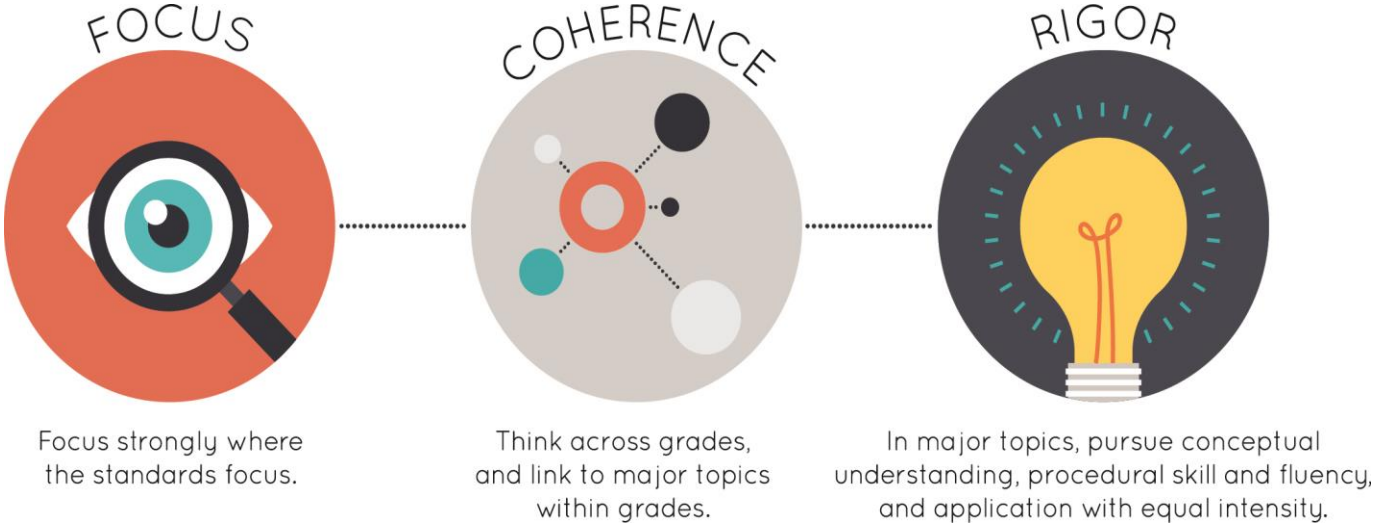
DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
Instructional Materials

Strong mathematics instruction contains the following elements:



Title: **Step By Step Algebra I**

Grade/Course: **Algebra I**

Publisher: **TPS Publishing, Inc.**

Copyright: **2022**

Overall Rating: **Tier 3, Not representing quality**

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

STRONG	WEAK
	1. Focus on Major Work (Non-negotiable)
	2. Consistent, Coherent Content (Non-negotiable)

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY **Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.**			
Non-negotiable **1. FOCUS ON MAJOR WORK[2]:** Students and teachers using the materials as designed devote the large majority[3] of time to the major work of the grade/course. ☐ Yes ☒ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the course. Of the 144 sessions, 68% are spent on major work of the grade. Specifically, 40% of sessions are spent on major standards, 28% of sessions are spent on a combination of major standards and supporting/additional standards, and 32% of sessions are spent on supporting or additional standards. According to the publisher's provided pacing guide, each session is 50 minutes long. These calculations include sessions with instructional lessons and Real Number STEM projects.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**No**	Materials do not spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components make students and teachers responsible for topics before the course in which they are introduced. With the exception of the Extension Exercises and Activities which are intended for "students who are excelling at the understanding of concepts, which extends understanding either to the next level within the course, or beyond the needs of the course," lessons and assessment items that address content

[2] For more on the major work of the grade, see Focus by Grade Level.

