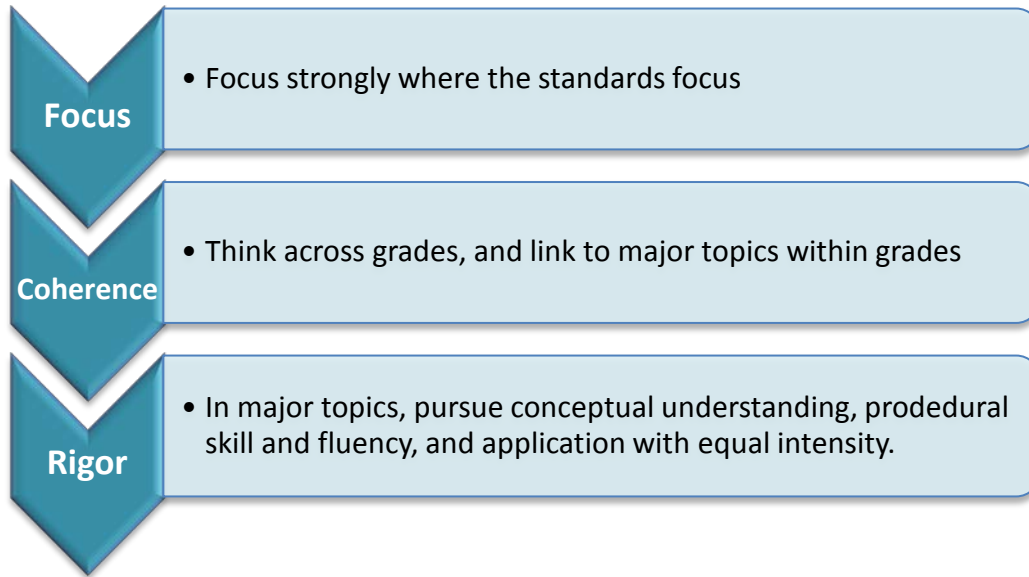
Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

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-Negotiables	1. Focus on Major Work	Yes	A majority of class time is devoted to major work of the grade.
	2. Consistent, Coherent Content	Yes	Supporting content is connected to major content; however, this area could be improved.
	3. Rigor and Balance	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	4. Focus and Coherence via Practice Standards	Yes	Mathematical practices are mentioned and partnered with the Content Standards.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	Yes	Content from previous grade levels is clearly identified and connected to grade-level content.
	6. Alignment Criteria for Standards for Mathematical Practice	Yes	Materials make meaningful and purposeful connections that enhance the focus and coherence of the standards.
	7. Indicators of Quality	Yes	Quality materials are outlined and provided for both teacher and students within each Unit.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

Strong mathematics instruction contains the following elements:



Title: Bridges in Mathematics

Grade: 4

Publisher: The Math Learning Center

Copyright: 2014

Overall Rating: Tier I, Exemplifies quality

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK¹⁴: Students and teachers using the materials as designed devote the large majority¹⁵ of time in each grade K–8 to the major work of the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote the large majority of class time to the major work of each grade. Each grade must meet the criterion; do not average across two or more grades.</p>	<p>Yes</p>	<p>A majority of class time is devoted to major work of the grade. Many of the Sessions in Unit 1 reinforce 3rd grade standards; however, many of these sessions connect the review to major work of the grade. For example, Unit 1 Module 1 Session 2 reviews 3.OA.A.1, 3.OA.A.3, and 3.OA.C.7 while also addressing 4.OA.A.2. For some Unit 1 Sessions, major work is also incorporated through Home Connection pages or optional Daily Practice student book pages. For example, Unit 1 Module 2 Session 2 provides a Home Connection page titled "Factors & Tea Lights" that addresses 4.OA.A.2, and Unit 1 Module 4 Session 2 provides an optional "Weight & Mass Story Problems" Daily Practice student book page that addresses 4.OA.A.1, 4.OA.A.2, and 4.NBT.B.5. Other units focus primarily on supporting and additional standards; however, sessions address major work through either Home Connection pages, optional Daily Practice pages, or Number Corner activities. For example, Unit 5 primarily focuses on supporting and additional Geometry and Measurement standards; however, major standards are addressed in Unit 5 Module 1 Session 5 in an optional "Finding Perimeters of Quadrilaterals" Daily Practice student page that addresses 4.NBT.B.5 and 4.NBT.B.6.</p>

