

# 6-12 Math Instructional Materials Reviewers Committee Report

*ADOPTION YEAR 2023-2024*

Prepared and Facilitated by: ***Meinhart 'Mike' Mosqueda, Ed.S.***

Education Program Professional (Math 6-12)  
Office of Teaching and Learning  
Nevada Department of Education

Submitted for Review to ***Cindi Chang, M. Ed.***

Director  
Office of Teaching and Learning  
Nevada Department of Education

For Review & Endorsement to: ***NDE-EPM, NDE- Cabinet, NDE Superintendent***  
For Approval and Adoption by: ***Nevada State Board of Education***



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# Summary of 6-12 Math Instructional Materials Submitted

COUNT of Grade Level Course by Company	Grade Level Course													Grand Total
Company Name	6th Grade Math	7th Grade Math	8th Grade Math	Algebra 1	Algebra 2	Calculus	Geometry	Integrated Math I	Integrated Math II	Integrated Math III	Pre-Algebra	Pre-Calculus	Statistics	Grand Total
Accelerate Learning Inc.	1	1	1	1	1		1							6
Amplify Education, Inc.	1	1	1	1										4
Big Ideas Learning, LLC	1	1	1	1	1		1							6
Carnegie Learning, Inc.				1	1		1	1	1	1				6
Cengage Learning, Inc.						1						1	1	3
Great Minds PBC	2	4	2	2										10
Houghton Mifflin Harcourt Publishing Company (HMH)	2	3	1	1	1		1							9
Imagine Learning LLC	1	1	1	1	1		1							6
Kendall Hunt Publishing	1	1	1	1	1		1							6
McGraw Hill	1	1	1	1	1		1	1	1	1		1		10
NS4ed/Pathway2Careers											1			1
Open Up Resources	1	1	1	1	1		1	1	1	1				9
Palm Coast Publishing, Inc.					1							1		2
Pathway2Careers				1	1		1							3
Savvas Learning Company							1					1	1	3
<b>Grand Total</b>	<b>11</b>	<b>14</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>84</b>

Figure 1. Summary of 6-12 Math Instructional Materials Submitted and reviewed by the committee.

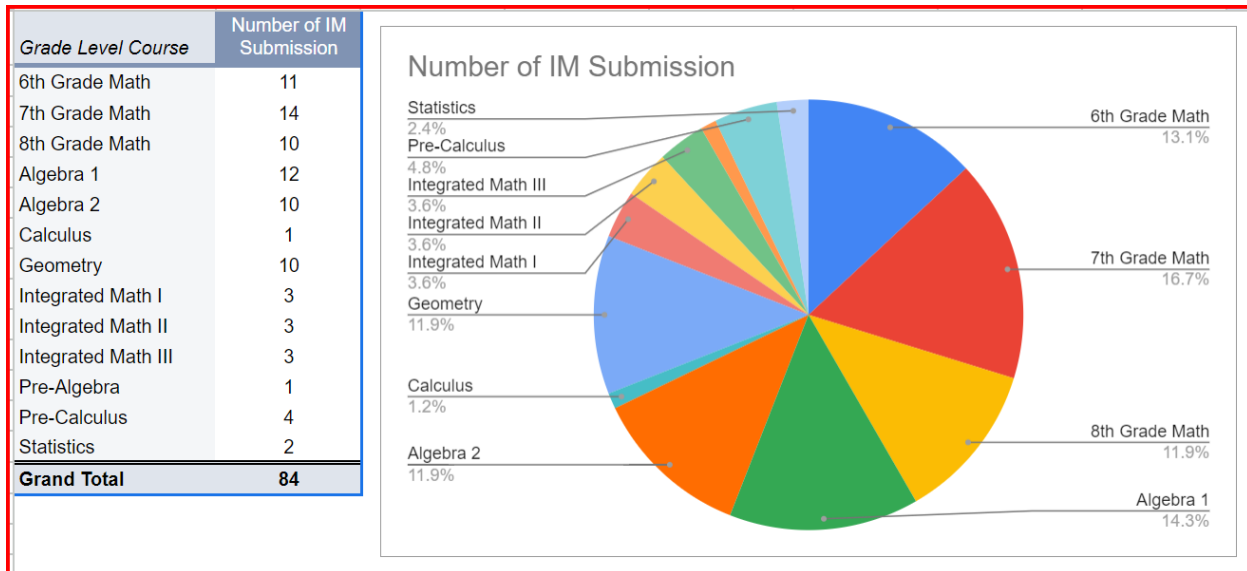


Figure 2. Pie Chart of Percentage of Number of IM Submissions by Grade Level/Course

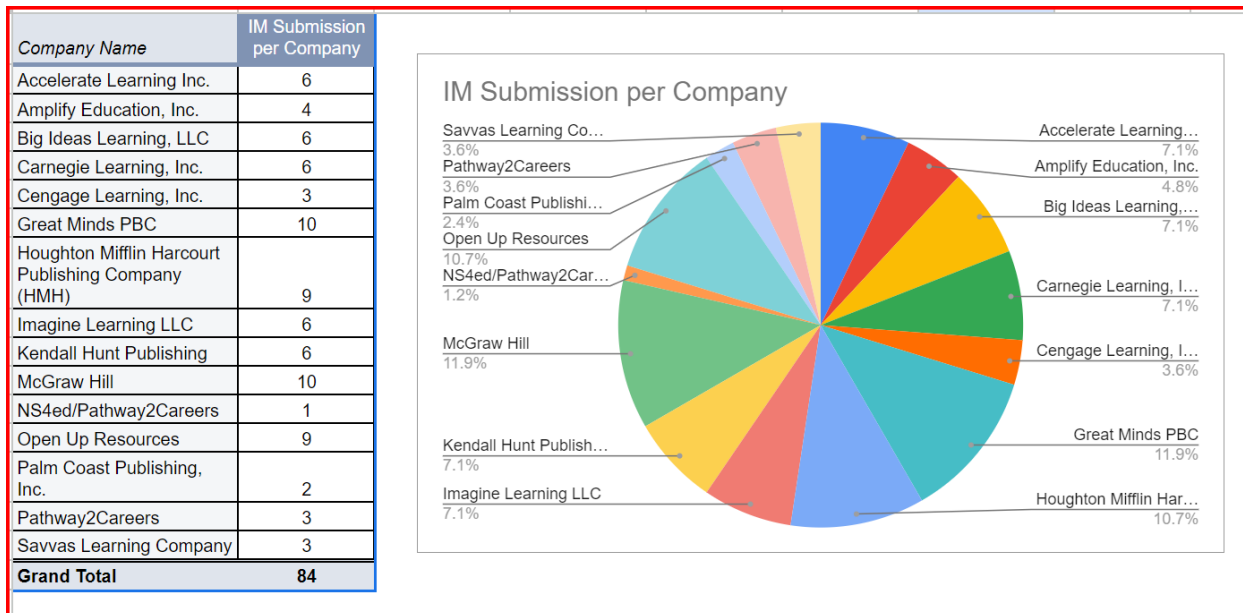


Figure 3. Pie Chart of Percentage of Number of IM Submissions by Company

## Summary of Math 6-12 Instructional Materials Recommendations

<b>Company Name</b>	<b>ID</b>	<b>Grade Level Course</b>	<b>Standard Alignment Score</b>	<b>Social Justice Alignment Score</b>	<b>Status</b>
Accelerate Learning Inc.	Submission ID 6-12-24	6th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-25	7th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-26	8th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-28	Algebra 1	17	12	RECOMMENDED
	Submission ID 6-12-30	Algebra 2	18	12	RECOMMENDED
	Submission ID 6-12-29	Geometry	18	11	RECOMMENDED
Amplify Education, Inc.	Submission ID 6-12-35	6th Grade Math	18	9	RECOMMENDED
	Submission ID 6-12-36	7th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-37	8th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-38	Algebra 1	15	9	RECOMMENDED
Big Ideas Learning, LLC	Submission ID 6-12-69	6th Grade Math	15	10	RECOMMENDED
	Submission ID 6-12-70	7th Grade Math	16	10	RECOMMENDED
	Submission ID 6-12-71	8th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-74	Algebra 1	18	12	RECOMMENDED
	Submission ID 6-12-76	Algebra 2	18	12	RECOMMENDED
	Submission ID 6-12-75	Geometry	18	12	RECOMMENDED
Carnegie Learning, Inc.	Submission ID 6-12-58	Algebra 1	18	12	RECOMMENDED
	Submission ID 6-12-62	Algebra 2	18	12	RECOMMENDED



	Submission ID 6-12-60	Geometry	17	12	RECOMMENDED
	Submission ID 6-12-51	Integrated Math I	14	10	RECOMMENDED
	Submission ID 6-12-52	Integrated Math II	14	10	RECOMMENDED
	Submission ID 6-12-53	Integrated Math III	14	10	RECOMMENDED
Gengage Learning, Inc.	Submission ID 6-12-34	Calculus	15	6	NOT RECOMMENDED
	Submission ID 6-12-33	Pre-Calculus	18	12	RECOMMENDED
	Submission ID 6-12-23	Statistics	18	12	RECOMMENDED
Great Minds PBC	Submission ID 6-12-2	6th Grade Math	15	9	RECOMMENDED
	Submission ID 6-12-3	6th Grade Math	18	11	RECOMMENDED
	Submission ID 6-12-77	7th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-9	7th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-4	7th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-10	7th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-5	8th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-6	8th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-7	Algebra 1	18	10	RECOMMENDED
	Submission ID 6-12-8	Algebra 1	18	11	RECOMMENDED
Houghton Mifflin Harcourt Publishing Company (HMH)	Submission ID 6-12-21	6th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-19	6th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-20	7th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-22	7th Grade Math	18	9	RECOMMENDED
	Submission ID 6-12-79	7th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-78	8th Grade Math	18	12	RECOMMENDED

	Submission ID 6-12-27	Algebra 1	18	12	RECOMMENDED
	Submission ID 6-12-32	Algebra 2	18	12	RECOMMENDED
	Submission ID 6-12-31	Geometry	18	12	RECOMMENDED
Imagine Learning LLC	Submission ID 6-12-11	6th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-12	7th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-13	8th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-14	Algebra 1	18	12	RECOMMENDED
	Submission ID 6-12-16	Algebra 2	18	12	RECOMMENDED
	Submission ID 6-12-15	Geometry	18	11	RECOMMENDED
Kendall Hunt Publishing	Submission ID 6-12-86	6th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-80	7th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-81	8th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-82	Algebra 1	18	12	RECOMMENDED
	Submission ID 6-12-83	Algebra 2	18	12	RECOMMENDED
	Submission ID 6-12-84	Geometry	18	12	RECOMMENDED
McGraw Hill	Submission ID 6-12-61	6th Grade Math	15	11	RECOMMENDED
	Submission ID 6-12-63	7th Grade Math	18	10	RECOMMENDED
	Submission ID 6-12-64	8th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-65	Algebra 1	18	12	RECOMMENDED
	Submission ID 6-12-67	Algebra 2	18	12	RECOMMENDED
	Submission ID 6-12-66	Geometry	18	12	RECOMMENDED
	Submission ID 6-12-68	Integrated Math I	15	9	RECOMMENDED
	Submission ID 6-12-72	Integrated Math II	15	9	RECOMMENDED

	Submission ID 6-12-73	Integrated Math III	15	9	RECOMMENDED
	Submission ID 6-12-54	Pre-Calculus	17	11	RECOMMENDED
NS4ed/Pathway2Careers	Submission ID 6-12-85	Pre-Algebra	6	6	NOT RECOMMENDED
Open Up Resources	Submission ID 6-12-42	6th Grade Math	18	11	RECOMMENDED
	Submission ID 6-12-43	7th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-44	8th Grade Math	18	12	RECOMMENDED
	Submission ID 6-12-45	Algebra 1	18	12	RECOMMENDED
	Submission ID 6-12-47	Algebra 2	18	12	RECOMMENDED
	Submission ID 6-12-46	Geometry	18	11	RECOMMENDED
	Submission ID 6-12-48	Integrated Math I	14	12	RECOMMENDED
	Submission ID 6-12-49	Integrated Math II	14	12	RECOMMENDED
	Submission ID 6-12-50	Integrated Math III	14	12	RECOMMENDED
Palm Coast Publishing, Inc.	Submission ID 6-12-1	Algebra 2	1	0	NOT RECOMMENDED
	Submission ID 6-12-18	Pre-Calculus	6	3	NOT RECOMMENDED
Pathway2Careers	Submission ID 6-12-56	Algebra 1	8	10	NOT RECOMMENDED
	Submission ID 6-12-59	Algebra 2	18	12	RECOMMENDED
	Submission ID 6-12-57	Geometry	18	12	RECOMMENDED
Savvas Learning Company	Submission ID 6-12-17	Geometry	18	12	RECOMMENDED
	Submission ID 6-12-39	Pre-Calculus	18	12	RECOMMENDED
	Submission ID 6-12-40	Statistics	18	12	RECOMMENDED

# Accelerate Learning Inc.

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## Accelerate Learning Inc. - 6th Grade Math

### Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	Math Nation 6th Grade Illustrative Math Digital-2022
<b>Grade Level Course</b>	6th Grade Math
<b>Course Number Description</b>	Math Nation 6th Grade Illustrative Math Digital-2022
<b>ISBN</b>	978-1-64861-541-2
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Accelerate Learning Inc. - 6th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics and the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The instructional material (IM) is called MathNation; it is based on Illustrative Mathematics (<https://illustrativemathematics.org/>). It is a problem-based learning curriculum. The content structure follows *Intro to Math*, *Deep Dive into the Math*, and *Summary of the Math*, a *unique* research-based paradigm pedagogy that the committee believes satisfied the content standards rubrics. It also has an integrated assessment which is helpful for teachers and administrators to monitor progress and better support struggling students as well as those that are well-performing students. Their equity strategies are designed for all learners. Their services offer 24/7 -video tutoring support (English and Spanish), and language acquisition - Spanish, Haitian Creole, Portuguese, and ASL (sign language). The IM also has a Dynamic Practice and Assessment (10 questions for *Test Yourself*, *Check Your Understanding* -3 randomized question) ensuring multiple formative assessments available for teachers to use during instructions. On accessibility, the platform implements 100+ languages, dyslexia-friendly mode, text-to-speech, and other accommodations for those students who need them. Scaffolding is one of the focus features to build student thinking and readiness for their lesson. They also use an online feedback system (<https://monday.com/>) to address teachers' platform issues if they happen during instructions.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. The problem-based learning aspect of materials supports rich, mathematical discourse and deep exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Students are encouraged and provided multiple opportunities to engage with meaningful, authentic learning activities.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Lessons provide multiple prompts for teachers to guide cooperative learning experiences for students. Resources and manipulatives are clearly defined for rich

					group work.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. The problem-based tasks provide multiple examples of relevance to students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Materials are available in both English and Spanish, accessible for students with dyslexia, and scaffolding for building student thinking.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. Materials offer multiple real-life connections that represent a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.