[3] 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
			beyond the scope of Algebra I are not labeled as optional. For example, Unit 2, A-REI.6 Lesson 1, Critical Thinking Homework, items 1-3, students solve systems of linear and quadratic equations (LSSM A2: A-REI.C.7). In Unit 2, A-REI.10 Lesson, item 3 of the Assessment Questions, students graph a cubic function (LSSM A2: F-IF.C.7c). In Unit 2, F-BF.3 Lesson Student Exercises 1, 3, 6, 8, and 9, students graph transformations of trigonometric functions. However, the Algebra I LSSM F-BF.B.3 is limited to transformations of linear, quadratic, piecewise, and exponential functions. Assessment items that address content beyond Algebra I include Unit 2, Long Assessment, items 1d and 1e, in which students rewrite algebraic expressions with rational exponents (LSSM A2: N-RN.A.1). Additionally, on item 3i, students sketch the graph of a logarithmic function (LSSM A2: F-IF.C.7e). In another example, Unit 4, Long Assessment, items 2j and 2k, students solve systems of linear and quadratic equations graphically (LSSM A2:A-REI.C.7). Furthermore, in Unit 5, Short Assessment, item 1, students graph a square root function, then find, identify key features, and graph its inverse function (LSSM A2: F-BF.B.4 and A2: A-REI.B.4b). In the Unit 5, Long Assessment, items 1s and 1t, students find inverse functions (LSSM A2: F-BF.B.4).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☐ Yes ☒ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**No**	Materials do not connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. The majority (41 out of 47, or 87%) of instructional lessons are designed to address standards in isolation. Additionally, of the 20 Real Number STEM projects, only six connect supporting standards to major content standards. Therefore, the materials do not enhance focus and coherence throughout the course. For example, in Unit 5, F-IF.7b Lesson, students graph piecewise linear (absolute value) functions (supporting LSSM A1: F-IF.C.7b). This supporting standard is not connected to major content. Similarly, in Unit 3, S-ID.5 Lesson, students use two-way frequency tables to summarize data (supporting LSSM A1: S-ID.B.5). This supporting standard is taught in isolation and not connected to major content.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**No**	Materials do not include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. The 47 instructional lessons do not connect two or more clusters or domains. Additionally, only 7 of the 20 Real Number STEM projects address content standards across two or more clusters or domains. For example, in the Real Numbers STEM activity, students use

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			algebra tiles to factor polynomials with a leading coefficient of 1 (supporting LSSM A-SSE.B.3a) and multiply binomials representing length and width of a rectangle to find its area (major LSSM A-APR.A.1), connecting the Seeing Structure in Expressions to Arithmetic with Polynomials and Rational Expressions. Yet, the materials do not provide instruction for polynomial operations until four lessons after the activity in which the skills first appear. In another example, in the Teen Driving Premiums Real Number STEM activity, students use properties of functions and function notation (major LSSM F-IF.A.1 and F-IF.A.2) and determine explicit expressions from context (supporting LSSM F-BF.A.1a), connecting the Interpreting Functions and Building Functions domains. However, this activity also requires students to apply knowledge of compositions of functions, which exceeds the scope of Algebra I content.
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	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.		
	Required **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them.	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	the standards that explicitly set expectations for multi-step problems.		
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **5d)** Support for **English Learners and diverse learners** is provided. Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, etc.).		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to	**Required** **7a)** The total amount of content is **viable** for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	7c) Materials connect unfinished learning in the context of new learning by **identifying prerequisite standards** needed to access grade/course-level work and providing **targeted, aligned, and actionable prerequisite work** connected to grade/course-level standards and specific lessons and units in the materials (targeted mini lessons, tutoring sessions, etc.)	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7d) Materials provide guidance to help teachers regularly **identify and flexibly group students** who need prerequisite work to engage successfully in the current core instruction (i.e. a given module, topic or lesson set), on-grade/course-level work and when to administer these supports.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.

FINAL EVALUATION

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[4]	1. Focus on Major Work	**No**	Materials devote a large majority of time to the major work of the course. However, materials do not spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components make students/teachers responsible for topics before the course in which they are introduced.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2. Consistent, Coherent Content	**No**	Materials do not connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials do not include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	4. Focus and Coherence via Practice Standards	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
II: Additional Alignment Criteria and Indicators of Superior Quality[5]	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6. Quality of Assessments	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7. Additional Indicators of Quality	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier 3, Not representing quality**			