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

¹⁵ 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
	REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards. ¹⁶	Yes	Minimal time is spent on content outside of grade 4. Unit 3 includes fractions with denominator 16. Grade 4 limits denominators to 2, 3, 4, 5, 6, 8, 10, 12, and 100. However, there are no assessment components that include denominators of 16. Ratios are mentioned in these materials. For example, in Unit 6 ratios are used as a means of finding equivalent fractions, but ratios are not assessed as a separate topic. Ratios are used as a strategy to find equivalencies. Also, although Unit 8 only includes “Informal Assessment Opportunities,” this unit 8 includes statistical distributions (mode, range, mean, outliers) and statistical trends (scatter plot). These topics should not be assessed until Grade 6.
Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. ¹⁷	Yes	There is evidence of supporting content being taught with major content. Each supporting standard is connected to major content. For example, Unit 4 Module 3 Session 2 addresses supporting standards 4.MD.A.1 and 4.MD.A.2 with major standard 4.NBT.A.2. This, however, could be improved. For example, Unit 4 Module 3 Sessions 3 addresses 4.MD.A.1 and 4.MD.A.2, supporting work, but there is no connection to major work.
	REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. ¹⁸	Yes	The materials do include problems and activities which connect two or more domains. For example, Unit 4 Module 1 Session 6, Think Before You Act, connects the OA and NBT domains.
Non-Negotiable 3. RIGOR AND	REQUIRED 3a) Attention to Conceptual Understanding: Materials develop	Yes	The materials encourage students to develop conceptual understanding of key mathematical

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

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

¹⁸ 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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.¹⁹</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	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 conceptual discussion questions.		concepts. For example, Unit 3 Module 1 Session 3 addresses 4.NF.A.1; this session is clearly focused on developing conceptual understanding of fraction equivalence.
	<p>REQUIRED 3b) Attention to Procedural Skill and Fluency: The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.</p>	Yes	Fluency standards are addressed repeatedly throughout the course. For example, standard 4.NBT.B.4 is addressed in six of the eight units.
	<p>REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.</p>	Yes	The materials are heavy on application problems. For the most part, the majority of the work throughout the lessons (or sessions) is application problems.
	<p>REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.</p>	Yes	There is a balance among the three aspects of rigor. For example, Unit 6 Module 3 Session 4, Present Purchase, combines all the aspects of rigor, but some Sessions focus on individual aspects of rigor.
<p>Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Materials promote focus and coherence by connecting practice</p>	<p>REQUIRED 4a) Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.</p>	Yes	At the beginning of each Session, math practices addressed in that session are listed. In the Introduction to the Teacher’s Guide, the Mathematical Practices are mentioned and discussed in depth.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
standards with content that is emphasized in the Standards. ²⁰ <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics within grades (across domains and clusters) and across grades by staying consistent with the progressions in the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 5a) Materials base content progressions on the grade-by-grade progressions in the Standards. ²¹	Yes	A “Skills Across the Grade Levels” chart is provided in the Introduction to each Unit to indicate if the skills were introduced in Grade 3, where the skills in the unit are addressed elsewhere in Grade 4, and how and if the skills are addressed in Grade 5. Unit 1 includes several standards from Grade 3, such as 3.OA.A.1 and 3.OA.A.2 that are reviewed, practiced, and extended into fourth grade.
	REQUIRED 5b) Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year. ¹⁰	Yes	Materials provided allow students extensive work with grade level appropriate problems. Sessions in Unit 1 include Grade 3 standards, but these sessions are clearly identified to the teacher.
	REQUIRED 5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge. ¹⁰	Yes	Materials within each Unit connect standards addressed within the Unit to prior knowledge from previous Units and grades.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings. ²²	Yes	Materials include objectives that are shaped by cluster headings. For example, Unit 2, Module 2, Session 3 is shaped by 4.NBT.A.