E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Lessons provide multiple prompts for teachers to guide cooperative learning experiences for students. Resources and manipulatives are clearly defined for rich group work.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. The materials are engaging and student-centered, providing multiple opportunities for students to explore and develop deep mathematical meaning.
	<b>Column Totals</b>	12			
				<b>OVERALL SCORE</b>	12

## Accelerate Learning Inc. - 7th Grade Math

### Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	Math Nation 7th Grade Illustrative Math Digital-2022
<b>Grade Level Course</b>	7th Grade Math
<b>Course Number Description</b>	Math Nation 7th Grade Illustrative Math Digital-2022
<b>ISBN</b>	978-1-64861-542-9
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Accelerate Learning Inc. - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics and the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The instructional material (IM) is called MathNation; it is based on Illustrative Mathematics (<https://illustrativemathematics.org/>). It is a problem-based learning curriculum. The content structure follows *Intro to Math*, *Deep Dive into the Math*, and *Summary of the Math*, a *unique* research-based paradigm pedagogy that the committee believes satisfied the content standards rubrics. It also has an integrated assessment which is helpful for teachers and administrators to monitor progress and better support struggling students as well as those that are well-performing students. Their equity strategies are designed for all learners. Their services offer 24/7 -video tutoring support (English and Spanish), and language acquisition - Spanish, Haitian Creole, Portuguese, and ASL (sign language). The IM also has a Dynamic Practice and Assessment (10 questions for *Test Yourself*, *Check Your Understanding* -3 randomized *question*) ensuring multiple formative assessments available for teachers to use during instructions. On accessibility, the platform implements 100+ languages, dyslexia-friendly mode, text-to-speech, and other accommodations for those students who need them. Scaffolding is one of the focus features to build student thinking and readiness for their lesson. They also use an online feedback system (<https://monday.com/>) to address teachers' platform issues if they happen during instructions.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

# Accelerate Learning Inc. - 8th Grade Math

## Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	Math Nation 8th Grade Illustrative Math Digital-2022
<b>Grade Level Course</b>	8th Grade Math
<b>Course Number Description</b>	Math Nation 8th Grade Illustrative Math Digital-2022
<b>ISBN</b>	978-1-64861-543-6
<b>Grade Band</b>	6-8

Status: RECOMMENDED

## Justification:

Accelerate Learning Inc. - 8th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The instructional material (IM) is called MathNation; it is based on Illustrative Mathematics (<https://illustrativemathematics.org/>). It is a problem-based learning curriculum. The content structure follows *Intro to Math, Deep Dive into the Math, and Summary of the Math*, a *unique* research-based paradigm pedagogy that the committee believes satisfied the content standards rubrics. It also has an integrated assessment which is helpful for teachers and administrators to monitor progress and better support struggling students as well as those that are well-performing students. Their equity strategies are designed for all learners. Their services offer 24/7 -video tutoring support (English and Spanish), and language acquisition - Spanish, Haitian Creole, Portuguese, and ASL (sign language). The IM also has a Dynamic Practice and Assessment (10 questions for *Test Yourself, Check Your Understanding -3 randomized question*) ensuring multiple formative assessments available for teachers to use during instructions. On accessibility, the platform implements 100+ languages, dyslexia-friendly mode, text-to-speech, and other accommodations for those students who need them. Scaffolding is one of the focus features to build student thinking and readiness for their lesson. They also use an online feedback system (<https://monday.com/>) to address teachers' platform issues if they happen during instructions.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Materials offer students an opportunity to engage in learning activities.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Materials are question-based without relevance to students' lives in all lessons and activities

	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>		18		

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
A. Accessibility	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
B. Connections	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences. Digital materials do not depict a connection but show the actual questions
C. Culturally Centered	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
D. Equity	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			



	<b>OVERALL SCORE</b>	12	
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# Accelerate Learning Inc. - Algebra 1

## Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	Math Nation Algebra 1 Illustrative Math Digital-2023
<b>Grade Level Course</b>	Algebra 1
<b>Course Number Description</b>	Math Nation Algebra 1 Illustrative Math Digital-2023
<b>ISBN</b>	979-8-88826-164-4
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

Accelerate Learning Inc. - Algebra 1 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The instructional material (IM) is called MathNation; it is based on Illustrative Mathematics (<https://illustrativemathematics.org/>). It is a problem-based learning curriculum. The content structure follows *Intro to Math, Deep Dive into the Math, and Summary of the Math*, a *unique* research-based paradigm pedagogy that the committee believes satisfied the content standards rubrics. It also has an integrated assessment which is helpful for teachers and administrators to monitor progress and better support struggling students as well as those that are well-performing students. Their equity strategies are designed for all learners. Their services offer 24/7 -video tutoring support (English and Spanish), and language acquisition - Spanish, Haitian Creole, Portuguese, and ASL (sign language). The IM also has a Dynamic Practice and Assessment (10 questions for *Test Yourself, Check Your Understanding -3 randomized question*) ensuring multiple formative assessments available for teachers to use during instructions. On accessibility, the platform implements 100+ languages, dyslexia-friendly mode, text-to-speech, and other accommodations for those students who need them. Scaffolding is one of the focus features to build student thinking and readiness for their lesson. They also use an online feedback system (<https://monday.com/>) to address teachers' platform issues if they happen during instructions.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.		1		The IM needs improvement on accuracy, well-written, and appropriate content for the grade level. It is missing properties of exponents
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The curriculum is designed for academic discourse and provides teachers with instructional tools for all students to discuss in the lesson.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. With the extension for students, teachers can further students' exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Materials designed the lessons to foster teamwork and discourse
	C3. Materials are relevant to	2			The IM meets expectations in providing

	students' lives.				relevance to students' lives.
	<b>Column Totals</b>	16	1		
	<b>OVERALL SCORE</b>			17	

Accelerate Learning Inc. - Algebra 1

<b>Category 2 Rubric - Alignment to Social Justice</b>					
<b>Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)</b>					
<b>Criteria</b>	<b>Metrics</b>	<b>ME (2pts)</b>	<b>NI (1pt)</b>	<b>IA (0pt)</b>	<b>Feedback</b>
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from a variety of cultures and life experiences. The materials use real-life applications to demonstrate how to apply the skills learned to completing the task.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds. The tasks uses different names from various culture to help students reflect on diversity.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. The materials provide opportunity for student to discuss. The material could have included teacher

					guidance on how to foster cultural diversity and social emotional within the discussion.
E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. With the discussion component of the lessons, students can share their learning experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. The lesson structure is designed to create a student-centered learning environment.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

## Accelerate Learning Inc. - Algebra 2

### Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	Math Nation Algebra 2 Illustrative Math Digital-2023
<b>Grade Level Course</b>	Algebra 2
<b>Course Number Description</b>	Math Nation Algebra 2 Illustrative Math Digital-2023
<b>ISBN</b>	979-8-88826-166-8
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Accelerate Learning Inc. - Algebra 2 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The instructional material (IM) is called MathNation; it is based on Illustrative Mathematics (<https://illustrativemathematics.org/>). It is a problem-based learning curriculum. The content structure follows *Intro to Math*, *Deep Dive into the Math*, and *Summary of the Math*, a *unique* research-based paradigm pedagogy that the committee believes satisfied the content standards rubrics. It also has an integrated assessment which is helpful for teachers and administrators to monitor progress and better support struggling students as well as those that are well-performing students. Their equity strategies are designed for all learners. Their services offer 24/7 -video tutoring support (English and Spanish), and language acquisition - Spanish, Haitian Creole, Portuguese, and ASL (sign language). The IM also has a Dynamic Practice and Assessment (10 questions for *Test Yourself*, *Check Your Understanding* -3 randomized question) ensuring multiple formative assessments available for teachers to use during instructions. On accessibility, the platform implements 100+ languages, dyslexia-friendly mode, text-to-speech, and other accommodations for those students who need them. Scaffolding is one of the focus features to build student thinking and readiness for their lesson. They also use an online feedback system (<https://monday.com/>) to address teachers' platform issues if they happen during instructions.

<b>Category 1 Rubric - Alignment to Standards</b>					
<b>Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)</b>					
<b>Criteria</b>	<b>Metrics</b>	<b>ME (2pts)</b>	<b>NI (1pt)</b>	<b>IA (0pt)</b>	<b>Feedback</b>
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. The topics covered in the program include the critical content of the course
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Teacher and student editions are written in clear and concise language. Materials include real-world situations relevant to the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways. Materials include a chart showing pacing of all units across all three grade levels as well as which lessons may be optional. There is also a unit dependency chart showing where prior learning is needed to address standards later on.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Materials provide a variety of tasks focused on student discussion and engagement in mathematics. Tasks are usually open ended and allow for multiple strategies.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open ended responses, and various homework/assessment problem types. It is also clearly defined when students should and should not use technology

				based up on the standard or learning goals.
	B3. Materials spark student dialogue and support further exploration.	2		The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open ended responses, and various homework/assessment problem types.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2		The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open ended responses, and various homework/assessment problem types. It is also clearly defined when students should and should not use technology based up on the standard or learning goals.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Activities often include collaborative learning strategies and student discussion opportunities.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Lessons often include relevant, real-world contexts.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>			18



## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. There are lots of opportunities for multiple entry points into tasks and student discussions. Specific supports for ELL and Special Education students suggested in each lesson.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences. Tasks connect to a variety of real-life applications. A variety of cultural names are represented throughout.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. Video tutorials feature a variety of instructions from different cultures, genders, and ages
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. There are lots of opportunities for multiple entry points into tasks

					and student discussions.
E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. There are lots of opportunities for multiple entry points into tasks and student discussions.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. There are lots of opportunities for multiple entry points into tasks and student discussions.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

## Accelerate Learning Inc. - Geometry

### Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	Math Nation Geometry Illustrative Math Digital-2023
<b>Grade Level Course</b>	Geometry
<b>Course Number Description</b>	Math Nation Geometry Illustrative Math Digital-2023
<b>ISBN</b>	979-8-88826-165-1
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Accelerate Learning Inc. - Geometry meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The instructional material (IM) is called MathNation; it is based on Illustrative Mathematics (<https://illustrativemathematics.org/>). It is a problem-based learning curriculum. The content structure follows *Intro to Math, Deep Dive into the Math, and Summary of the Math*, a *unique* research-based paradigm pedagogy that the committee believes satisfied the content standards rubrics. It also has an integrated assessment which is helpful for teachers and administrators to monitor progress and better support struggling students as well as those that are well-performing students. Their equity strategies are designed for all learners. Their services offer 24/7 -video tutoring support (English and Spanish), and language acquisition - Spanish, Haitian Creole, Portuguese, and ASL (sign language). The IM also has a Dynamic Practice and Assessment (10 questions for *Test Yourself, Check Your Understanding -3 randomized question*) ensuring multiple formative assessments available for teachers to use during instructions. On accessibility, the platform implements 100+ languages, dyslexia-friendly mode, text-to-speech, and other accommodations for those students who need them. Scaffolding is one of the focus features to build student thinking and readiness for their lesson. They also use an online feedback system (<https://monday.com/>) to address teachers' platform issues if they happen during instructions.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. The IM is aligned to Nevada content standards.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. The lessons start with a <i>Warm Up</i> followed by exploration activity, <i>exploration extension</i> , lesson <i>summary</i> , <i>practice problems</i> , and <i>check your understanding</i> .
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways. Materials include a clear scope and sequence with a dependency chart indicating a clear direction of expectations of what students should know before continuing.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Teacher prep videos, teacher guides, cumulative practice problems, and engaging activities are available for each lesson. However, the Desmos activities can be time-consuming to get a hang of for teachers who are not tech-savvy. Even the presenter in the video was struggling a bit explaining them. Materials include tools such as the <i>info-gap</i> cards that encourage academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Collaborative activities are available on the digital platform for each topic. Materials help students to think more critically with open-ended questions and multiple types of learning opportunities with card sorts, etc.

	B3. Materials spark student dialogue and support further exploration.	2		The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. However, the activities are <i>exactly</i> the same as in Illustrative Mathematics with the exception that Accelerated Learning has videos that guide students through the activities. The materials include several notice and wonder opportunities for students that sparks dialogue and helps them to think of questions for further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2		The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Available activities can be done in pairs or groups. These materials provide ample opportunities for students to engage in meaningful, authentic learning opportunities.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Although the lesson structure promotes problem-solving thinking, I couldn't find very many collaborative, teamwork, or consensus-building lessons or activities. The digital platform seems to be tailored to individual learning. Materials include problems that encourage collaboration among students. The <i>info-gap</i> cards help them to think critically and work together in communication.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. There are examples in <i>warm-up activities</i> of real-world scenarios connecting content to students' lives like solar panels. Open-ended questions and activities allow for discussions that are relevant to students.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>			18

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. Multi-language support is available for each lesson. PDFs are available for lessons and activities. Accessibility tools are available via userway.org. The online platform provides data for assignments and benchmark assessments on students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real-life connections made or represented from various cultures and life experiences. <i>Warm-ups</i> in the lessons provide a variety of real-life connections.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvement on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds. Reviewers could not find any specific information about the authors. The links to videos on the document provided by the publisher didn't work.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. <i>Warm</i>

					up activities like “ <i>Number Talks</i> ”, “ <i>Notice and Wonder</i> ” provide an equal opportunity for all students to express their views. Materials provide multiple opportunities for all students to be included especially with the open-ended questions to remove barriers and include every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. The tasks provided give opportunity for students to work cooperatively.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	10	1		
	<b>OVERALL SCORE</b>			11	

# Amplify Education, Inc.

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## Amplify Education, Inc. - 6th Grade Math

### Details:

<b>Company Name</b>	Amplify Education, Inc.
<b>Instructional Material Title and Edition</b>	Amplify Desmos Math, 1e
<b>Grade Level Course</b>	6th Grade Math
<b>Course Number Description</b>	Amplify Desmos Math is a comprehensive core curriculum covering all grade X standards that puts students at the center of instruction through rich, engaging activities delivered in digital and print format. The curriculum package includes student and teacher digital licenses with access to lessons, practice, and assessment, as well as consumable print student editions, print teacher editions, a print assessment resource, and additional practice resource.
<b>ISBN</b>	Amplify Desmos Math G6 Teacher Blended Package (9798886996067) Amplify Desmos Math G6 Student Blended Package (9798886996074) Amplify Desmos Math G6 Teacher Digital License (9798891800298) Amplify Desmos Math G6 Student Digital License (9798891802681) Amplify Desmos Math G6 Teacher Print Set (9798891800281) Amplify Desmos Math G6 Student Consumables Set (9798891801882)
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Amplify Education, Inc. - 6th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The Instructional Material Amplify is inspired or patterned by Illustrative Mathematics (<https://illustrativemathematics.org/>) and OpenUp Resources (<https://www.openupresources.org/>), in their scope and sequence. These materials are aligned with Nevada Academic Content Standards (NVACS) for Mathematics. They also have a teaching strategy of having an activity that allows Experience First, and Formalized Later (EFFL). This IM has interactive tools and teacher supplemental materials made from Desmos. Their platform also includes a lot of teacher controls to be able to be flexible in implementing differentiation depending on the level of the learners. There is also a paper-based activity should the educator deem it appropriate to use.

In the era of digital transformation, educational technology plays a pivotal role in reshaping the landscape of classroom instruction. Amplify has a suite of instructional materials

designed to enhance the teaching and learning experience. Amplify incorporates a digital platform that provides a rich, interactive learning environment. The integration of multimedia elements, such as videos, simulations, and interactive exercises, may serve to captivate students' attention and facilitate a deeper understanding of mathematical concepts. The platform's user-friendly interface could enhance accessibility, making it easy for both educators and students to navigate. One of the standout features is adaptive learning, where the platform tailors content based on individual student performance and progress. This adaptability ensures that each student receives a personalized learning experience, addressing their unique strengths and areas for improvement. The instructional materials include adaptive assessments that continuously gauge students' understanding and adjust the difficulty of tasks accordingly. Amplify incorporates real-time feedback mechanisms. Instant feedback on students' responses to exercises and assessments can be a powerful tool for reinforcing learning. Educators may have access to dashboards or reports that provide insights into individual and class-wide progress, allowing for timely interventions to support students who may be struggling.

Collaboration is a key component of modern education, and Amplify includes collaborative learning tools. Features like discussion forums, group projects, and virtual teamwork can foster a sense of community among students. These tools encourage the exchange of ideas, peer-to-peer learning, and collaborative problem-solving.

Effective implementation of educational technology requires support for educators. Amplify provides a comprehensive suite of resources for teachers, including professional development opportunities, lesson plans, and instructional guides. These materials can empower educators to maximize the potential of the platform and adapt their teaching strategies to best meet their students' needs.

Amplify Instructional Materials has a forward-thinking approach to mathematics education, leveraging technology to create an engaging, personalized, and effective learning experience. The integration of adaptive learning, real-time feedback, collaborative tools, and robust teacher support underscores a commitment to excellence in education. Amplify has a more interactive, personalized, and inclusive learning environment.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. The lessons are visually interesting and allow students to receive immediate feedback.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways. Sequencing is moderated by the computer for each lesson and the instructional pathways are clear.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Educators have the control to pause the lesson, highlight specific responses, and allow deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Materials allow for deep critical thinking for each lesson.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Lessons include opportunities for students to interact with one another and encourage further exploration.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. The materials provide multiple entry points to engage in meaningful, authentic learning while reinforcing course content.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Lessons provide multiple opportunities for students to collaborate while problem-solving.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Materials are available in both Spanish and English, giving multiple opportunities for student voice.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		1		The IM needs improvement on providing more than three real—life connections made or represented from a variety of cultures and life experiences. Materials could offer more social justice related lessons.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvement on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. Different perspective nor variation on authors and philosophy are not obvious or explicit.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.		1		The IM needs improvement on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype-free, and barrier-free instruction for every student. School district's technology's infrastructure varies, so the digital platform of the curriculum can be a barrier to some district.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. There are multiple opportunities for students to work cooperatively throughout each lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. <i>Desmos</i> does an excellent job of centering students in the tasks and learning.
	<b>Column Totals</b>	6	3		
	<b>OVERALL SCORE</b>			9	

## Amplify Education, Inc. - 7th Grade Math

### Details:

<b>Company Name</b>	Amplify Education, Inc.
<b>Instructional Material Title and Edition</b>	Amplify Desmos Math, 1e
<b>Grade Level Course</b>	7th Grade Math
<b>Course Number Description</b>	Amplify Desmos Math is a comprehensive core curriculum covering all grade X standards that puts students at the center of instruction through rich, engaging activities delivered in digital and print format. The curriculum package includes student and teacher digital licenses with access to lessons, practice, and assessment, as well as consumable print student editions, print teacher editions, a print assessment resource, and additional practice resource.
<b>ISBN</b>	Amplify Desmos Math G7 Teacher Blended Package (9798886996098) Amplify Desmos Math G7 Student Blended Package (9798886994186) Amplify Desmos Math G7 Teacher Digital License (9798891800618) Amplify Desmos Math G7 Student Digital License (9798891802766) Amplify Desmos Math G7 Teacher Print Set (9798891800601) Amplify Desmos Math G7 Student Consumables Set (9798891801967)
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Amplify Education, Inc. - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The Instructional Material Amplify is inspired or patterned by Illustrative Mathematics (<https://illustrativemathematics.org/>) and OpenUp Resources (<https://www.openupresources.org/>), in their scope and sequence. These materials are aligned with Nevada Academic Content Standards (NVACS) for Mathematics. They also have a teaching strategy of having an activity that allows Experience First, and Formalized Later (EFFL). This IM has interactive tools and teacher supplemental materials made from Desmos. Their platform also includes a lot of teacher controls to be able to be flexible in implementing differentiation depending on the level of the learners. There is also a paper-based activity should the educator deem it appropriate to use.