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

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

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

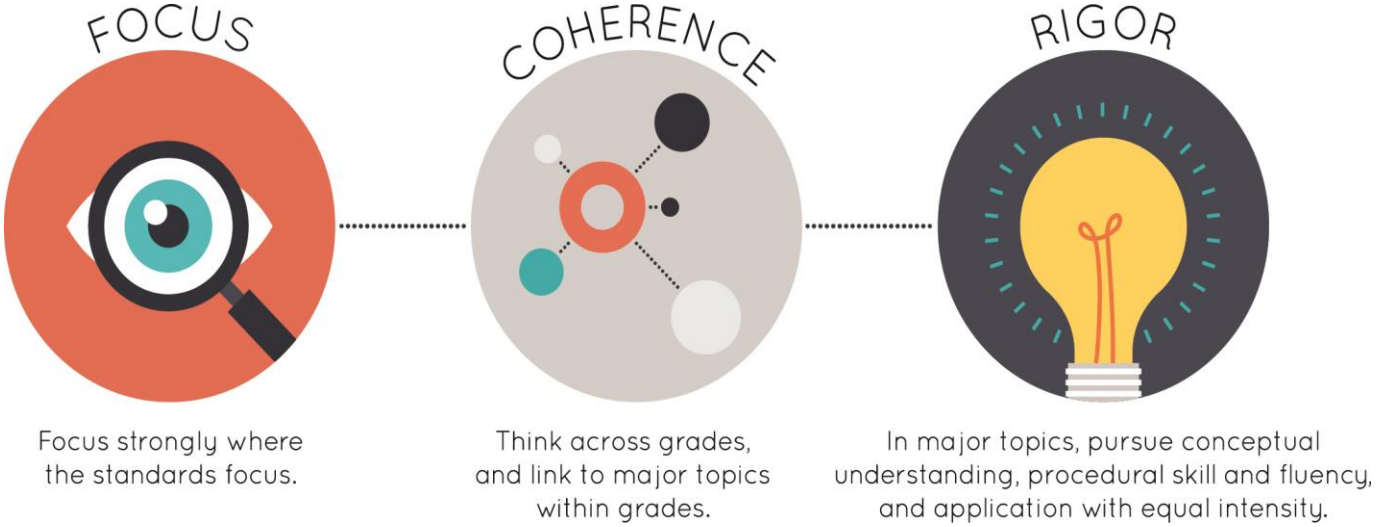
Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their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

The 2022-2023 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: A.E. Phillips, Ascension, Belle Chasse Academy, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Louisiana Virtual Charter Academy, LSU Laboratory School, Orleans, Monroe City Schools, Morehouse, Orleans, Ouachita, Plaquemines, Rapides, Richland, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, University View Academy, Vermillion, Webster, West Feliciana, and Zachary Community Schools. This review represents the work of current classroom teachers with experience in grades 9-12.

Appendix I.

Publisher Response

Strong mathematics instruction contains the following elements:



Title: **Step By Step Algebra I**

Grade/Course: **Algebra I**

Publisher: **TPS Publishing, Inc.**

Copyright: **2022**

Overall Rating: **Tier 3, Not representing quality**

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

STRONG	WEAK
	1. Focus on Major Work (Non-negotiable)
	2. Consistent, Coherent Content (Non-negotiable)

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
SECTION I: K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY **Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.**				
Non-negotiable **1. FOCUS ON MAJOR WORK[2]:** Students and teachers using the materials as designed devote the large majority[3] of time to the major work of the grade/course. ☐ Yes ☒ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the course. Of the 144 sessions, 68% are spent on major work of the grade. Specifically, 40% of sessions are spent on major standards, 28% of sessions are spent on a combination of major standards and supporting/additional standards, and 32% of sessions are spent on supporting or additional standards. According to the publisher's provided pacing guide, each session is 50 minutes long. These calculations include sessions with instructional lessons and Real Number STEM projects.	
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**No**	Materials do not spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components make students and teachers responsible for topics before the course in which they are introduced. Many Extension Exercises within the lessons address content standards beyond the scope of the Louisiana Student Standards for Mathematics (LSSM) in Algebra I. For example, Unit 2, A-REI.6 Lesson 1, Critical Thinking Homework, items 1-3, students solve systems of linear and quadratic equations	The materials do spend minimal time on content for the appropriate course level. From the comments made, your calculations appear to include clearly labeled extension content; these are optional and should not be included in the calculation for course time. The assessment components provided focus on appropriate course content. Teachers and students are provided with reteach and extension content by state standard. Teachers and students can revisit content to ensure prior knowledge