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

²¹ Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

²² 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. ¹¹	Yes	Materials preserve the focus, coherence, and rigor of the standards in each Unit. For example, Unit 2 Module 3 Session 1 students build fluency with multiplication through story problems.
<p>Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.²³ Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard.²⁴ There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.</p>	Yes	The Teacher Guide includes margin notes titled "Math Practices in Action" (for example, Unit 2, Module 3, Session 3). These notes offer additional insights into the practice standards.
	<p>REQUIRED 6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: 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). 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.²⁵</p>	Yes	Students are given opportunities to construct viable arguments and discuss those of their peers (MP3). For example, Unit 2 Module 3 Session 5 provides an opportunity for students to share and reflect upon multiplication strategies.
	<p>6c) Materials explicitly attend to the specialized language of mathematics.¹²</p>	Yes	The materials explicitly attend to the language of mathematics. For example, in in Unit 2 Module 1 the student works on multi-digit multiplication using specialized language such as factor, product, and multiply. Also, at the beginning of each session, vocabulary words are listed in the margin, and separate Word Resource cards are provided.
<p>Additional Criterion 7. INDICATORS OF QUALITY:</p>	<p>REQUIRED 7a) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving</p>	Yes	There is distinction between problems and exercises in each module. Each Session has home connection and/or daily practice which allow students

²³ Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

²⁴ Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

²⁵ 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>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.²⁶</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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>		<p>additional opportunities to apply the skills from the lesson.</p>
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>	Yes	<p>All lessons build upon the previous lessons and skills; concepts are not taught in isolation.</p>
	<p>REQUIRED 7c) There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	Yes	<p>There is a variety in what students produce. Responses include solutions, discussions, and mathematical models. For example, In Unit 6 Module 3 Session 5, students participate in a math forum.</p>
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	Yes	<p>In the Teacher Guide, the Introduction to the Unit discusses the mathematics of the Unit. Within the Sessions, guidance is provided around student ways of thinking and anticipated student responses.</p>
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	Yes	<p>Scaffolding is present for different levels of learners including English Language Learners, struggling students, and students needing a challenge. For example, Unit 6 Module 1 Session 2 provides support within the lesson for students struggling with the problems.</p>
	<p>7f) There is variety in the pacing and grain size of content coverage.</p>	Yes	<p>There is variety in pacing and grain size.</p>
	<p>7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active</p>	Yes	<p>All lessons are thoughtfully structured and support the teacher in leading the class.</p>