In the era of digital transformation, educational technology plays a pivotal role in reshaping the landscape of classroom instruction. Amplify has a suite of instructional materials designed to enhance the teaching and learning experience. Amplify incorporates a digital platform that provides a rich, interactive learning environment. The integration of multimedia elements, such as videos, simulations, and interactive exercises, may serve to captivate students' attention and facilitate a deeper understanding of mathematical concepts. The platform's user-friendly interface could enhance accessibility, making it easy for both educators and students to navigate. One of the standout features is adaptive learning, where the platform tailors content based on individual student performance and progress. This adaptability ensures that each student receives a personalized learning experience, addressing their unique strengths and areas for improvement. The instructional materials include adaptive assessments that continuously gauge students' understanding and adjust the difficulty of tasks accordingly. Amplify incorporates real-time feedback mechanisms. Instant feedback on students' responses to exercises and assessments can be a powerful tool for reinforcing learning. Educators may have access to dashboards or reports that provide insights into individual and class-wide progress, allowing for timely interventions to support students who may be struggling.

Collaboration is a key component of modern education, and Amplify includes collaborative learning tools. Features like discussion forums, group projects, and virtual teamwork can foster a sense of community among students. These tools encourage the exchange of ideas, peer-to-peer learning, and collaborative problem-solving.

Effective implementation of educational technology requires support for educators. Amplify provides a comprehensive suite of resources for teachers, including professional development opportunities, lesson plans, and instructional guides. These materials can empower educators to maximize the potential of the platform and adapt their teaching strategies to best meet their students' needs.

Amplify Instructional Materials has a forward-thinking approach to mathematics education, leveraging technology to create an engaging, personalized, and effective learning experience. The integration of adaptive learning, real-time feedback, collaborative tools, and robust teacher support underscores a commitment to excellence in education. Amplify has a more interactive, personalized, and inclusive learning environment.



## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Amplify Education, Inc. - 8th Grade Math

### Details:

<b>Company Name</b>	Amplify Education, Inc.
<b>Instructional Material Title and Edition</b>	Amplify Desmos Math, 1e
<b>Grade Level Course</b>	8th Grade Math
<b>Course Number Description</b>	Amplify Desmos Math is a comprehensive core curriculum covering all grade X standards that puts students at the center of instruction through rich, engaging activities delivered in digital and print format. The curriculum package includes student and teacher digital licenses with access to lessons, practice, and assessment, as well as consumable print student editions, print teacher editions, a print assessment resource, and additional practice resource.
<b>ISBN</b>	Amplify Desmos Math G8 Teacher Blended Package (9798886994209) Amplify Desmos Math G8 Student Blended Package (9798886994063) Amplify Desmos Math G8 Teacher Digital License (9798891800939) Amplify Desmos Math G8 Student Digital License (9798891802841) Amplify Desmos Math G8 Teacher Print Set (9798891800922) Amplify Desmos Math G8 Student Consumables Set (9798891802049)
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Amplify Education, Inc. - 8th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics and the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The Instructional Material Amplify is inspired or patterned by Illustrative Mathematics (<https://illustrativemathematics.org/>) and OpenUp Resources (<https://www.openupresources.org/>), in their scope and sequence. These materials are aligned with Nevada Academic Content Standards (NVACS) for Mathematics. They also have a teaching strategy of having an activity that allows Experience First, and Formalized Later (EFFL). This IM has interactive tools and teacher supplemental materials made from Desmos. Their platform also includes a lot of teacher controls to be able to be flexible in implementing differentiation depending on the level of the learners. There is also a paper-based activity should the educator deem it appropriate to use.

In the era of digital transformation, educational technology plays a pivotal role in reshaping the landscape of classroom instruction. Amplify has a suite of instructional materials designed to enhance the teaching and learning experience. Amplify incorporates a digital

platform that provides a rich, interactive learning environment. The integration of multimedia elements, such as videos, simulations, and interactive exercises, may serve to captivate students' attention and facilitate a deeper understanding of mathematical concepts. The platform's user-friendly interface could enhance accessibility, making it easy for both educators and students to navigate. One of the standout features is adaptive learning, where the platform tailors content based on individual student performance and progress. This adaptability ensures that each student receives a personalized learning experience, addressing their unique strengths and areas for improvement. The instructional materials include adaptive assessments that continuously gauge students' understanding and adjust the difficulty of tasks accordingly. Amplify incorporates real-time feedback mechanisms. Instant feedback on students' responses to exercises and assessments can be a powerful tool for reinforcing learning. Educators may have access to dashboards or reports that provide insights into individual and class-wide progress, allowing for timely interventions to support students who may be struggling.

Collaboration is a key component of modern education, and Amplify includes collaborative learning tools. Features like discussion forums, group projects, and virtual teamwork can foster a sense of community among students. These tools encourage the exchange of ideas, peer-to-peer learning, and collaborative problem-solving.

Effective implementation of educational technology requires support for educators. Amplify provides a comprehensive suite of resources for teachers, including professional development opportunities, lesson plans, and instructional guides. These materials can empower educators to maximize the potential of the platform and adapt their teaching strategies to best meet their students' needs.

Amplify Instructional Materials has a forward-thinking approach to mathematics education, leveraging technology to create an engaging, personalized, and effective learning experience. The integration of adaptive learning, real-time feedback, collaborative tools, and robust teacher support underscores a commitment to excellence in education. Amplify has a more interactive, personalized, and inclusive learning environment.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. Materials target critical content. Facilitation guide lists big ideas, mathematical practices, standards, and prerequisite skills. Standards are listed for each unit with a link. It uses Desmos.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Materials are accurate, well-written, and appropriate. Options are there for prerequisite skills and to reinforce skills in each lesson.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways. Clear scope and sequence. Instructional pathways are clear with a guide for a quick glance, an overview video, and a full unit facilitation guide.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. However, materials provide educators with limited tools for discussion both in person and remotely.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Students are using interactive technology for their lessons which sometimes enables the critical thinking.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Materials are available for students to explore further or provide enrichment.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities

	activities that reinforce course content.				that reinforce course content. Optional lessons are included for reinforcement. Suggestions for pacing, facilitation, examples of student thinking, and ideas for early finishers. Discussion seems limited with online format.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Uses technology to enhance learning remotely or in person. Teachers can use student problems to facilitate discussions.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. IM is technology focus may sometimes lack of connection to student lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>		18		

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences. Problems attempt real-life applications but seem void of personal applications or experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Amplify Education, Inc. - Algebra 1

### Details:

<b>Company Name</b>	Amplify Education, Inc.
<b>Instructional Material Title and Edition</b>	Amplify Desmos Math, 1e
<b>Grade Level Course</b>	Algebra 1
<b>Course Number Description</b>	Amplify Desmos Math is a comprehensive core curriculum covering all grade X standards that puts students at the center of instruction through rich, engaging activities delivered in digital and print format. The curriculum package includes student and teacher digital licenses with access to lessons, practice, and assessment, as well as consumable print student editions, print teacher editions, a print assessment resource, and additional practice resource.
<b>ISBN</b>	Amplify Desmos Math A1 Teacher Blended Package (9798886994087) Amplify Desmos Math A1 Student Blended Package (9798886994094) Amplify Desmos Math Algebra 1 Teacher Digital License (9798891801257) Amplify Desmos Math Algebra 1 Student Digital License (9798891802926) Amplify Desmos Math Alg. 1 Teacher Print Set (9798891801240) Amplify Desmos Math Alg. 1 Student Consumables Set (9798891802124)
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Amplify Education, Inc. - Algebra 1 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics and the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The Instructional Material Amplify is inspired or patterned by Illustrative Mathematics (<https://illustrativemathematics.org/>) and OpenUp Resources (<https://www.openupresources.org/>), in their scope and sequence. These materials are aligned with Nevada Academic Content Standards (NVACS) for Mathematics. They also have a teaching strategy of having an activity that allows Experience First, and Formalized Later (EFFL). This IM has interactive tools and teacher supplemental materials made from Desmos. Their platform also includes a lot of teacher controls to be able to be flexible in implementing differentiation depending on the level of the learners. There is also a paper-based activity should the educator deem it appropriate to use.



In the era of digital transformation, educational technology plays a pivotal role in reshaping the landscape of classroom instruction. Amplify has a suite of instructional materials designed to enhance the teaching and learning experience. Amplify incorporates a digital platform that provides a rich, interactive learning environment. The integration of multimedia elements, such as videos, simulations, and interactive exercises, may serve to captivate students' attention and facilitate a deeper understanding of mathematical concepts. The platform's user-friendly interface could enhance accessibility, making it easy for both educators and students to navigate. One of the standout features is adaptive learning, where the platform tailors content based on individual student performance and progress. This adaptability ensures that each student receives a personalized learning experience, addressing their unique strengths and areas for improvement. The instructional materials include adaptive assessments that continuously gauge students' understanding and adjust the difficulty of tasks accordingly. Amplify incorporates real-time feedback mechanisms. Instant feedback on students' responses to exercises and assessments can be a powerful tool for reinforcing learning. Educators may have access to dashboards or reports that provide insights into individual and class-wide progress, allowing for timely interventions to support students who may be struggling.

Collaboration is a key component of modern education, and Amplify includes collaborative learning tools. Features like discussion forums, group projects, and virtual teamwork can foster a sense of community among students. These tools encourage the exchange of ideas, peer-to-peer learning, and collaborative problem-solving.

Effective implementation of educational technology requires support for educators. Amplify provides a comprehensive suite of resources for teachers, including professional development opportunities, lesson plans, and instructional guides. These materials can empower educators to maximize the potential of the platform and adapt their teaching strategies to best meet their students' needs.

Amplify Instructional Materials has a forward-thinking approach to mathematics education, leveraging technology to create an engaging, personalized, and effective learning experience. The integration of adaptive learning, real-time feedback, collaborative tools, and robust teacher support underscores a commitment to excellence in education. Amplify has a more interactive, personalized, and inclusive learning environment.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.		1		The IM needs improvement in targeting the most critical and impactful content. The metric is present in most parts but it can be improved.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.		1		The IM needs improvements on the accuracy, well-written, and appropriate content for the grade level. The metric is present in most parts but it can be improved.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.		1		The IM needs improvements on having a clear, actionable, scope and sequence, and instructional pathways. Materials have a lesson structure that guides the teacher with formative assessments. Also, IM guides the teacher throughout the course but no coherence between courses.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).

	building).				
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
	<b>Column Totals</b>	12	3		
	<b>OVERALL SCORE</b>			15	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectation on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		1		The IM needs improvement on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.			0	The IM is inadequate on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.		1		The IM needs improvement on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype-free, and barrier-free instruction for every student. It lacks tier 2 and tier 3 guidance to ensure all students can learn.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		6	3		
<b>OVERALL SCORE</b>				9	

# Big Ideas Learning LLC

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# Big Ideas Learning, LLC - 6th Grade Math

## Details:

<b>Company Name</b>	Big Ideas Learning, LLC
<b>Instructional Material Title and Edition</b>	Math & You Grade 6 1st Edition
<b>Grade Level Course</b>	6th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 6: ISBN: 979-8-88698-164-3
<b>Grade Band</b>	6-8

Status: RECOMMENDED

## Justification:

Big Ideas Learning, LLC - 6th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Their instructional material is named Math & You. It has activities that expose students to CTE/Career, Data, and Environment. They have presented examples and activities that are relevant to these areas. For student support, their product has a lot of support components such as Calc View, CalcChat, Progress Report, and Dashboard. On social justice, they incorporated activities that catered to Social Emotional Learning (SEL), Equity, and WIDA-ELD. Also, the IM has High Impact Strategies, Accelerated Learning components, Tier 1, 2, and 3 instructions and support.

Big Ideas Learning math instructional materials have a comprehensive, engaging, and accessible approach to mathematics education. With a focus on conceptual understanding, real-world applications, and differentiated instruction, these materials support both students and educators in the learning process.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvement in helping students think more critically about a topic. Materials do not help students think more critically about a topic. Prompts are limited and do not deepen students' understanding of materials. Materials do not help students think more critically about a topic. Prompts are limited and do not deepen students' understanding of materials.
	B3. Materials spark student dialogue and support further exploration.		1		The IM needs improvement in having activities or tasks that create a spark of student dialogue and support further exploration. While Teacher Edition provides cues for the teacher to lead student dialogue, Student Edition does not cue the students to spark dialogue during independent work time.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		1		The IM needs improvement in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Each unit ends with a Performance Task which does provide an opportunity to engage in authentic learning however the majority of each unit does little to offer meaningful, authentic learning.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Students are provided multiple opportunities throughout each lesson to collaborate with peers in the Investigate section.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Materials provide multiple examples of different careers and their use of mathematics.
	<b>Column Totals</b>	12	3		
	<b>OVERALL SCORE</b>			15	



## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
A. Accessibility	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.		1		The IM needs improvement in providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. Instructional materials do not have a variety of ways to express and demonstrate learning through an inclusive classroom that incorporates student culture, language, customs, and experiences. <i>'Differentiating Instruction'</i> connections are in TE, however, SE does not offer students the opportunity to express their learning in diverse manners.
B. Connections	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations by providing more than three real-life connections made or represented from a variety of cultures and life experiences. Each unit highlights a career with diverse representation. The materials have real-life connections interwoven through each unit which represent a variety of life experiences.
C. Culturally Centered	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds. Authors reflect the diversity in culture, student textbooks reflect diverse images, and problems reflect varying traditions.

D. Equity	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.		1	The IM needs improvement in providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student. Materials provide very little evidence of diverse perspectives from non-dominant cultures. For example, in Ch. 7 Area, Surface Area, and Volume, problems discuss activities such as golfing and sailboats as opposed to using more inclusive examples like Talavera Tiles or basketry and beadwork that represents Nevada’s tribal diaspora.
E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2		The IM meets expectations in providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Students are provided multiple opportunities throughout each unit to work cooperatively in pairs and groups
	E2. Materials provide learning and tasks that are predominantly student-centered.	2		The IM meets expectations of providing learning and tasks that are predominantly student-centered. Instructional materials are predominantly student-centered. For example, Section 8.3 Rational Numbers offers a “Motivate” activity where students engage with a life-sized number line.
<b>Column Totals</b>		8	2	
<b>OVERALL SCORE</b>			10	

## Big Ideas Learning, LLC - 7th Grade Math

<b>Company Name</b>	Big Ideas Learning, LLC
<b>Instructional Material Title and Edition</b>	Math & You Grade 7 1st Edition
<b>Grade Level Course</b>	7th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 7: ISBN: 979-8-88698-165-0
<b>Grade Band</b>	6-8

Details:

Status: RECOMMENDED

Justification:

Big Ideas Learning, LLC - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Their instructional material is named Math & You. It has activities that expose students to CTE/Career, Data, and Environment. They have presented examples and activities that are relevant to these areas. For student support, their product has a lot of support components such as Calc View, CalcChat, Progress Report, and Dashboard. On social justice, they incorporated activities that catered to Social Emotional Learning (SEL), Equity, and WIDA-ELD. Also, the IM has High Impact Strategies, Accelerated Learning components, Tier 1, 2, and 3 instructions and support.

Big Ideas Learning math instructional materials have a comprehensive, engaging, and accessible approach to mathematics education. With a focus on conceptual understanding, real-world applications, and differentiated instruction, these materials support both students and educators in the learning process.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvement in helping students think more critically about a topic. A few activities are addressing this but more can be better.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		1		The IM needs improvement in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). There are few present in the IM but more can be better.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		14	3		

	<b>OVERALL SCORE</b>	16	
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## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
A. Accessibility	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.		1		The IM needs improvement on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. There are few activities/content that address the metric, and more of "drill and kill" activities.
B. Connections	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from a variety of cultures and life experiences.
C. Culturally Centered	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
D. Equity	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.		1		The IM needs improvement on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	8	2		
	<b>OVERALL SCORE</b>			10	

# Big Ideas Learning, LLC - 8th Grade Math

## Details:

<b>Company Name</b>	Big Ideas Learning, LLC
<b>Instructional Material Title and Edition</b>	Math & You Grade 8 1st Edition
<b>Grade Level Course</b>	8th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 8: ISBN: 979-8-88698-166-7
<b>Grade Band</b>	6-8

Status: RECOMMENDED

## Justification:

Big Ideas Learning, LLC - 8th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Their instructional material is named Math & You. It has activities that expose students to CTE/Career, Data, and Environment. They have presented examples and activities that are relevant to these areas. For student support, their product has a lot of support components such as Calc View, CalcChat, Progress Report, and Dashboard. On social justice, they incorporated activities that catered to Social Emotional Learning (SEL), Equity, and WIDA-ELD. Also, the IM has High Impact Strategies, Accelerated Learning components, Tier 1, 2, and 3 instructions and support.