[2] For more on the major work of the grade, see Focus by Grade Level.
[3] 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	PUBLISHER'S RESPONSE
			(LSSM A2: A-REI.C.7). In Unit 2, A-REI.10 Lesson, Extension Exercise, items 1-3, students evaluate and graph trigonometric functions (LSSM A2: F-IF.C.7e). In the same lesson, on item 3 of the Assessment Questions, students graph a cubic function (LSSM A2: F-IF.C.7c). In Unit 2, F-BF.3 Lesson Student Exercises 1, 3, 6, 8, and 9, students graph transformations of trigonometric functions. However, the Algebra I LSSM F-BF.B.3 is limited to transformations of linear, quadratic, piecewise, and exponential functions. Assessment items that address content beyond Algebra I include Unit 2, Long Assessment, items 1d and 1e, in which students rewrite algebraic expressions with rational exponents (LSSM A2: N-RN.A.1). Additionally, on item 3i, students sketch the graph of a logarithmic function (LSSM A2: F-IF.C.7e). In another example, Unit 4, Long Assessment, items 2j and 2k, students solve systems of linear and quadratic equations graphically (LSSM A2:A-REI.C.7). Furthermore, in Unit 5, Short Assessment, item 1, students graph a square root function, then find, identify key features, and graph its inverse function (LSSM A2: F-BF.B.4 and A2: A-REI.B.4b). In the Unit 5, Long Assessment, items 1s and 1t, students find inverse functions (LSSM A2: F-BF.B.4).	requirements are met before teaching the grade's content. Content in extension exercises sometimes go beyond the state standards – that is why they are labelled as extension exercises. As explained in the introduction page vii **"Extension Exercise:** An activity designed for students who are excelling at the understanding of concepts, which extends understanding either to the next level within the course, and sometimes beyond the needs of the course **Critical Thinking Homework:** A homework piece that is designed to deepen understanding of concepts taught in the lesson." The items quoted are extensions and are meant for advanced students only. Have you considered the time spent on STEM projects? STEM projects do not extend beyond the state standards, for example with projects such as Farming Revenue, Future of the Landfill and Party Time.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☐ Yes ☒ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**No**	Materials do not connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. The majority (41 out of 47, or 87%) of instructional lessons are designed to address standards in isolation. Additionally, of the 20 Real Number STEM projects, only six connect supporting standards to major content standards. Therefore, the materials do not enhance focus and coherence throughout the course. For example, in Unit 5, F-IF.7b Lesson, students graph piecewise linear (absolute value) functions (supporting LSSM A1: F-IF.C.7b). This supporting standard is not connected to major content. Similarly, in Unit 3, S-ID.5 Lesson, students use two-way frequency tables to summarize data (supporting LSSM A1: S-ID.B.5). This supporting standard is taught in isolation and not connected to major content.	Surely the citation that 6 real number STEM projects is proof that TPS do connect content to major content in meaningful ways? Long and short assessments provide cross domain content too. The time spent on the 6 STEM projects is far higher than comparing the time for 6 traditional lessons so was that considered in your scoring of the program? TPS believe the projects connect supporting content to major content and show how the math is applied within industries. Examples of where this is met can be seen in the projects Future of the Landfill, Life is a Highway, Open Campus, Party Time, Spaghetti Bridge, Teen Policy Costs, Under New Management, Medication Math and Kick the Football.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**No**	Materials do not include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. The 47 instructional lessons do not connect two or more clusters or domains. Additionally, only 7 of the 20 Real Number STEM projects address content standards across two or more clusters or domains. For example, in the Real Numbers STEM activity, students use	Surely the citation that 7 real number STEM projects meet this requirement, is proof that TPS do connect content to major content in meaningful ways? Long and short assessments provide cross domain content too. The requirement was not that every lesson plan must meet the requirement. Again, have you considered the time spent on STEM projects versus traditional lesson plans when scoring the program?