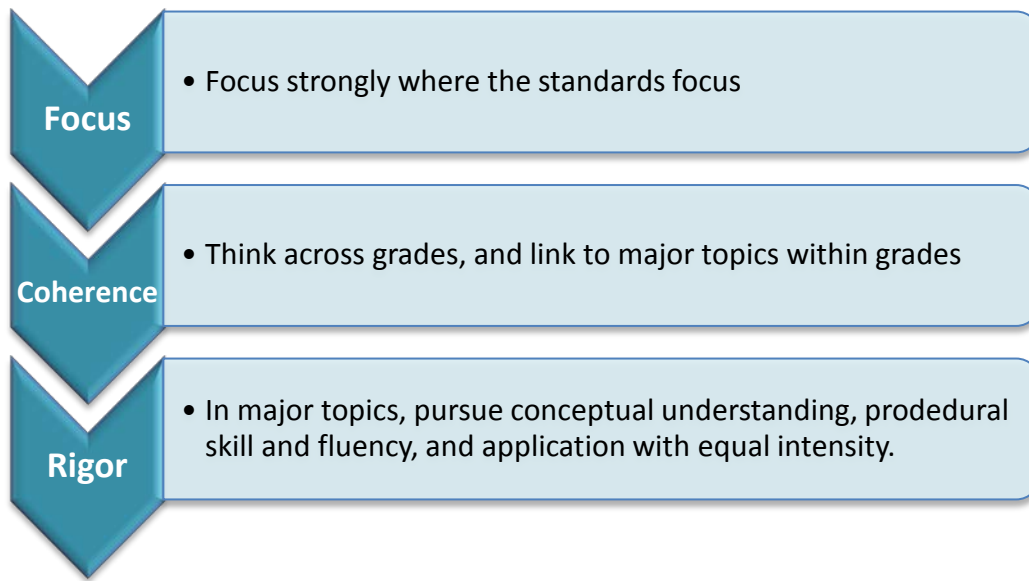
²⁶ Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	participation by all students in their own learning and in the learning of their classmates.		
	7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.	Yes	Manipulatives are representations of mathematical objects they represent and are connected to written methods.
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7.			
<i>Tier 2 ratings</i> 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.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 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-Negotiables	1. Focus on Major Work	Yes	The materials devote time to the major work of the grade, but there is also a lot of time devoted outside the major work of the grade.
	2. Consistent, Coherent Content	Yes	The connection between supporting content and major content is evident, but at times some supporting content is taught in isolation.
	3. Rigor and Balance	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Focus and Coherence via Practice Standards	Yes	The Math Practice Standards are evident throughout the lessons.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	Yes	Content from previous grade levels is clearly identified and connected to grade-level content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	6. Alignment Criteria for Standards for Mathematical Practice	Yes	Materials make meaningful and purposeful connections that enhance the focus and coherence of the standards.
	7. Indicators of Quality	Yes	Quality materials are outlined and provided for both teacher and students within each Unit.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			



Strong mathematics instruction contains the following elements:



Title: **Bridges in Mathematics**

Grade: **5**

Publisher: **The Math Learning Center**

Copyright: **2014**

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

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

STRONG	WEAK
1. Focus on Major Work (Non-Negotiable)	
2. Consistent, Coherent Content (Non-Negotiable)	
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	
5. Alignment Criteria for Stnds. for Math Content	
6. Alignment Criteria for Stnds. for Math Practice	
7. Indicators of Quality	

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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
<p>Non-Negotiable 1. FOCUS ON MAJOR WORK²⁷: Students and teachers using the materials as designed devote the large majority²⁸ of time in each grade K–8 to the major work of the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials should devote the large majority of class time to the major work of each grade. Each grade must meet the criterion; do not average across two or more grades.</p> <p>REQUIRED 1b) In any one grade, aligned materials should spend minimal time on content outside of the appropriate grade levels. In aligned materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards.²⁹</p>	<p>Yes</p> <p>Yes</p>	<p>Of 160 sessions, 14 do not address major work of the grade. Approximately 91% of the sessions address major work of the grade.</p> <p>The materials spend minimal time on content from other grade levels. Ratios are mentioned in these materials. For example, in Unit 2 Module 3 ratios are used as a means of finding equivalent fractions, but ratios are not assessed as a separate topic. Ratios are used as a strategy to find equivalencies. Also, although Unit 8 only includes “Informal Assessment Opportunities,” this unit includes statistical distributions (mode, range, mean, outliers) and statistical trends (scatter plot). These topics should not be assessed until Grade 6.</p>
<p>Non-Negotiable 2. CONSISTENT, COHERENT CONTENT Each course’s instructional materials are coherent and consistent with the content in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.³⁰</p>	<p>Yes</p>	<p>There are two supporting standards in Grade 5- 5.MD.A.1 and 5.MD.B.2. Both standards are addressed within the Bridges program. Standard 5.MD.A.1 is addressed within the Bridges Unit work, and all sessions addressing 5.MD.A.1 are also connected to major work of the grade. For example, Unit 2 Module 3 Session 2 addresses 5.MD.A.1 and 5.NBT.A.4 and 5.NBT.B.7, major standards. Standard 5.MD.B.2 is not addressed at all within the Bridges Unit work; it is addressed only in Number Corner. The December and March activities address 5.MD.B.2; although the March activity is connected to major work of the grade, the December activity is not.</p>