Big Ideas Learning math instructional materials have a comprehensive, engaging, and accessible approach to mathematics education. With a focus on conceptual understanding, real-world applications, and differentiated instruction, these materials support both students and educators in the learning process.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having clear, actionable, scope and sequence, and instructional pathways.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Materials provide educators with tools to foster deep academic discussion. The opening question provides opportunities for discussion as well as support to facilitate discussion. Nick's notes provide purpose and direction.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Big Ideas help students focus the lesson Materials help students think more critically about a topic and apply this to their own lives.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Big Ideas help students focus the lesson. Materials connect to students' lives with real-life applications. Careers are explored and students get to hear from people working in those careers.



Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Big Ideas help students focus the lesson. Materials connect to students' lives with real-life applications. Multiple opportunities to practice the skill are given with a variety of questions.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. Materials provide multiple opportunities to support their learning. Materials also have Tier 2 and 3 supports plus it is aligned with the WIDA.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented by various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student. Materials provide discourse with teacher support to facilitate. Videos present different perspectives and careers. There is evidence of diverse backgrounds.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Student-led discussion with the teacher facilitating discussion. Students' discourse throughout the

					lesson provides students the opportunities to share learning experiences, strengths, and interests
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations of providing learning and tasks that are predominantly student-centered. Student-led discussion with the teacher facilitating discussion.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

# Big Ideas Learning, LLC - Algebra 1

## Details:

<b>Company Name</b>	Big Ideas Learning, LLC
<b>Instructional Material Title and Edition</b>	Math & You Algebra 1 Concepts & Connections with CalcChat (C) and CalcView (C) 1st Edition
<b>Grade Level Course</b>	Algebra 1
<b>Course Number Description</b>	Algebra 1 Concepts & Connections with CalcChat (C) and CalcView (C)
<b>ISBN</b>	Algebra 1: ISBN: 979-8-88802-853-7
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

Big Ideas Learning, LLC - Algebra 1 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Their instructional material is named Math & You. It has activities that expose students to CTE/Career, Data, and Environment. They have presented examples and activities that are relevant to these areas. For student support, their product has a lot of support components such as Calc View, CalcChat, Progress Report, and Dashboard. On social justice, they incorporated activities that catered to Social Emotional Learning (SEL), Equity, and WIDA-ELD. Also, the IM has High Impact Strategies, Accelerated Learning components, Tier 1, 2, and 3 instructions and support.

Big Ideas Learning math instructional materials have a comprehensive, engaging, and accessible approach to mathematics education. With a focus on conceptual understanding, real-world applications, and differentiated instruction, these materials support both students and educators in the learning process.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having clear, actionable, scope and sequence, and instructional pathways.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The IM Provides teachers with guidance on fostering discussions. Instructional Routines are embedded throughout the lesson.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. The IM provided the career path to engage in the topics and
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. There are practice problems that could include more performance tasks or project-based learning for students to engage in the content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). With the career paths, students can connect with social media and engage through

				National Geographic Explorers to learn more about the career and topic.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. The lessons have a connection to Real life where the text includes real-life examples to help students see the relevance to their life
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>			18

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. The text provides teacher guidance to include equity in the lesson. The materials could have included an activity that provided students the opportunity to include their input on the topic.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from a variety of cultures and life experiences. Throughout the text, students see pictures of different cultures. The teacher edition provides guidance to include SEL and Equity throughout the lesson.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals, and routines, and structures that promote inclusion of students' background.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. Throughout the text, students see pictures of different cultures.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. The materials focus on Equity within Teacher Edition.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. The text uses <i>You</i> (as an educational paradigm) to help students connect to the task. In addition, the materials provide pictures of different backgrounds and use different interests in the task.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. In the <i>Teacher Edition</i> , the materials provide an opportunity for student-centered, but the Student Edition does not automatically foster materials as student-centered.
	<b>Column Totals</b>	12			
				<b>OVERALL SCORE</b>	12



## Big Ideas Learning, LLC - Algebra 2

### Details:

<b>Company Name</b>	Big Ideas Learning, LLC
<b>Instructional Material Title and Edition</b>	Math & You Algebra 2 Concepts & Connections with CalcChat (C) and CalcView (C) 1st Edition
<b>Grade Level Course</b>	Algebra 2
<b>Course Number Description</b>	Algebra 2 Concepts & Connections with CalcChat (C) and CalcView (C)
<b>ISBN</b>	Algebra 2: ISBN: 979-8-88803-075-2
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Big Ideas Learning, LLC - Algebra 2 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Their instructional material is named Math & You. It has activities that expose students to CTE/Career, Data, and Environment. They have presented examples and activities that are relevant to these areas. For student support, their product has a lot of support components such as Calc View, CalcChat, Progress Report, and Dashboard. On social justice, they incorporated activities that catered to Social Emotional Learning (SEL), Equity, and WIDA-ELD. Also, the IM has High Impact Strategies, Accelerated Learning components, Tier 1, 2, and 3 instructions and support.

Big Ideas Learning math instructional materials have a comprehensive, engaging, and accessible approach to mathematics education. With a focus on conceptual understanding, real-world applications, and differentiated instruction, these materials support both students and educators in the learning process.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. Materials address the major topics of the course.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Content is appropriate for the grade level. Lessons include differentiated small group activities and math centers, intervention supports and leveled DOK questions.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having clear, actionable, scope and sequence, and instructional pathways.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Notes in the lessons provide teachers with discussion strategies and protocols
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Good balance of conceptual, procedural, and application problems throughout the lesson. Multiple representations are used and a variety of question formats are used.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. <i>Talk About It</i> discussion activities are provided at multiple points in every lesson.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Warm-ups, Explore activities, exit tickets, and differentiation ideas are provided in each

				lesson to help engage students in the material.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Connections to Real Life in the lessons engage students in real-world applications of the concept. Units begin and end with connections to careers.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Contexts are relevant and appropriate to the grade level.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>			18

<b>Category 2 Rubric - Alignment to Social Justice</b>					
Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)					
Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. There are lots of opportunities for multiple entry points into tasks and student discussions. Specific support for ELL and Special Education students is suggested in each lesson.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from a variety of cultures and life experiences. A variety of real-life connections and applications are used in each lesson.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. Materials are designed with EL supports, differentiated materials, and a variety of problem-solving techniques are presented.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Lessons include language development routines and linguistic notes to support EL learners. Diverse perspectives and contexts are used throughout.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Open-ended questions and discussion-centered activities provide opportunities for cooperative learning and sense-making.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. There are lots of opportunities for multiple entry points into tasks and student discussions.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

## Big Ideas Learning, LLC - Geometry

### Details:

<b>Company Name</b>	Big Ideas Learning, LLC
<b>Instructional Material Title and Edition</b>	Math & YouGeometry Concepts & Connections with CalcChat (C) and CalcView(C) 1st Edition
<b>Grade Level Course</b>	Geometry
<b>Course Number Description</b>	Geometry Concepts & Connections with CalcChat (C) and CalcView(C)
<b>ISBN</b>	Geometry: ISBN: 979-8-88802-870-4
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Big Ideas Learning, LLC - Geometry meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Their instructional material is named Math & You. It has activities that expose students to CTE/Career, Data, and Environment. They have presented examples and activities that are relevant to these areas. For student support, their product has a lot of support components such as Calc View, CalcChat, Progress Report, and Dashboard. On social justice, they incorporated activities that catered to Social Emotional Learning (SEL), Equity, and WIDA-ELD. Also, the IM has High Impact Strategies, Accelerated Learning components, Tier 1, 2, and 3 instructions and support.

Big Ideas Learning math instructional materials have a comprehensive, engaging, and accessible approach to mathematics education. With a focus on conceptual understanding, real-world applications, and differentiated instruction, these materials support both students and educators in the learning process.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. It has a good range of problems to get students started and build on the standard.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having clear, actionable, scope and sequence, and instructional pathways. Each lesson starts with exploration. Materials provide a clear pathway with reviews.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Each exploration encourages students to work with a peer to foster rich discourse. Materials provide questions to reach all learners with questions to reach learners at different levels up to Bridging-Reaching, but missing the challenge.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Practice questions include analyzing-based questions. Several Think-Pair-Share activities and investigations.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Materials have investigation activities and review activities to reinforce content.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). The performance tasks at the end of the chapters allow for collaborative discussions.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	



## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations by providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. Multiple entry points and opportunities are available for students to express their learning. Students have the opportunity to rate themselves with in-class practice (self-assessment).
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by a variety of cultures and life experiences.	2			The IM meets expectations by providing more than three real-life connections made or represented by various cultures and life experiences. <i>Explore</i> activities and practice problems provide relevant real-life connections.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.

	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations of providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

# Carnegie Learning, Inc.

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## Carnegie Learning, Inc. - Algebra 1

### Details:

<b>Company Name</b>	Carnegie Learning, Inc.
<b>Instructional Material Title and Edition</b>	Carnegie Learning High School Math Solution MATHbook – 4e Algebra I
<b>Grade Level Course</b>	Algebra 1
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Carnegie Learning High School Math Solution MATHbook - 4e Algebra I Textbook (ISBN 978-1-68459-741-3) Carnegie Learning High School Math Solution MATHbook - 4e Algebra I Skills Practice Workbook (ISBN 978-1-68459-747-5) Carnegie Learning High School Math Solution MATHbook - 4e Algebra I Teacher Implementation Guide (ISBN 978-1-68459-744-4)
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Carnegie Learning, Inc. - Algebra 1 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Carnegie Learning Math Solution has a dynamic blend of instructional materials that cater to diverse learning needs. The printed component, *MathBook*, serves as a foundational resource in Carnegie Learning's math solution. *MathBook* plays a crucial role in providing a tangible and structured learning experience. Its inclusion suggests a recognition of the importance of traditional instructional materials in supporting students' understanding of mathematical concepts. *Mathia*, the digital component of Carnegie Learning's math solution, represents a paradigm shift in educational technology. Its integration with *Google Translate* fosters inclusivity, breaking down language barriers and making mathematical content accessible to a broader audience. Customization features empower educators to tailor content to meet individual learning needs, promoting a personalized learning journey for each student. The *Skill-o-meter*, a progress circle embedded in *Mathia*, exemplifies the commitment to tracking and celebrating student achievements. This visual representation not only motivates students by showcasing their progress but also aids educators in identifying areas that may require additional attention. The *MATHia-Data & Reporting* dashboard takes this a step further, providing educators with a comprehensive tool for analyzing student performance, complete with predictive reports to anticipate and address potential challenges. The inclusion of a *live lab*

within *Mathia* signifies a commitment to real-time engagement. Students can actively participate and learn collaboratively, mirroring a dynamic classroom experience. Differentiated questions in the *Facilitation Notes* showcase a pedagogical approach that acknowledges the diverse learning styles and abilities within a classroom, ensuring that each student receives tailored instruction. *ClearMath* serves as a tool to bridge gaps in understanding, providing additional support for students who may face challenges in certain areas. Carnegie Learning's guiding principles, encapsulated in the pedagogical approach of "*Engage, Develop, and Demonstrate*," emphasize active student involvement, skill development, and the application of knowledge. The incorporation of "*Habits of the Mind*" reinforces the importance of cultivating cognitive skills critical to mathematical thinking. The principle of "*Low Floor - High Ceiling*" underscores the commitment to inclusivity, ensuring that all students can access the material while simultaneously providing challenges for those who excel. This principle aligns with the belief that a successful math program should be accessible to all learners, regardless of their prior knowledge or abilities.

Carnegie Learning Math Solution's instructional materials thus embody a holistic and innovative approach to mathematics education. The combination of printed and digital resources, personalized learning through customization features, real-time engagement in the live lab, and the emphasis on family involvement reflects a commitment to fostering a rich and dynamic learning environment. By embracing technology and pedagogical principles, Carnegie Learning continues to contribute to the evolution of math education, striving to make learning mathematics an engaging and accessible experience for all students.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. Did not see topics on <i>precision and accuracy</i> discussed in the content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Although, some of the Quadratics Content relates to Algebra 2.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The materials provide educators with tools and suggestions to increase discourse in the lesson. The materials also guide educators with examples of student actions during the lesson.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. The materials structure the lesson to foster critical thinking with getting started, and activities.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of activities or tasks that spark student dialogue and support further exploration. The materials structure the lesson to foster critical thinking with <i>the getting started</i> section, and <i>activities</i> section.

Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. The material encourages teachers to foster discourse . It does engage students to discourse ( for example, questions that ask to compare or contrast partner opinion)).
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Materials outline educators on how to group students but also give students options to complete the work without collaboration.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

<b>Category 2 Rubric - Alignment to Social Justice</b>					
Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)					
Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real-life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype-free, and barrier-free instruction for every student. Materials provide support for all students within each activity for educators to guide the lessons. The materials lack pictures and examples of diversity.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Materials provide an opportunity for students to discourse through the educator's facilitation.



	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. Materials are designed to be student-centered, and some topics seem to be teacher-led.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

## Carnegie Learning, Inc. - Algebra 2

### Details:

<b>Company Name</b>	Carnegie Learning, Inc.
<b>Instructional Material Title and Edition</b>	Carnegie Learning High School Math Solution MATHbook – 4e Algebra II
<b>Grade Level Course</b>	Algebra 2
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Carnegie Learning High School Math Solution MATHbook - 4e Algebra II Textbook (ISBN 978-1-68459-755-0) Carnegie Learning High School Math Solution MATHbook - 4e Algebra II Skills Practice Workbook (ISBN 978-1-68459-761-1) Carnegie Learning High School Math Solution MATHbook - 4e Algebra II Teacher Implementation Guide (ISBN 978-1-68459-758-1)
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Carnegie Learning, Inc. - Algebra 2 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Carnegie Learning Math Solution has a dynamic blend of instructional materials that cater to diverse learning needs. The printed component, *MathBook*, serves as a foundational resource in Carnegie Learning's math solution. *MathBook* plays a crucial role in providing a tangible and structured learning experience. Its inclusion suggests a recognition of the importance of traditional instructional materials in supporting students' understanding of mathematical concepts. *Mathia*, the digital component of Carnegie Learning's math solution, represents a paradigm shift in educational technology. Its integration with *Google Translate* fosters inclusivity, breaking down language barriers and making mathematical content accessible to a broader audience. Customization features empower educators to tailor content to meet individual learning needs, promoting a personalized learning journey for each student. The *Skill-o-meter*, a progress circle embedded in *Mathia*, exemplifies the commitment to tracking and celebrating student achievements. This visual representation not only motivates students by showcasing their progress but also aids educators in identifying areas that may require additional attention. The *MATHia-Data & Reporting* dashboard takes this a step further,

providing educators with a comprehensive tool for analyzing student performance, complete with predictive reports to anticipate and address potential challenges. The inclusion of a *live lab* within *Mathia* signifies a commitment to real-time engagement. Students can actively participate and learn collaboratively, mirroring a dynamic classroom experience. Differentiated questions in the *Facilitation Notes* showcase a pedagogical approach that acknowledges the diverse learning styles and abilities within a classroom, ensuring that each student receives tailored instruction. *ClearMath* serves as a tool to bridge gaps in understanding, providing additional support for students who may face challenges in certain areas. Carnegie Learning's guiding principles, encapsulated in the pedagogical approach of "*Engage, Develop, and Demonstrate*," emphasize active student involvement, skill development, and the application of knowledge. The incorporation of "*Habits of the Mind*" reinforces the importance of cultivating cognitive skills critical to mathematical thinking. The principle of "*Low Floor - High Ceiling*" underscores the commitment to inclusivity, ensuring that all students can access the material while simultaneously providing challenges for those who excel. This principle aligns with the belief that a successful math program should be accessible to all learners, regardless of their prior knowledge or abilities.