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			algebra tiles to factor polynomials with a leading coefficient of 1 (supporting LSSM A-SSE.B.3a) and multiply binomials representing length and width of a rectangle to find its area (major LSSM A-APR.A.1), connecting the Seeing Structure in Expressions to Arithmetic with Polynomials and Rational Expressions. Yet, the materials do not provide instruction for polynomial operations until four lessons after the activity in which the skills first appear. In another example, in the Teen Driving Premiums Real Number STEM activity, students use properties of functions and function notation (major LSSM F-IF.A.1 and F-IF.A.2) and determine explicit expressions from context (supporting LSSM F-BF.A.1a), connecting the Interpreting Functions and Building Functions domains. However, this activity also requires students to apply knowledge of compositions of functions, which exceeds the scope of Algebra I content.	Examples of where this is met can be seen in the projects Future of the Landfill, Life is a Highway, Open Campus, Party Time, Spaghetti Bridge, Teen Policy Costs, Under New Management, Medication Math and Kick the Football.
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
☐ Yes ☐ No	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.			
	Required **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them.	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
☐ Yes ☐ No	the standards that explicitly set expectations for multi-step problems.			
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
Section II: Additional Alignment Criteria and Indicators of Superior Quality				
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **5d)** Support for **English Learners and diverse learners** is provided. Appropriate suggestions and materials are provided for **supporting varying student needs** at the unit and lesson level. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, etc.).			
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to	**Required** **7a)** The total amount of content is **viable** for a school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.			
	7c) Materials connect unfinished learning in the context of new learning by **identifying prerequisite standards** needed to access grade/course-level work and providing **targeted, aligned, and actionable prerequisite work** connected to grade/course-level standards and specific lessons and units in the materials (targeted mini lessons, tutoring sessions, etc.)	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7d) Materials provide guidance to help teachers regularly **identify and flexibly group students** who need prerequisite work to engage successfully in the current core instruction (i.e. a given module, topic or lesson set), on-grade/course-level work and when to administer these supports.	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Non-negotiable Criteria of Superior Quality[4]	1. Focus on Major Work	**No**	Materials devote a large majority of time to the major work of the course. However, materials do not spend minimal time on content outside of the appropriate course level. In assessment materials, assessment components make students/teachers responsible for topics before the course in which they are introduced.	The materials do spend minimal time on content for the appropriate course level. From the comments made, your calculations appear to include clearly labeled extension content; these are optional and should not be included in the calculation for course time.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				The assessment components provided focus on appropriate course content. Teachers and students are provided with reteach and extension content by state standard. Teachers and students can revisit content to ensure prior knowledge requirements are met before teaching the grade's content. Content in extension exercises sometimes go beyond the state standards – that is why they are labelled as extension exercises. As explained in the introduction page vii **"Extension Exercise:** An activity designed for students who are excelling at the understanding of concepts, which extends understanding either to the next level within the course, and sometimes beyond the needs of the course **Critical Thinking Homework:** A homework piece that is designed to deepen understanding of concepts taught in the lesson." The items quoted are extensions and are meant for advanced students only. Have you considered the time spent on STEM projects? STEM projects do not extend beyond the state standards, for example with projects such as Farming Revenue, Future of the Landfill and Party Time.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
	2. Consistent, Coherent Content	**No**	Materials do not connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials do not include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.	Surely the citation that 6 real number STEM projects is proof that TPS do connect content to major content in meaningful ways? Long and short assessments provide cross domain content too. The time spent on the 6 STEM projects is far higher than comparing the time for 6 traditional lessons so was that considered in your scoring of the program? TPS believe the projects connect supporting content to major content and show how the math is applied within industries. Examples of where this is met can be seen in the projects Future of the Landfill, Life is a Highway, Open Campus, Party Time, Spaghetti Bridge, Teen Policy Costs, Under New Management, Medication Math and Kick the Football. Surely the citation that 7 real number STEM projects meet this requirement, is proof that TPS do connect content to major content in meaningful ways? Long and short assessments provide cross domain content too. The requirement was not that every lesson plan must meet the requirement. Again, have you considered the time spent on STEM projects versus traditional lesson plans when scoring the program? Examples of where this is met can be seen in the projects Future of the Landfill, Life is

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
				a Highway, Open Campus, Party Time, Spaghetti Bridge, Teen Policy Costs, Under New Management, Medication Math and Kick the Football.
	3. Rigor and Balance	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	4. Focus and Coherence via Practice Standards	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
II: Additional Alignment Criteria and Indicators of Superior Quality[5]	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	6. Quality of Assessments	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7. Additional Indicators of Quality	**Not Evaluated**	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier 3, Not representing quality**				

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

Appendix II.

Public Comments

There were no public comments submitted.