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

²⁸ 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%.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	REQUIRED 2b) Materials including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important. ³¹	Yes	The materials do connect domains and clusters. For example, in Unit 3 Module 2, Session 1, the NBT and NF domains are connected. Another example is Unit 6, Module 3, Session 3; in this Session OA, NBT, NF, and MD domains are all addressed.
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. ³² <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) Attention to Conceptual Understanding: Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and conceptual discussion questions.	Yes	The materials encourage students to develop conceptual understanding of key mathematical concepts. For example, Unit 3 Module 1 Session 4 addresses 5.NBT.A.1 and 5.NBT.A.2; this session is clearly focused on developing conceptual understanding of place value.
	REQUIRED 3b) Attention to Procedural Skill and Fluency: The materials are designed so that students attain the fluencies and procedural skills required by the 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	Fluency standards are addressed repeatedly throughout the course. For example, standard 5.NBT.B.5 is addressed in five of the eight units.
	REQUIRED 3c) Attention to Applications: Materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the major work of each grade including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving. Application problems particularly stress applying the Major Work of the grade.	Yes	The materials are heavy on application problems. For the most part, the majority of the work throughout the lessons (or sessions) is application problems.
	REQUIRED 3d) Balance: The three aspects of rigor are not always treated together, and are not always treated separately.	Yes	There is a balance among the three aspects of rigor. For example, Unit 3 Module 4 Session 1, Writing Division Story Problems, combines all the aspects of rigor, but some Sessions focus on individual aspects of rigor.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>Non-Negotiable 4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:</p> <p>Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.³³</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Materials address the practice standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.</p>	<p>Yes</p>	<p>At the beginning of each Session, math practices addressed in that session are listed. In the Introduction to the Teacher’s Guide, the Mathematical Practices are mentioned and discussed in depth.</p>
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
<p>Additional Criterion 5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:</p> <p>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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) Materials base content progressions on the grade-by-grade progressions in the Standards.³⁴</p>	<p>Yes</p>	<p>A “Skills Across the Grade Levels” chart is provided in the Introduction to each Unit to indicate if the skills were introduced in Grade 4 and where the skills in the unit are addressed elsewhere in Grade 5.</p>
	<p>REQUIRED</p> <p>5b) Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.¹⁰</p>	<p>Yes</p>	<p>Materials provided allow students extensive work with grade level appropriate problems. Sessions in Unit 1 include Grade 4 standards, but these sessions are clearly identified to the teacher.</p>
	<p>REQUIRED</p> <p>5c) Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.¹⁰</p>	<p>Yes</p>	<p>Materials within each Unit connect standards addressed within the Unit to prior knowledge from previous Units and grades.</p>
	<p>5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings.³⁵</p>	<p>Yes</p>	<p>Materials include objectives that are shaped by cluster headings. For example, Unit 2, Module 3, Session 4 is shaped by 5.NF.A.</p>

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

³⁴ Refer also to criterion #5 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