Carnegie Learning Math Solution's instructional materials thus embody a holistic and innovative approach to mathematics education. The combination of printed and digital resources, personalized learning through customization features, real-time engagement in the live lab, and the emphasis on family involvement reflects a commitment to fostering a rich and dynamic learning environment. By embracing technology and pedagogical principles, Carnegie Learning continues to contribute to the evolution of math education, striving to make learning mathematics an engaging and accessible experience for all students.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. The topics covered in the program include the critical content of the course.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Teacher and student editions are written in clear and concise language. Materials include real-world situations relevant to the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways. The teacher Implementation Guide contains scope and sequence information and shows the standards each lesson addresses.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Materials provide a variety of tasks focused on student discussion and engagement in mathematics. A variety of activities (graphic organizers, matching, etc.) are included in student materials, and many activities use open-ended questions. The teacher edition includes Questions to Support Discourse for each lesson
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Materials provide a variety of tasks focused on student discussion and engagement in mathematics. A variety of activities (graphic organizers, matching, , etc.) are included in student materials, and many activities use open-ended questions.
	B3. Materials spark student dialogue and support further	2			The IM meets expectations of having activities or tasks that create a spark of

	exploration.			student dialogue and support further exploration. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open-ended responses, and various homework/assessment problem types.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2		The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open-ended responses, and various homework/assessment problem types.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Activities often include collaborative learning strategies and student discussion opportunities.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Lessons often include relevant, real-world contexts.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>		18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. There are lots of opportunities for multiple entry points into tasks and student discussions. Specific supports for ELL and differentiation strategies suggested in each lesson.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from various cultures and life experiences. Tasks connect to a variety of real-life applications. A variety of cultural names are represented throughout.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. There are lots of opportunities for multiple entry points into tasks and student discussions.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. There are lots of opportunities for multiple entry points into tasks and student discussions.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. There are lots of opportunities for multiple entry points into tasks and student discussions.
	<b>Column Totals</b>	12			
				<b>OVERALL SCORE</b>	12

## Carnegie Learning, Inc. - Geometry

### Details:

<b>Company Name</b>	Carnegie Learning, Inc.
<b>Instructional Material Title and Edition</b>	Carnegie Learning High School Math Solution MATHbook – 4e Geometry
<b>Grade Level Course</b>	Geometry
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Carnegie Learning High School Math Solution MATHbook - 4e Geometry Textbook (ISBN 978-1-68459-748-2) Carnegie Learning High School Math Solution MATHbook - 4e Geometry Skills Practice Workbook (ISBN 978-1-68459-754-3) Carnegie Learning High School Math Solution MATHbook - 4e Geometry Teacher Implementation Guide (ISBN 978-1-68459-751-2)
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Carnegie Learning, Inc. - Geometry meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Carnegie Learning Math Solution has a dynamic blend of instructional materials that cater to diverse learning needs. The printed component, *MathBook*, serves as a foundational resource in Carnegie Learning's math solution. *MathBook* plays a crucial role in providing a tangible and structured learning experience. Its inclusion suggests a recognition of the importance of traditional instructional materials in supporting students' understanding of mathematical concepts. *Mathia*, the digital component of Carnegie Learning's math solution, represents a paradigm shift in educational technology. Its integration with *Google Translate* fosters inclusivity, breaking down language barriers and making mathematical content accessible to a broader audience. Customization features empower educators to tailor content to meet individual learning needs, promoting a personalized learning journey for each student. The *Skill-o-meter*, a progress circle embedded in *Mathia*, exemplifies the commitment to tracking and celebrating student achievements. This visual representation not only motivates students by showcasing their progress but also aids educators in identifying areas that may require additional attention. The *MATHia-Data & Reporting* dashboard takes this a step further, providing educators with a comprehensive tool for analyzing student performance, complete



with predictive reports to anticipate and address potential challenges. The inclusion of a *live lab* within *Mathia* signifies a commitment to real-time engagement. Students can actively participate and learn collaboratively, mirroring a dynamic classroom experience. Differentiated questions in the *Facilitation Notes* showcase a pedagogical approach that acknowledges the diverse learning styles and abilities within a classroom, ensuring that each student receives tailored instruction. *ClearMath* serves as a tool to bridge gaps in understanding, providing additional support for students who may face challenges in certain areas. Carnegie Learning's guiding principles, encapsulated in the pedagogical approach of "*Engage, Develop, and Demonstrate*," emphasize active student involvement, skill development, and the application of knowledge. The incorporation of "*Habits of the Mind*" reinforces the importance of cultivating cognitive skills critical to mathematical thinking. The principle of "*Low Floor - High Ceiling*" underscores the commitment to inclusivity, ensuring that all students can access the material while simultaneously providing challenges for those who excel. This principle aligns with the belief that a successful math program should be accessible to all learners, regardless of their prior knowledge or abilities.

Carnegie Learning Math Solution's instructional materials thus embody a holistic and innovative approach to mathematics education. The combination of printed and digital resources, personalized learning through customization features, real-time engagement in the live lab, and the emphasis on family involvement reflects a commitment to fostering a rich and dynamic learning environment. By embracing technology and pedagogical principles, Carnegie Learning continues to contribute to the evolution of math education, striving to make learning mathematics an engaging and accessible experience for all students.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM needs improvement on the accuracy, well-written, and appropriate content for the grade level. The materials are accurate and laid out in a good order for high school students.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.		1		The IM needs improvement on having a clear, actionable, scope and sequence, and instructional pathways. Lessons are heavily activity-based and lack enough guided examples for instruction and students' understanding of the content. For example, the topic 'Using a rectangular system' mentions various rigid motions with no mention of what these transformations are. Scope and Sequence along with the instructional pathways are included in the Teacher Implementation Guide.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Various tools like videos, slides, and digital platform <i>Mathia</i> are available to differentiate instruction. Lessons are activity-based to foster academic discussions. Within the lessons are multiple opportunities for deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Activities encourage students to reflect on their learning. There are questions along with a reflection at the end of the lesson to encourage students to think critically about what they have learned.
	B3. Materials spark student dialogue and support further	2			The IM meets expectations of having activities or tasks that create a spark of

	exploration.				student dialogue and support further exploration. Activities encourage students to share their learning. Questions within the lessons, in the practice, and in the assessments supports further exploration and sparks student dialog.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Activities are provided that offer students opportunities to engage in authentic learning and reinforce the content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Collaborative activities are provided with discussion opportunities.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
	<b>Column Totals</b>	16	1		
	<b>OVERALL SCORE</b>			17	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Carnegie Learning, Inc. - Integrated Math I

### Details:

<b>Company Name</b>	Carnegie Learning, Inc.
<b>Instructional Material Title and Edition</b>	Carnegie Learning High School Math Solution MATHbook - 4e Integrated Math I
<b>Grade Level Course</b>	Integrated Math I
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Carnegie Learning HS Math Solution MATHbook 4e Integrated Math I Textbook (ISBN 978-1-68459-762-8) Carnegie Learning HS Math Solution MATHbook 4e Integrated Math I Skills Practice Workbook (ISBN 978-1-68459-768-0) Carnegie Learning HS Math Solution MATHbook 4e Integrated Math I Teacher Implementation Guide (ISBN 978-1-68459-765-9)
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Carnegie Learning, Inc. - Integrated Math I - meets the content alignment criteria and social justice criteria. It did aligned with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, fostering student voice.

Carnegie Learning Math Solution has a dynamic blend of instructional materials that cater to diverse learning needs. The printed component, *MathBook*, serves as a foundational resource in Carnegie Learning's math solution. *MathBook* plays a crucial role in providing a tangible and structured learning experience. Its inclusion suggests a recognition of the importance of traditional instructional materials in supporting students' understanding of mathematical concepts. *Mathia*, the digital component of Carnegie Learning's math solution, represents a paradigm shift in educational technology. Its integration with *Google Translate* fosters inclusivity, breaking down language barriers and making mathematical content accessible to a broader audience. Customization features empower educators to tailor content to meet individual learning needs, promoting a personalized learning journey for each student. The *Skill-o-meter*, a progress circle embedded in *Mathia*, exemplifies the commitment to tracking and celebrating student achievements. This visual representation not only motivates students by showcasing their progress but also aids educators in identifying areas that may require additional attention. The *MATHia-Data & Reporting* dashboard takes this a step further, providing educators with a comprehensive tool for analyzing student performance, complete

with predictive reports to anticipate and address potential challenges. The inclusion of a *live lab* within *Mathia* signifies a commitment to real-time engagement. Students can actively participate and learn collaboratively, mirroring a dynamic classroom experience. Differentiated questions in the *Facilitation Notes* showcase a pedagogical approach that acknowledges the diverse learning styles and abilities within a classroom, ensuring that each student receives tailored instruction. *ClearMath* serves as a tool to bridge gaps in understanding, providing additional support for students who may face challenges in certain areas. Carnegie Learning's guiding principles, encapsulated in the pedagogical approach of "*Engage, Develop, and Demonstrate*," emphasize active student involvement, skill development, and the application of knowledge. The incorporation of "*Habits of the Mind*" reinforces the importance of cultivating cognitive skills critical to mathematical thinking. The principle of "*Low Floor - High Ceiling*" underscores the commitment to inclusivity, ensuring that all students can access the material while simultaneously providing challenges for those who excel. This principle aligns with the belief that a successful math program should be accessible to all learners, regardless of their prior knowledge or abilities.

Carnegie Learning Math Solution's instructional materials thus embody a holistic and innovative approach to mathematics education. The combination of printed and digital resources, personalized learning through customization features, real-time engagement in the live lab, and the emphasis on family involvement reflects a commitment to fostering a rich and dynamic learning environment. By embracing technology and pedagogical principles, Carnegie Learning continues to contribute to the evolution of math education, striving to make learning mathematics an engaging and accessible experience for all students.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvements in helping students think more critically about a topic. Some parts of the curriculum would benefit from more engaging introductory materials to initially captivate the students, to make them think more critically about those topics.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		1		The IM needs improvements in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		1		The IM needs improvements in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.		1		The IM needs improvements in providing relevance to students' lives.

	<b>Column Totals</b>	10	4		
	<b>OVERALL SCORE</b>		14		



<b>Category 2 Rubric - Alignment to Social Justice</b>					
<b>Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)</b>					
<b>Criteria</b>	<b>Metrics</b>	<b>ME (2pts)</b>	<b>NI (1pt)</b>	<b>IA (0pt)</b>	<b>Feedback</b>
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.		1		The IM needs improvements on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvements on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		8	2		
<b>OVERALL SCORE</b>				10	

## Carnegie Learning, Inc. - Integrated Math II

### Details:

<b>Company Name</b>	Carnegie Learning, Inc.
<b>Instructional Material Title and Edition</b>	Carnegie Learning High School Math Solution MATHbook – 4e Integrated Math II
<b>Grade Level Course</b>	Integrated Math II
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Carnegie Learning High School Math Solution MATHbook - 4e Integrated Math II Textbook (ISBN 978-1-68459-769-7) Carnegie Learning High School Math Solution MATHbook - 4e Integrated Math II Skills Practice Workbook (ISBN 978-1-68459-775-8) Carnegie Learning High School Math Solution MATHbook - 4e Integrated Math II Teacher Implementation Guide (ISBN 978-1-68459-772-7)
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Carnegie Learning, Inc. - Integrated Math II meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Carnegie Learning Math Solution has a dynamic blend of instructional materials that cater to diverse learning needs. The printed component, *MathBook*, serves as a foundational resource in Carnegie Learning's math solution. *MathBook* plays a crucial role in providing a tangible and structured learning experience. Its inclusion suggests a recognition of the importance of traditional instructional materials in supporting students' understanding of mathematical concepts. *Mathia*, the digital component of Carnegie Learning's math solution, represents a paradigm shift in educational technology. Its integration with *Google Translate* fosters inclusivity, breaking down language barriers and making mathematical content accessible to a broader audience. Customization features empower educators to tailor content to meet individual learning needs, promoting a personalized learning journey for each student. The *Skill-o-meter*, a progress circle embedded in *Mathia*, exemplifies the commitment to tracking and celebrating student achievements. This visual representation not only motivates students by showcasing their progress but also aids educators in identifying areas that may require additional attention. The *MATHia-Data & Reporting* dashboard takes this a step further,

providing educators with a comprehensive tool for analyzing student performance, complete with predictive reports to anticipate and address potential challenges. The inclusion of a *live lab* within *Mathia* signifies a commitment to real-time engagement. Students can actively participate and learn collaboratively, mirroring a dynamic classroom experience. Differentiated questions in the *Facilitation Notes* showcase a pedagogical approach that acknowledges the diverse learning styles and abilities within a classroom, ensuring that each student receives tailored instruction. *ClearMath* serves as a tool to bridge gaps in understanding, providing additional support for students who may face challenges in certain areas. Carnegie Learning's guiding principles, encapsulated in the pedagogical approach of "*Engage, Develop, and Demonstrate*," emphasize active student involvement, skill development, and the application of knowledge. The incorporation of "*Habits of the Mind*" reinforces the importance of cultivating cognitive skills critical to mathematical thinking. The principle of "*Low Floor - High Ceiling*" underscores the commitment to inclusivity, ensuring that all students can access the material while simultaneously providing challenges for those who excel. This principle aligns with the belief that a successful math program should be accessible to all learners, regardless of their prior knowledge or abilities.

Carnegie Learning Math Solution's instructional materials thus embody a holistic and innovative approach to mathematics education. The combination of printed and digital resources, personalized learning through customization features, real-time engagement in the live lab, and the emphasis on family involvement reflects a commitment to fostering a rich and dynamic learning environment. By embracing technology and pedagogical principles, Carnegie Learning continues to contribute to the evolution of math education, striving to make learning mathematics an engaging and accessible experience for all students.

<b>Category 1 Rubric - Alignment to Standards</b>					
<b>Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)</b>					
<b>Criteria</b>	<b>Metrics</b>	<b>ME (2pts)</b>	<b>NI (1pt)</b>	<b>IA (0pt)</b>	<b>Feedback</b>
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvement in helping students think more critically about a topic. Some parts of the curriculum would benefit from more engaging introductory materials to initially captivate the students, to make them think more critically about those topics.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		1		The IM needs improvements in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		1		The IM needs improvements in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).

	C3. Materials are relevant to students' lives.		1		The IM needs improvements in providing relevance to students' lives.
	<b>Column Totals</b>	10	4		
	<b>OVERALL SCORE</b>			14	

<b>Category 2 Rubric - Alignment to Social Justice</b>					
<b>Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)</b>					
<b>Criteria</b>	<b>Metrics</b>	<b>ME (2pts)</b>	<b>NI (1pt)</b>	<b>IA (0pt)</b>	<b>Feedback</b>
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.		1		The IM needs improvements on providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented by various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvements on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		8	2		
<b>OVERALL SCORE</b>				12	

## Carnegie Learning, Inc. - Integrated Math III

### Details:

<b>Company Name</b>	Carnegie Learning, Inc.
<b>Instructional Material Title and Edition</b>	Carnegie Learning High School Math Solution MATHbook – 4e Integrated Math III
<b>Grade Level Course</b>	Integrated Math III
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Carnegie Learning High School Math Solution MATHbook – 4e Integrated Math III Textbook (ISBN 978-1-68459-776-5) Carnegie Learning High School Math Solution MATHbook – 4e Integrated Math III Skills Practice Workbook (ISBN 978-1-68459-782-6) Carnegie Learning High School Math Solution MATHbook – 4e Integrated Math III Textbook (ISBN 978-1-68459-779-6)
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Carnegie Learning, Inc. - Integrated Math III meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics and the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Carnegie Learning Math Solution has a dynamic blend of instructional materials that cater to diverse learning needs. The printed component, *MathBook*, serves as a foundational resource in Carnegie Learning's math solution. *MathBook* plays a crucial role in providing a tangible and structured learning experience. Its inclusion suggests a recognition of the importance of traditional instructional materials in supporting students' understanding of mathematical concepts. *Mathia*, the digital component of Carnegie Learning's math solution, represents a paradigm shift in educational technology. Its integration with *Google Translate* fosters inclusivity, breaking down language barriers and making mathematical content accessible to a broader audience. Customization features empower educators to tailor content to meet individual learning needs, promoting a personalized learning journey for each student. The *Skill-o-meter*, a progress circle embedded in *Mathia*, exemplifies the commitment to tracking and celebrating student achievements. This visual representation not only motivates students by showcasing their progress but also aids educators in identifying areas that may require additional attention. The *MATHia-Data & Reporting* dashboard takes this a step further, providing educators with a comprehensive tool for analyzing student performance, complete with predictive reports to anticipate and address potential challenges. The inclusion of a *live lab* within *Mathia* signifies a commitment to real-time engagement. Students can actively participate

and learn collaboratively, mirroring a dynamic classroom experience. Differentiated questions in the *Facilitation Notes* showcase a pedagogical approach that acknowledges the diverse learning styles and abilities within a classroom, ensuring that each student receives tailored instruction. *ClearMath* serves as a tool to bridge gaps in understanding, providing additional support for students who may face challenges in certain areas. Carnegie Learning's guiding principles, encapsulated in the pedagogical approach of "*Engage, Develop, and Demonstrate*," emphasize active student involvement, skill development, and the application of knowledge. The incorporation of "*Habits of the Mind*" reinforces the importance of cultivating cognitive skills critical to mathematical thinking. The principle of "*Low Floor - High Ceiling*" underscores the commitment to inclusivity, ensuring that all students can access the material while simultaneously providing challenges for those who excel. This principle aligns with the belief that a successful math program should be accessible to all learners, regardless of their prior knowledge or abilities.

Carnegie Learning Math Solution's instructional materials thus embody a holistic and innovative approach to mathematics education. The combination of printed and digital resources, personalized learning through customization features, real-time engagement in the live lab, and the emphasis on family involvement reflects a commitment to fostering a rich and dynamic learning environment. By embracing technology and pedagogical principles, Carnegie Learning continues to contribute to the evolution of math education, striving to make learning mathematics an engaging and accessible experience for all students.



## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvements in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		1		The IM needs improvements in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		1		The IM needs improvements in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.		1		The IM needs improvements in providing relevance to students' lives.
<b>Column Totals</b>		10	4		
<b>OVERALL SCORE</b>				14	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.		1		The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvements on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		8	2		
<b>OVERALL SCORE</b>				10	

# Cengage Learning, Inc.

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## Cengage Learning, Inc. - Pre-Calculus

### Details:

<b>Company Name</b>	Cengage Learning, Inc.
<b>Instructional Material Title and Edition</b>	Precalculus with Limits: A Graphing Approach
<b>Grade Level Course</b>	Pre-Calculus
<b>Course Number Description</b>	Precalculus
<b>ISBN</b>	Precalculus with Limits: A Graphing Approach (9781337904285) Student Edition (9780357078624) Student Edition + WebAssign 6 year (9780357078631) Student Edition + WebAssign 1 year (9780357817414) WebAssign 6 year (9780357022078) WebAssign 1 year Supplemental Materials Available: (9780357021996) Teacher Edition (9780354022054) Lesson Plans (9780357022016) Student Solutions Manual (9780357022030) Student Workbook
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Cengage Learning, Inc. - Pre-Calculus meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The instructional material has a digital platform that helps the students become successful in class namely: *Calc Chat*, *Calc View*, *Assessment*, *Test Bank*, *Video*, and *Virtual Learning environment*. The *Class Insight* shows a student's performance or needs. It covers all of the topics needed for AP. Has aligned test banks for the four units of AP Precalc which would be compatible with Canvas and also as word format. Covers introductory calculus topics as well such as limits that are commonly taught in a Precalculus course. Lesson plans are available on the instructor companion site in the "Course Support" link, as well as test banks in various formats to construct appropriate assessments aligned to the book.

Precalculus tends to be technical, but word problems found in the exercises do a good job of being realistic and relevant to students and provide a context where necessary if students

might not be familiar with the topic (sports, population growth, economics). Topics are generic and all students should be familiar with.

Technology guides are available for students for both the TI-84 and NSpire. The Larson Precalculus Companion site has examples of how to use Desmos. Read read-aloud feature is available for all pages and other accessibility options are available such as font size/type adjustment. This textbook is interactive with popups, and links to other interactive items such as videos, interactives, projects, etc on the Larson website. Additional Interactive Activities for exploration are available. Tutorials are available in Spanish related to the textbook exercises on the Larson companion site.

It has real-world examples and exercises of various life experiences and cultures. There are real-world examples in every section found in both worked examples and exercises that are appropriate for the contents that are not there just for the sake of making a word problem out of a concept. They fit the contents and are appropriate for students. The examples are “generic” in the sense that they are things that all students should be familiar with regardless of cultural background and not geared towards any particular group.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. Covers all of the topics needed for AP. Has aligned test banks for the four units of AP Precalc which would be compatible with Canvas and also as word format. Covers introductory calculus topics as well such as limits that are commonly taught in a Precalculus course.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Larson Calculus and Precalculus are commonly used at the college level when teaching these courses and the materials are accurate for the level of content. Standards alignment is completed.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Lesson plans are available on the instructor companion site in the "Course Support" link, as well as test banks in various formats to construct appropriate assessments aligned to the book.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The lesson plans contain discussion questions. Lecture slides are available in PowerPoint format for all textbook sections.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. "Explore the Concept" activities provide deeper understanding.

	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Questions throughout the lesson plans in which you ask students questions to promote dialogue.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Section projects are available on the Larson Precalculus companion site for selected sections of the book.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Collaborative projects are available on the Larson Precalculus Companion site for selected sections of the book.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Precalculus tends to be technical in nature, but word problems found in the exercises do a good job of being realistic and relevant to students and provide context where necessary if students might not be familiar with the topic (sports, population growth, economics). Topics are generic that all students should be familiar with.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

<b>Category 2 Rubric - Alignment to Social Justice</b>					
<b>Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)</b>					
Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Technology guides are available for students for both the TI-84 and NSpire. The Larson Precalculus Companion site has examples for how to use Desmos . Read aloud feature is available for all pages and other accessibility options are available such as font size/type adjustment. This textbook is interactive with popups, and links to other interactive items such as videos, interactives, projects, etc on the Larson website. Additional Interactive Activities for exploration are available. Tutorials are available in Spanish related to the textbook exercises on the Larson companion site.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. Real-world examples and exercises provide a variety of real world examples relative to different life experiences and cultures. For example, the exercises on page 96 have an exercise about the population of Cuba, an exercise



					about sports, and an exercise about the dimensions of a childcare center.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. There are real world examples in every section found in both worked examples and exercises that are appropriate for the contents that are not there just for the sake of making a word problem out of a concept. They fit the contents and are appropriate for students. The examples are "generic" in the sense that they are things that all students should be familiar with regardless of cultural background and not geared towards any particular group.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Various discussion opportunities are suggested throughout the lesson plans for students to speak competently about higher level mathematics.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Collaborative projects are available on the Larson Precalculus Companion site for selected sections of the book. Projects are themed so that all of the questions within a project are related. Topics are very generic so they should be familiar to anyone (candles, toy maker, a school doing renovations on its field, etc) so while they are not necessarily

					culturally related it should be familiar to all students since it is so generic. There is one project available per chapter.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. The lesson plans do a good job of balancing when the teacher needs to tell the students a formula or procedure vs where the students can be asked for information or to complete tasks.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

Cengage Learning, Inc. - Pre-Calculus

## Cengage Learning, Inc. - Calculus

### Details:

<b>Company Name</b>	Cengage Learning, Inc.
<b>Instructional Material Title and Edition</b>	Calculus for AP, 2nd Edition
<b>Grade Level Course</b>	Calculus
<b>Course Number Description</b>	AP Calculus
<b>ISBN</b>	Calculus for AP (9780357431948) Student Edition (9780357492840) Student Edition + WebAssign 6 year (9780357492857) Student Edition + WebAssign 1 year (9780357520437) WebAssign 6 year (9780357510650) WebAssign 1 year Supplemental Materials Available: (9780357520338) Fast Track to a 5 Workbook (9780357520314) Wraparound Teacher's Edition (9780357520352) Complete Solutions Manual (9780357520345) Student Solutions Manual
<b>Grade Band</b>	9-12

Status: NOT RECOMMENDED

Justification:

Cengage Learning, Inc. - Calculus needs improvement content alignment criteria and does not meet social justice criteria. It did not align with the Nevada Academic Content Standards (NVACS) for Mathematics and the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice. While this textbook includes a practice exam for Calculus AB and another for Calculus BC, its overall presentation remains akin to a standard college calculus textbook. It lacks specialized content developed expressly for high school students to aid in fostering more critical thinking about the topics.

Cengage Learning, Inc. - Calculus

<b>Category 1 Rubric - Alignment to Standards</b>					
<b>Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)</b>					
<b>Criteria</b>	<b>Metrics</b>	<b>ME (2pts)</b>	<b>NI (1pt)</b>	<b>IA (0pt)</b>	<b>Feedback</b>
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvement in helping students think more critically about a topic. While this textbook includes a practice exam for Calculus AB and another for Calculus BC, its overall presentation remains akin to a standard

				college calculus textbook. It lacks specialized content developed expressly for high school students to aid in fostering more critical thinking about the topics.
	B3. Materials spark student dialogue and support further exploration.		1	The IM needs improvement in having activities or tasks that create a spark of student dialogue and support further exploration. While this textbook includes a practice exam for Calculus AB and another for Calculus BC, its overall presentation remains akin to a standard college calculus textbook. It lacks specialized content developed expressly for high school students to aid in fostering more critical thinking about the topics.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2		The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.		1	The IM meets expectations in providing relevance to students' lives. While this textbook includes a practice exam for Calculus AB and another for Calculus BC, its overall presentation remains akin to a standard college calculus textbook. It lacks specialized content developed expressly for high school students to aid in fostering more critical thinking about the topics.
	<b>Column Totals</b>	12	3	
	<b>OVERALL SCORE</b>			15

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.		1		The IM needs improvement on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		1		The IM needs improvement on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvement on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.		1		The IM needs improvements on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.		1		The IM needs improvements on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.		1		The IM needs improvements on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>		6		
	<b>OVERALL SCORE</b>			6	

## Cengage Learning, Inc. - Statistics

### Details:

<b>Company Name</b>	Cengage Learning, Inc.
<b>Instructional Material Title and Edition</b>	Understandable Statistics: Concepts & Methods
<b>Grade Level Course</b>	Statistics
<b>Course Number Description</b>	AP Statistics
<b>ISBN</b>	Understandable Statistics: Concepts and Methods (9780357925072) Student Edition (9798214063409) Student Edition + WebAssign 6 year (9798214063355) Student Edition + WebAssign 1 year (9780357925096) WebAssign 6 year (9780357925089) WebAssign 1 year Supplemental Materials Available: (9780357925454)Fast Track to a 5
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Cengage Learning, Inc. - Statistics meet content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics and the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The instructional material has a digital platform that helps the students become successful in class namely: *Calcchat, Calc View, Assessment, Test Bank, Video, and Virtual Learning environment*. The *Class Insight* shows a student's performance or needs. The instructor resources include a transition guide (for anyone who may have used a previous edition), an educator guide (which explains how to use the companion software WebAssign to assign work, videos, projects, etc - but it is unclear if WebAssign comes with the book or if it is companion software), solutions manual (basic answer key for every question in the book), and instructors manual which has a chapter outline for each chapter.

Each chapter has group projects, writing projects, and technology exploration activities at the end of each chapter. Technology projects are available for Excel, JMP, Minitab, SPSS, and TI Calculator to perform statistical procedures depending on the contents of the chapter. The instructor manual points out where there are good choices for activities from the book to be done in groups, pairs, independently, in discussion, or as a class with time approximations for how long the activity would take.

Topics include scenarios from various parts of the world, various parts of the United

States, and topics involving Native Americans. Real-life connections are throughout and most questions represent real-life scenarios. Examples include sports, salaries, and environmental topics. Each chapter has group projects, writing projects, and technology exploration activities at the end of each chapter. Technology projects are available for TI84 and Minitab. Various discussion opportunities are suggested throughout the instructor manual.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. This textbook is marketed as an AP Edition. This book or previous edition is not listed on AP Course Audit page example textbook list here <a href="https://apcentral.collegeboard.org/courses/ap-statistics/course-audit">https://apcentral.collegeboard.org/courses/ap-statistics/course-audit</a> . However, an AP Statistics correlation chart is found on page xxviii of the preface of the text, which does appear properly aligned to the standards for AP.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. The instructor resources include a transition guide (for anyone who may have used a previous edition), an educator guide (which explains how to use the companion software WebAssign to assign work, videos, projects, etc - but it is unclear if WebAssign comes with the book or if it is companion software), solutions manual (basic answer key for every question in the book), and instructors manual which has a chapter outline for each chapter.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The instructor manual points out where there are good choices for activities from the book to be done in groups, pairs, independently, in discussion, or as a class with time approximations for how long the activity would take.



	B2. Materials help students think more critically about a topic.	2		The IM meets expectations in helping students think more critically about a topic. The nature of statistics requires critical thinking as it is aligned to real world scenarios. Each chapter has group projects, writing projects, and technology exploration activities at the end of each chapter. Technology projects are available for Excel, JMP, Minitab, SPSS, and TI Calculator to perform statistical procedures depending on the contents of the chapter.
	B3. Materials spark student dialogue and support further exploration.	2		The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. The instructor manual points out where there are good choices for activities from the book to be done in groups, pairs, independently, discussion, or as a class with time approximations for how long the activity would take.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2		The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Real world word problems are found throughout the contents and are appropriate and “make sense” for the content learned. They are problems that would actually be done using this type of math as opposed to far fetched unrealistic problems.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Each chapter has group projects, writing projects, and technology exploration activities at the end of each chapter. Technology projects are available for TI84 and Minitab.
	C3. Materials are relevant to students’ lives.	2		The IM meets expectations in providing relevance to students' lives. Chapters have “Focus Problems” at the beginning

				of each chapter that provide an introduction to what the student will learn in each chapter, that is given as a real world scenario that correlates to the chapter contents. Not necessarily a problem to solve, more like an essential question that points out relevance and what you will learn.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>		18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Topics are varied throughout the book as stats presents many real-world scenarios.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real-life connections made or represented from a variety of cultures and life experiences. Real-life connections are throughout and most questions represent real-life scenarios. Examples include sports, salaries, environmental topics.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. Topics include scenarios from various parts of the world, various parts of the United States, topics involving Native Americans.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Various discussion opportunities are suggested throughout the instructor manual for students to speak competently about higher level mathematics.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Each chapter has group projects, writing projects, and technology exploration activities at the end of each chapter. Technology projects are available for <i>T184</i> and <i>Minitab</i> .
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. Each chapter has group projects, writing projects, and technology exploration activities at the end of each chapter. Technology projects are available for T184 and Minitab. Various discussion opportunities are suggested throughout the instructor manual.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

# Great Minds PBC

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## Great Minds PBC - 6th Grade Math -Ratios and Rates Modules 1-6 (Student Edition)

### Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade 6 Learn & Digital Bundle: Ratios and Rates Modules 1-6
<b>Grade Level Course</b>	6th Grade Math
<b>Course Number Description</b>	Level 6: one year of student access to the Great Minds digital platform for one student plus one set of print student Learn workbooks (modules 1-6)
<b>ISBN</b>	Student Materials: Level 6 Learn & Digital Bundle (ISBN# 978-1-64929-029-8)  Student Add On Options: Eureka Math Squared Premium Assessment, Grades 1-9 (Product Code: GM-01835)
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Great Minds PBC - 6th Grade Math meets content alignment criteria and social justice criteria. It is aligned with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Great Minds PBC - has its materials commonly named Eureka Math2. Its advanced Equity tenets are Focus, Coherence, Rigor, Teachability, Engagement, and Accessibility, all of which are evident throughout the curriculum. The IM made Mathematics a story, not a decoding activity, thus promoting more student engagement. Other evident features include Accessibility - UDL (Universal Design for Learning, Language Supports), Student-Driven - Engagement, Student-Teacher Notes, math past - cultural practices, and Mathematical Practices.

The IM's sections have Before Module, Why, Achievement Descriptors, and Proficiency indicators. Its lesson overview contains Objectives, Key Questions, and Exit Tickets. Its digital platform has Slides, interactives, context videos, assessments, and acceleration resources.

The IM's Structure has these parts: Fluency- prior learning prep, Launch- level all entry, Learn- instructional time and -family letter for every topic to reinforce, Land - Debrief, Key Questions.

On IM's digital platform, there is a Teacher View where educators can see what kids are doing step-by-step, Assessment-Equip, and Reports which has a feature of Recommended Supporting Activities. Professional Learning is also available for teachers who need help implementing the curriculum in their classroom.

Other specific comments to the rubric metrics are found in the succeeding pages.



## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.		1		The IM needs improvement in providing educators with tools to foster deep academic discussion. Materials provide limited prompts or tools to facilitate deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvement in helping students think more critically about a topic. Materials are limited in critical thinking opportunities for students. Without an experienced teacher delivering the curriculum, there is a greater possibility of missed opportunities that help students to think critically about mathematical concepts.
	B3. Materials spark student dialogue and support further exploration.		1		The IM needs improvement in having activities or tasks that create a spark of student dialogue and support further exploration. Several modules do assist teachers in engaging students to construct viable arguments; however, a couple of modules are more vague in assisting teachers in supporting student dialogue and further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, and consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). There are limited opportunities in the curriculum to foster creative collaboration.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Materials are more algorithmic than building on life experiences.
	<b>Column Totals</b>	12	3		
	<b>OVERALL SCORE</b>			15	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations by providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. IM needs a little improvement in supporting teachers in differentiating instructions for diverse learners.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from various cultures and life experiences. The tasks are more algorithmic than building upon life connections that reflect the variety of cultures and life experiences of the student population.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.