³⁵ 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives. ¹¹	Yes	Materials preserve the focus, coherence, and rigor of the standards in each Unit. For example, Unit 5 Module 3 Session 1 students build fluency with fraction multiplication through story problems.
Additional Criterion 6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE: Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the standards rather than detract from the focus and include additional content/skills to teach which are not included in the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6a) Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard. ³⁶ Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. ³⁷ There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Alignments to practice standards are accurate.	Yes	The Teacher Guide includes margin notes titled "Math Practices in Action" (for example, Unit 3, Module 4, Session 1). These notes offer additional insights into the practice standards.
	REQUIRED 6b) Materials Support the Standards' Emphasis on Mathematical Reasoning: 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). 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. ³⁸	Yes	Students are given opportunities to construct viable arguments and discuss those of their peers (MP3). For example, Unit 3 Module 4 Session 2 provides an opportunity for students to create visual models and use symbolic notation to share their thinking.
	6c) Materials explicitly attend to the specialized language of mathematics. ¹²	Yes	The materials explicitly attend to the language of mathematics. For example, in in Unit 3 Module 4 Session 3 the student works on division using specialized language such as divide, divisor, dividend, and and quotient. Also, at the beginning of each session, vocabulary words are listed in the margin, and separate Word Resource cards are provided.
Additional Criterion 7. INDICATORS OF QUALITY: Quality materials should exhibit the	REQUIRED 7a) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working	Yes	There is distinction between problems and exercises in each module. Each Session has home connection and/or daily practice which allow students additional opportunities to apply the skills from the

³⁶ Refer also to criterion #9 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

³⁷ Refer also to criterion #7 in the K–8 [Publishers' Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

³⁸ 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 (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
<p>indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.³⁹</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.</p>		<p>lesson.</p>
	<p>REQUIRED 7b) Design of assignments is not haphazard: exercises are given in intentional sequences.</p>	<p>Yes</p>	<p>All lessons build upon the previous lessons and skills; concepts are not taught in isolation.</p>
	<p>REQUIRED 7c) There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.</p>	<p>Yes</p>	<p>There is a variety in what students produce. Responses include solutions, discussions, and mathematical models. For example, In Unit 4 Module 1 Session 4, students participate in a math forum.</p>
	<p>REQUIRED 7d) There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	<p>Yes</p>	<p>In the Teacher Guide, the Introduction to the Unit discusses the mathematics of the Unit. Within the Sessions, guidance is provided around student ways of thinking and anticipated student responses.</p>
	<p>REQUIRED 7e) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.</p>	<p>Yes</p>	<p>Scaffolding is present for different levels of learners including English Language Learners, struggling students, and students needing a challenge. For example, Unit 3 Module 3 Session 2 provides support within the lesson for students struggling with the problems.</p>
	<p>7f) There is variety in the pacing and grain size of content coverage.</p>	<p>Yes</p>	<p>There is variety in pacing and grain size.</p>
	<p>7g) Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.</p>	<p>Yes</p>	<p>All lessons are thoughtfully structured and support the teacher in leading the class.</p>
	<p>7h) Manipulatives are faithful representations of the mathematical objects they represent and are connected to written methods.</p>	<p>Yes</p>	<p>Manipulatives are representations of mathematical objects they represent and are connected to written methods.</p>

³⁹ Refer also to pages 18-20 in the K – 8 [Publishers’ Criteria](#) for the Common Core State Standards for Mathematics (Spring 2013).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Yes/No)	JUSTIFICATION/ COMMENTS WITH EXAMPLES
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 7.			
<i>Tier 2 ratings</i> 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.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 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-Negotiables	1. Focus on Major Work	Yes	The materials devote the majority of time to the major work of the grade.
	2. Consistent, Coherent Content	Yes	The connection between supporting content and major content is evident, but at times some supporting content is taught in isolation.
	3. Rigor and Balance	Yes	Materials develop conceptual understanding of key mathematical concepts throughout each module while exposing students to real life situations. Materials also give attention to individual standards that set an expectation of procedural skill and fluency that allow sufficient practice of the skill being addressed.
	4. Focus and Coherence via Practice Standards	Yes	The Math Practice Standards are evident throughout the lessons.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	Yes	Content from previous grade levels is clearly identified and connected to grade-level content.
	6. Alignment Criteria for Standards for Mathematical Practice	Yes	Materials make meaningful and purposeful connections that enhance the focus and coherence of the standards.
	7. Indicators of Quality	Yes	Quality materials are outlined and provided for both teacher and students within each Unit.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.