D. Equity	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.		1	The IM needs improvements in providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student. Materials do not provide clear strategies for teachers to support inclusive discourse amongst students.
E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.		1	The IM needs improvements in providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Materials provide limited opportunities for students to work cooperatively. The workbook appears to be designed in a manner that encourages students to work independently from one another.
	E2. Materials provide learning and tasks that are predominantly student-centered.		1	The IM needs improvements in providing learning and tasks that are predominantly student-centered. Teacher materials often prompt students on how to solve a task as opposed to encouraging students to develop their own strategies for problem-solving.
	<b>Column Totals</b>	6	3	
	<b>OVERALL SCORE</b>	<b>9</b>		

# Great Minds PBC - 6th Grade Math -Ratios and Rates Modules 1-6 (Teacher Edition)

## Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade 6 Teacher Edition Set: Ratios and Rates Modules 1-6
<b>Grade Level Course</b>	6th Grade Math
<b>Course Number Description</b>	Level 6: one year of teacher access to the Great Minds digital platform plus one set of the print teacher edition books (modules 1-6)
<b>ISBN</b>	Teacher Materials: Level 6 Teacher Edition Set (ISBN# 978-1-64929-042-7)
<b>Grade Band</b>	6-8

Status: RECOMMENDED

## Justification:

Great Minds PBC - 6th Grade Math meet content alignment criteria and social justice criteria. It aligned with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Great Minds PBC - has its materials commonly named Eureka Math2. Its advanced Equity tenets are Focus, Coherence, Rigor, Teachability, Engagement, and Accessibility, all of which are evident throughout the curriculum. The IM made Mathematics a story, not a decoding activity, thus promoting more student engagement. Other evident features include Accessibility - UDL (Universal Design for Learning, Language Supports), Student-Driven - Engagement, Student-Teacher Notes, math past - cultural practices, and Mathematical Practices.

The IM's sections have Before Module, Why, Achievement Descriptors, and Proficiency indicators. Its lesson overview contains Objectives, Key Questions, and Exit Tickets. Its digital platform has Slides, interactives, context videos, assessments, and acceleration resources.

The IM's Structure has these parts: Fluency- prior learning prep, Launch- level all entry, Learn- instructional time and -family letter for every topic to reinforce, Land - Debrief, Key Questions.

On IM's digital platform, there is a Teacher View where educators can see what kids are doing step-by-step, Assessment-Equip, and Reports which has a feature of Recommended Supporting Activities. Professional Learning is also available for teachers who need help implementing the curriculum in their classroom.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.		1		The IM needs improvements on providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. The Google Slides, which provide the majority of the opportunities for student engagement are not available in Spanish. The representation of diverse people is limited.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		10	1		

	<b>OVERALL SCORE</b>	11	
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## Great Minds PBC - 7th Grade Math-Ratios and Proportionality Modules 1-6 (Student Edition)

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade 7 Learn & Digital Bundle: Ratios and Proportionality Modules 1-6
<b>Grade Level Course</b>	7th Grade Math
<b>Course Number Description</b>	Level 7: one year of student access to the Great Minds digital platform for one student plus one set of print student Learn workbooks (modules 1-6)
<b>ISBN</b>	Student Materials: Level 7 Learn & Digital Bundle (ISBN# 978-1-64929-030-4)  Student Add On Options: Eureka Math Squared Premium Assessment, Grades 1-9 (Product Code: GM-01835)
<b>Grade Band</b>	6-8

Status: RECOMMENDED

Justification:

Great Minds PBC - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Great Minds PBC - has its materials commonly named Eureka Math2. Its advanced Equity tenets are Focus, Coherence, Rigor, Teachability, Engagement, and Accessibility, all of which are evident throughout the curriculum. The IM made Mathematics a story, not a decoding activity, thus promoting more student engagement. Other evident features include Accessibility - UDL (Universal Design for Learning, Language Supports), Student-Driven - Engagement, Student-Teacher Notes, math past - cultural practices, and Mathematical Practices.

The IM's sections have Before Module, Why, Achievement Descriptors, and Proficiency indicators. Its lesson overview contains Objectives, Key Questions, and Exit Tickets. Its digital platform has Slides, interactives, context videos, assessments, and acceleration resources.

The IM's Structure has these parts: Fluency- prior learning prep, Launch- level all entry, Learn- instructional time and -family letter for every topic to reinforce, Land - Debrief, Key Questions.

On IM's digital platform, there is a Teacher View where educators can see what kids are doing step-by-step, Assessment-Equip, and Reports which has a feature of Recommended Supporting Activities. Professional Learning is also available for teachers who need help implementing the curriculum in their classroom.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Great Minds PBC - 7th Grade Math - Ratios and Proportionality Modules 1-6 (Teacher Edition)

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade 7 Teacher Edition Set: Ratios and Proportionality Modules 1-6
<b>Grade Level Course</b>	7th Grade Math
<b>Course Number Description</b>	Level 7: one year of teacher access to the Great Minds digital platform plus one set of the print teacher edition books (modules 1-6)
<b>ISBN</b>	Teacher Materials: Level 7 Teacher Edition Set (ISBN# 978-1-64929-043-4)
<b>Grade Band</b>	6-8

Status: RECOMMENDED

Justification:

Great Minds PBC - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Great Minds PBC - has its materials commonly named Eureka Math2. Its advanced Equity tenets are Focus, Coherence, Rigor, Teachability, Engagement, and Accessibility, all of which are evident throughout the curriculum. The IM made Mathematics a story, not a decoding activity, thus promoting more student engagement. Other evident features include Accessibility - UDL (Universal Design for Learning, Language Supports), Student-Driven - Engagement, Student-Teacher Notes, math past - cultural practices, and Mathematical Practices.

The IM's sections have Before Module, Why, Achievement Descriptors, and Proficiency indicators. Its lesson overview contains Objectives, Key Questions, and Exit Tickets. Its digital platform has Slides, interactives, context videos, assessments, and acceleration resources.

The IM's Structure has these parts: Fluency- prior learning prep, Launch- level all entry, Learn- instructional time and -family letter for every topic to reinforce, Land - Debrief, Key Questions.

On IM's digital platform, there is a Teacher View where educators can see what kids are doing step-by-step, Assessment-Equip, and Reports which has a feature of Recommended Supporting Activities. Professional Learning is also available for teachers who need help implementing the curriculum in their classroom.

This publisher brought out the 'why' in math. They promote action before concept and concept before terminology. There are a lot of Notice and Wonder questions within the curriculum to help students get talking about math and make connections. There are

instructional routines built into the lessons to get conversations started as well as built-in spiraling and community building.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented by various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	



## Great Minds PBC - 7th Grade Math - Proportions and Linearity (Student Edition)

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared, 7-8, Learn & Digital Bundle: Proportions and Linearity
<b>Grade Level Course</b>	7th Grade Math
<b>Course Number Description</b>	Level 7-8: one year of student access to the Great Minds digital platform for one student plus one set of print student Learn workbooks (modules 1-6)
<b>ISBN</b>	Student Materials: Math 7-8 Learn & Digital Bundle (ISBN# 979-8-88588-165-4)  Student Add On Options: Eureka Math Squared Premium Assessment, Grades 1-9 (Product Code: GM-01835)
<b>Grade Band</b>	6-8

Status: RECOMMENDED

Justification:

Great Minds PBC - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Great Minds PBC - has its materials commonly named Eureka Math2. Its advanced Equity tenets are Focus, Coherence, Rigor, Teachability, Engagement, and Accessibility, all of which are evident throughout the curriculum. The IM made Mathematics a story, not a decoding activity, thus promoting more student engagement. Other evident features include Accessibility - UDL (Universal Design for Learning, Language Supports), Student-Driven - Engagement, Student-Teacher Notes, math past - cultural practices, and Mathematical Practices.

The IM's sections have Before Module, Why, Achievement Descriptors, and Proficiency indicators. Its lesson overview contains Objectives, Key Questions, and Exit Tickets. Its digital platform has Slides, interactives, context videos, assessments, and acceleration resources.

The IM's Structure has these parts: Fluency- prior learning prep, Launch- level all entry, Learn- instructional time and -family letter for every topic to reinforce, Land - Debrief, Key Questions.

On IM's digital platform, there is a Teacher View where educators can see what kids are doing step-by-step, Assessment-Equip, and Reports which has a feature of Recommended

Supporting Activities. Professional Learning is also available for teachers who need help implementing the curriculum in their classroom.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lessons.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Great Minds PBC - 7th Grade Math - Proportions and Linearity (Teacher Edition)

### Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared, Teach Set, 7-8, Proportions and Linearity, Modules 1-6
<b>Grade Level Course</b>	7th Grade Math
<b>Course Number Description</b>	Level 7-8: one year of teacher access to the Great Minds digital platform plus one set of the print teacher edition books (modules 1-6)
<b>ISBN</b>	Teacher Materials: Math 7-8 Teacher Edition Set (ISBN# 979-8-88588-166-1)
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Great Minds PBC - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Great Minds PBC - has its materials commonly named Eureka Math2. Its advanced Equity tenets are Focus, Coherence, Rigor, Teachability, Engagement, and Accessibility, all of which are evident throughout the curriculum. The IM made Mathematics a story, not a decoding activity, thus promoting more student engagement. Other evident features include Accessibility - UDL (Universal Design for Learning, Language Supports), Student-Driven - Engagement, Student-Teacher Notes, math past - cultural practices, and Mathematical Practices.

The IM's sections have Before Module, Why, Achievement Descriptors, and Proficiency indicators. Its lesson overview contains Objectives, Key Questions, and Exit Tickets. Its digital platform has Slides, interactives, context videos, assessments, and acceleration resources.

The IM's Structure has these parts: Fluency- prior learning prep, Launch- level all entry, Learn- instructional time and -family letter for every topic to reinforce, Land - Debrief, Key Questions.

On IM's digital platform, there is a Teacher View where educators can see what kids are doing step-by-step, Assessment-Equip, and Reports which has a feature of Recommended Supporting Activities. Professional Learning is also available for teachers who need help implementing the curriculum in their classroom.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lessons.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

Great Minds PBC - 7th Grade Math

## Great Minds PBC - 8th Grade Math -Ratios and Linearity Modules 1-6 (Student Edition)

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade 8 Learn & Digital Bundle: Ratios and Linearity Modules 1-6
<b>Grade Level Course</b>	8th Grade Math
<b>Course Number Description</b>	Level 8: one year of student access to the Great Minds digital platform for one student plus one set of print student Learn workbooks (modules 1-6)
<b>ISBN</b>	Student Materials: Level 8 Learn & Digital Bundle (ISBN# 978-1-64929-031-1)  Student Add On Options: Eureka Math Squared Premium Assessment, Grades 1-9 (Product Code: GM-01835)
<b>Grade Band</b>	6-8

Status: RECOMMENDED

Justification:

Great Minds PBC - 8th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Great Minds PBC - has its materials commonly named Eureka Math2. Its advanced Equity tenets are Focus, Coherence, Rigor, Teachability, Engagement, and Accessibility, all of which are evident throughout the curriculum. The IM made Mathematics a story, not a decoding activity, thus promoting more student engagement. Other evident features include Accessibility - UDL (Universal Design for Learning, Language Supports), Student-Driven - Engagement, Student-Teacher Notes, math past - cultural practices, and Mathematical Practices.

The IM's sections have Before Module, Why, Achievement Descriptors, and Proficiency indicators. Its lesson overview contains Objectives, Key Questions, and Exit Tickets. Its digital platform has Slides, interactives, context videos, assessments, and acceleration resources.

The IM's Structure has these parts: Fluency- prior learning prep, Launch- level all entry, Learn- instructional time and -family letter for every topic to reinforce, Land - Debrief, Key Questions.



On IM's digital platform, there is a Teacher View where educators can see what kids are doing step-by-step, Assessment-Equip, and Reports which has a feature of Recommended Supporting Activities. Professional Learning is also available for teachers who need help implementing the curriculum in their classroom.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Teacher notes include facilitation examples.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. IM is very algorithm based with content just straight and to the point.

	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>		18		

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented by various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. The IM is very basic and algorithm-based with the standards presented. Teacher-directed with limited opportunities for student-centered problems.

	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>	12			

## Great Minds PBC - 8th Grade Math - Ratios and Linearity Modules 1-6 (Teacher Edition)

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade 8 Teacher Edition Set: Ratios and Linearity Modules 1-6
<b>Grade Level Course</b>	8th Grade Math
<b>Course Number Description</b>	Level 8: one year of teacher access to the Great Minds digital platform plus one set of the print teacher edition books (modules 1-6)
<b>ISBN</b>	Teacher Materials: Level 8 Teacher Edition Set (ISBN# 978-1-64929-044-1)
<b>Grade Band</b>	6-8

Status: RECOMMENDED

Justification:

Great Minds PBC - 8th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Great Minds PBC - has its materials commonly named Eureka Math<sup>2</sup>. Its advanced Equity tenets are Focus, Coherence, Rigor, Teachability, Engagement, and Accessibility, all of which are evident throughout the curriculum. The IM made Mathematics a story, not a decoding activity, thus promoting more student engagement. Other evident features include Accessibility - UDL (Universal Design for Learning, Language Supports), *Student-Driven* - Engagement, *Student-Teacher Notes*, *math past* - cultural practices, and Mathematical Practices.

The IM's sections have *Before Module*, *Why*, *Achievement Descriptors*, and *Proficiency indicators*. Its lesson overview contains *Objectives*, *Key Questions*, and *Exit Tickets*. Its digital platform has *Slides*, *interactives*, *context videos*, *assessments*, and *acceleration resources*.

The IM's Structure has these parts: *Fluency*- prior learning prep, *Launch*- level all entry, *Learn*- instructional time and -family letter for every topic to reinforce, *Land* - Debrief, Key Questions.

On IM's digital platform, there is a *Teacher View* where educators can see what kids are doing step-by-step, *Assessment-Equip*, and *Reports* which has a feature of *Recommended Supporting Activities*. Professional Learning is also available for teachers who need help implementing the curriculum in their classroom.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations by providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations by providing more than three real-life connections made or represented by various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype-free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lessons.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	



# Great Minds PBC - Algebra 1-Modeling with Functions Modules 1-6 (Student Edition)

## Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Algebra I Learn & Digital Bundle: Modeling with Functions Modules 1-6
<b>Grade Level Course</b>	Algebra 1
<b>Course Number Description</b>	Algebra I: one year of student access to the Great Minds digital platform for one student plus one set of print student Learn workbooks (modules 1-6)
<b>ISBN</b>	Student Materials: Algebra 1 Learn & Digital Bundle (ISBN# 978-1-64929-032-8)  Student Add On Options: Eureka Math Squared Premium Assessment, Grades 1-9 (Product Code: GM-01835)
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

Great Minds PBC - Algebra 1 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

Great Minds PBC - has its materials commonly named Eureka Math2. Its advanced Equity tenets are Focus, Coherence, Rigor, Teachability, Engagement, and Accessibility, all of which are evident throughout the curriculum. The IM made Mathematics a story, not a decoding activity, thus promoting more student engagement. Other evident features include Accessibility -UDL (Universal Design for Learning, Language Supports), Student-Driven - Engagement, Student-Teacher Notes, math past - cultural practices, and Mathematical Practices.

The IM's sections have Before Module, Why, Achievement Descriptors, and Proficiency indicators. Its lesson overview contains Objectives, Key Questions, and Exit Tickets. Its digital platform has Slides, interactives, context videos, assessments, and acceleration resources.

The IM's Structure has these parts: Fluency- prior learning prep, Launch- level all entry, Learn- instructional time and -family letter for every topic to reinforce, Land - Debrief, Key Questions.

On IM's digital platform, there is a Teacher View where educators can see what kids are doing step-by-step, Assessment-Equip, and Reports which has a feature of Recommended Supporting Activities. Professional Learning is also available for teachers who need help implementing the curriculum in their classroom.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Also, IM provides teachers and students with clear instructions to be successful in the lesson.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). The debrief sections are designed for students to collaborate and discuss their learning.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			

	<b>OVERALL SCORE</b>	18	
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## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.			0	The IM is inadequate in providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds. Reviewers could not find evidence for this metric.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Each lesson provides resources to help the instructor meet the needs of all students.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. Lessons are designed for student centered learning environment.

	<b>Column Totals</b>	10			
	<b>OVERALL SCORE</b>		10		

Great Minds PBC - Algebra 1

## Great Minds PBC - Algebra 1- Modeling with Functions Modules 1-6 (Teacher Edition)

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Algebra I Teacher Edition Set: Modeling with Functions Modules 1-6
<b>Grade Level Course</b>	Algebra 1
<b>Course Number Description</b>	Algebra I: one year of teacher access to the Great Minds digital platform plus one set of the print teacher edition books (modules 1-6)
<b>ISBN</b>	Teacher Materials: Algebra 1 Teacher Edition Set (ISBN# 978-1-64929-045-8)
<b>Grade Band</b>	9-12

Status: RECOMMENDED

Justification:

Great Minds PBC - Algebra 1 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Great Minds PBC - has its materials commonly named Eureka Math2. Its advanced Equity tenets are Focus, Coherence, Rigor, Teachability, Engagement, and Accessibility, all of which are evident throughout the curriculum. The IM made Mathematics a story, not a decoding activity, thus promoting more student engagement. Other evident features include Accessibility - UDL (Universal Design for Learning, Language Supports), Student-Driven - Engagement, Student-Teacher Notes, math past - cultural practices, and Mathematical Practices.

The IM's sections have Before Module, Why, Achievement Descriptors, and Proficiency indicators. Its lesson overview contains Objectives, Key Questions, and Exit Tickets. Its digital platform has Slides, interactives, context videos, assessments, and acceleration resources.

The IM's Structure has these parts: Fluency- prior learning prep, Launch- level all entry, Learn- instructional time and -family letter for every topic to reinforce, Land - Debrief, Key Questions.

On IM's digital platform, there is a Teacher View where educators can see what kids are doing step-by-step, Assessment-Equip, and Reports which has a feature of Recommended Supporting Activities. Professional Learning is also available for teachers who need help implementing the curriculum in their classroom.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lessons.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	



# Houghton Mifflin Harcourt Publishing Company (HMH)

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## Houghton Mifflin Harcourt Publishing Company (HMH) - 6th Grade Math

Details:

<b>Company Name</b>	Houghton Mifflin Harcourt Publishing Company (HMH)	
<b>Instructional Material Title and Edition</b>	HMH Into Math (2020)	
<b>Grade Level Course</b>	6th Grade Math	
<b>Course Number Description</b>	Grade 6 Math	
<b>ISBN</b>	9780358396536	Grades 6-8 HMH Into Math Student License Digital 1 Year
	9780358555889	Grades 6-8 HMH Into Math Teacher License Digital 1 Year
	9781328614353	Grades 6-8 HMH Into Math Premium Manipulatives Kit
	9780358116301	Grade 6 HMH Into Math Planning and Pacing Guide
	9780358157038	Grade 6 HMH Into Math Teacher Edition Collection
	9780358116486	Grade 6 HMH Into Math Unit Project Cards
	9780358116547	Grade 6 HMH Into Math Game and Activity Cards
	9780358116240	Grade 6 HMH Into Math TE Flipchart
	9780358122418	Grades 6-8 HMH Into Math Essential Manipulatives Kit
	9780358115816	Grade 6 HMH Into Math Student Edition (Consumable)
<b>Grade Band</b>	6-8	

Status: RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - 6th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

HMH has learning mindset strategies of productive struggle. The curriculum has a Module Opener an activity before content, it also assesses prerequisite concepts, guides on student discussion, extending tasks, and common errors/misconceptions. Their Modeling Cycle:

Spies, Analysts, Model - Authentic word problem enables the classroom to align standards and delivers conceptual understanding. The curriculum includes robust assessment tools and analytics, allowing educators to track student progress effectively. This data-driven approach supports informed decision-making and helps tailor instruction to individual student needs. The Online item analysis, *Ed Platform* is an Assessment Report with Standards, and customized student grouping based on skills and knowledge mastery to help teachers manage classroom activities as well as students become included. The curriculum has the following features that address social justice criteria beyond content alignment:

- Lesson planning support, Math Practice, Problem of the Day, Differentiated Resources
- Turn and talk and other strategies, scaffolding, and just-in-time support rather than just-in-case.
- Digital tools and manipulatives beyond just PDF, fully interactive digital text, Review for teachers to see progress in real-time.
- Gradual release lesson, how and why of math steps is presented
- Math center options for teacher
- Tabletop Mini-lessons flip chart (Student/Teacher side)
- Anchor charts to reinforce learning, letter to parents, math on-the-spot videos
- Practice & Homework printed or digital
- Family room (Digital Platform) to strengthen Family-Classroom connection
- Guided Implementation support

While the inclusion of technology is a strength, educators and students may face challenges if there are issues with internet connectivity or access to devices. A balance between digital and traditional resources might be preferred in certain settings. Also, some educators may find that the curriculum has limitations in terms of customization, but HMH delivers flexibility in their materials. Moreover, there might be a learning curve associated with implementing certain components of the HMH math curriculum. Training and support are available to ensure educators can fully utilize the resources and instructional strategies effectively.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. <i>Robert Kaplinsky (RK) Tasks</i> and project-based learning opportunities offer multiple opportunities to foster deep discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. HMH offers students opportunities to reflect on their learning through writing prompts.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Project-based learning opportunities are embedded within the curriculum.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Project based learning opportunities and the Robert Kaplinsky Tasks provide students opportunities to engage in meaningful, authentic learning.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g.,	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork,

	cooperation, teamwork, negotiation, consensus-building).				negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Curriculum is available in both print & digital, as well as in English and Spanish. There are differentiated resources available, as well.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences. Materials encourage teachers to connect with students' home language and culture to facilitate learning.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student. Materials use the 5E model, materials can be customized, and provide multiple opportunities for discourse.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Both the RK tasks and

				project-based learning opportunities provide cooperative learning experiences among students.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2		The IM meets expectations of providing learning and tasks that are predominantly student-centered. Learning and tasks are predominately student-centered allowing students to explore math.
	<b>Column Totals</b>	12		
	<b>OVERALL SCORE</b>			12



# Houghton Mifflin Harcourt Publishing Company (HMH) - 6th Grade Math- Advanced 1

Details:

<b>Company Name</b>	Houghton Mifflin Harcourt Publishing Company (HMH)	
<b>Instructional Material Title and Edition</b>	HMH Into Math Advanced 1 ©2020	
<b>Grade Level Course</b>	6th Grade Math	
<b>Course Number Description</b>	Advanced 1, advanced math course for students in grades 6-7	
<b>ISBN</b>	9780358396536	Grades 6-8 HMH Into Math Student License Digital 1 Year
	9780358555889	Grades 6-8 HMH Into Math Teacher License Digital 1 Year
	9781328614353	Grades 6-8 HMH Into Math Premium Manipulatives Kit
	9780358122418	Grades 6-8 HMH Into Math Essential Manipulatives Kit
	9780358116318	Advanced 1 HMH Into Math Planning and Pacing Guide
	9780358157069	Advanced 1 HMH Into Math Teacher Edition Collection
	9780358116493	Advanced 1 HMH Into Math Unit Project Cards
	9780358116554	Advanced 1 HMH Into Math Game and Activity Cards
	9780358116257	Advanced 1 HMH Into Math TE Flipchart
	9780358115823	Advanced 1 HMH Into Math Student Edition (Consumable)
<b>Grade Band</b>	6-8	

Status: RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - 6th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

HMH has learning mindset strategies of productive struggle. The curriculum has a Module Opener an activity before content, it also assesses prerequisite concepts, guides on

student discussion, extending tasks, and common errors/misconceptions. Their Modeling Cycle: Spies, Analysts, Model - Authentic word problem enables the classroom to align standards and delivers conceptual understanding. The curriculum includes robust assessment tools and analytics, allowing educators to track student progress effectively. This data-driven approach supports informed decision-making and helps tailor instruction to individual student needs. The Online item analysis, *Ed Platform* is an Assessment Report with Standards, and customized student grouping based on skills and knowledge mastery to help teachers manage classroom activities as well as students become included. The curriculum has the following features that address social justice criteria beyond content alignment:

- Lesson planning support, Math Practice, Problem of the Day, Differentiated Resources
- Turn and talk and other strategies, scaffolding, and just-in-time support rather than just-in-case.
- Digital tools and manipulatives beyond just PDF, fully interactive digital text, Review for teachers to see progress in real-time.
- Gradual release lesson, how and why of math steps is presented
- Math center options for teacher
- Tabletop Mini-lessons flip chart (Student/Teacher side)
- Anchor charts to reinforce learning, letter to parents, math on-the-spot videos
- Practice & Homework printed or digital
- Family room (Digital Platform) to strengthen Family-Classroom connection
- Guided Implementation support

While the inclusion of technology is a strength, educators and students may face challenges if there are issues with internet connectivity or access to devices. A balance between digital and traditional resources might be preferred in certain settings. Also, some educators may find that the curriculum has limitations in terms of customization, but HMH delivers flexibility in their materials. Moreover, there might be a learning curve associated with implementing certain components of the HMH math curriculum. Training and support are available to ensure educators can fully utilize the resources and instructional strategies effectively.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways. Scope and sequence plus instructional pathways are clear and actionable with multiple supports in place for teachers to achieve success with the curriculum.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Materials include 'Professional Learning Cards' which help teachers implement 'Talk Moves' and "Language Routines' to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Materials support student dialogue with Turn and Talk moves and practice problems ask students to justify their reasoning.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Unit Project Cards - features STEM and careers.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Each unit opens with a career-related project inviting students to explore more deeply prior and current mathematical concepts presented within the unit.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Students are encouraged to express their learning in multiple ways such as, learning mindset questions, reflective reasoning, and Problem of the Day openers.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. Instructional Materials provide a balanced portrayal of varying demographics and personal characteristics. Supports are in place for diverse learners.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. The mathematical teaching practices in the materials provide

				opportunities for students to work cooperatively and share their strengths. For example, the tasks in 'Spark Your Learning' offer low floor-high ceiling tasks while 'Turn and Talk' prompts honor student voice.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2		The IM meets expectations on providing learning and tasks that are predominantly student-centered. Materials are predominantly student centered, problem solving tasks are included in each unit providing students multiple opportunities for productive struggle.
	<b>Column Totals</b>	12		
	<b>OVERALL SCORE</b>			12

# Houghton Mifflin Harcourt Publishing Company (HMH) - 7th Grade Math

Details:

<b>Company Name</b>	Houghton Mifflin Harcourt Publishing Company (HMH)	
<b>Instructional Material Title and Edition</b>	HMH Into Math (2020)	
<b>Grade Level Course</b>	7th Grade Math	
<b>Course Number Description</b>	7th Grade Math	
<b>ISBN</b>	9780358396536	Grades 6-8 HMH Into Math Student License Digital 1 Year
	9780358555889	Grades 6-8 HMH Into Math Teacher License Digital 1 Year
	9781328614353	Grades 6-8 HMH Into Math Premium Manipulatives Kit
	9780358122418	Grades 6-8 HMH Into Math Essential Manipulatives Kit
	9780358116325	Grade 7 HMH Into Math Planning and Pacing Guide
	9780358157045	Grade 7 HMH Into Math Teacher Edition Collection
	9780358116509	Grade 7 HMH Into Math Unit Project Cards
	9780358116561	Grade 7 HMH Into Math Game and Activity Cards
	9780358116264	Grade 7 HMH Into Math TE Flipchart
	9781328951809	Grade 7 HMH Into Math Student Edition (Consumable)
<b>Grade Band</b>	6-8	

Status: RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

HMH has learning mindset strategies of productive struggle. The curriculum has a Module Opener an activity before content, it also assesses prerequisite concepts, guides student discussion, extending tasks, and common errors/misconceptions. Their Modeling Cycle:

Spies, Analysts, Model - Authentic word problem enables the classroom to align standards and delivers conceptual understanding. The curriculum includes robust assessment tools and analytics, allowing educators to track student progress effectively. This data-driven approach supports informed decision-making and helps tailor instruction to individual student needs. The Online item analysis, *Ed Platform* is an Assessment Report with Standards, and customized student grouping based on skills and knowledge mastery to help teachers manage classroom activities as well as students become included. The curriculum has the following features that address social justice criteria beyond content alignment:

- Lesson planning support, Math Practice, Problem of the Day, Differentiated Resources
- Turn and talk and other strategies, scaffolding, and just-in-time support rather than just-in-case.
- Digital tools and manipulatives beyond just PDF, fully interactive digital text, Review for teachers to see progress in real-time.
- Gradual release lesson, how and why of math steps is presented
- Math center options for teacher
- Tabletop Mini-lessons flip chart (Student/Teacher side)
- Anchor charts to reinforce learning, letters to parents, math on-the-spot videos
- Practice & Homework printed or digital
- Family room (Digital Platform) to strengthen Family-Classroom connection
- Guided Implementation support

While the inclusion of technology is a strength, educators and students may face challenges if there are issues with internet connectivity or access to devices. A balance between digital and traditional resources might be preferred in certain settings. Also, some educators may find that the curriculum has limitations in terms of customization, but HMH delivers flexibility in their materials. Moreover, there might be a learning curve associated with implementing certain components of the HMH math curriculum. Training and support are available to ensure educators can fully utilize the resources and instructional strategies effectively.

Other specific comments to the rubric metrics are found in the succeeding pages.



## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Houghton Mifflin Harcourt Publishing Company (HMH) - 7th Grade Math- Accelerated

Details:

<b>Company Name</b>	Houghton Mifflin Harcourt Publishing Company (HMH)	
<b>Instructional Material Title and Edition</b>	HMH Into Math Accelerated 7 (2020)	
<b>Grade Level Course</b>	7th Grade Math	
<b>Course Number Description</b>	HMH Into Math Accelerated 7 for grades 7-8	
<b>ISBN</b>	9780358396536	Grades 6-8 HMH Into Math Student License Digital 1 Year
	9780358555889	Grades 6-8 HMH Into Math Teacher License Digital 1 Year
	9781328614353	Grades 6-8 HMH Into Math Premium Manipulatives Kit
	9780358122418	Grades 6-8 HMH Into Math Essential Manipulatives Kit
	9780358116356	Accelerated 7 HMH Into Math Planning and Pacing Guide
	9780358157083	Accelerated 7 HMH Into Math Teacher Edition Collection
	9780358116530	Accelerated 7 HMH Into Math Unit Project Cards
	9780358116592	Accelerated 7 HMH Into Math Game and Activity Cards
	9780358116295	Accelerated 7 HMH Into Math TE Flipchart
	9780358116059	Accelerated 7 HMH Into Math Student Edition (Consumable)
<b>Grade Band</b>	6-8	

Status: RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

HMH has learning mindset strategies of productive struggle. The curriculum has a Module Opener an activity before content, it also assesses prerequisite concepts, guides on

student discussion, extending tasks, and common errors/misconceptions. Their Modeling Cycle: Spies, Analysts, Model - Authentic word problem enables the classroom to align standards and delivers conceptual understanding. The curriculum includes robust assessment tools and analytics, allowing educators to track student progress effectively. This data-driven approach supports informed decision-making and helps tailor instruction to individual student needs. The Online item analysis, *Ed Platform* is an Assessment Report with Standards, and customized student grouping based on skills and knowledge mastery to help teachers manage classroom activities as well as students become included. The curriculum has the following features that address social justice criteria beyond content alignment:

- Lesson planning support, Math Practice, Problem of the Day, Differentiated Resources
- Turn and talk and other strategies, scaffolding, and just-in-time support rather than just-in-case.
- Digital tools and manipulatives beyond just PDF, fully interactive digital text, Review for teachers to see progress in real-time.
- Gradual release lesson, how and why of math steps is presented
- Math center options for teacher
- Tabletop Mini-lessons flip chart (Student/Teacher side)
- Anchor charts to reinforce learning, letter to parents, math on-the-spot videos
- Practice & Homework printed or digital
- Family room (Digital Platform) to strengthen Family-Classroom connection
- Guided Implementation support

While the inclusion of technology is a strength, educators and students may face challenges if there are issues with internet connectivity or access to devices. A balance between digital and traditional resources might be preferred in certain settings. Also, some educators may find that the curriculum has limitations in terms of customization, but HMH delivers flexibility in their materials. Moreover, there might be a learning curve associated with implementing certain components of the HMH math curriculum. Training and support are available to ensure educators can fully utilize the resources and instructional strategies effectively.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Houghton Mifflin Harcourt Publishing Company (HMH) - 7th Grade Math- Advanced 2

Details:

<b>Company Name</b>	Houghton Mifflin Harcourt Publishing Company (HMH)	
<b>Instructional Material Title and Edition</b>	HMH Into Math Advanced 2 ©2020	
<b>Grade Level Course</b>	7th Grade Math	
<b>Course Number Description</b>	Advanced 2, advanced course for students in grades 7 and 8	
<b>ISBN</b>	9780358396536	Grades 6-8 HMH Into Math Student License Digital 1 Year
	9780358555889	Grades 6-8 HMH Into Math Teacher License Digital 1 Year
	9781328614353	Grades 6-8 HMH Into Math Premium Manipulatives Kit
	9780358122418	Grades 6-8 HMH Into Math Essential Manipulatives Kit
	9780358116332	Advanced 2 HMH Into Math Planning and Pacing Guide
	9780358157076	Advanced 2 HMH Into Math Teacher Edition Collection
	9780358116516	Advanced 2 HMH Into Math Unit Project Cards
	9780358116578	Advanced 2 HMH Into Math Game and Activity Cards
	9780358116271	Advanced 2 HMH Into Math TE Flipchart
	9780358115847	Advanced 2 HMH Into Math Student Edition (Consumable)
<b>Grade Band</b>	6-8	

Status: RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - 7th Grade Math meet content alignment criteria as well as social justice criteria. It is aligned with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

HMH has learning mindset strategies of productive struggle. The curriculum has a Module Opener an activity before content, it also assesses prerequisite concepts, guides on

student discussion, extending tasks, and common errors/misconceptions. Their Modeling Cycle: Spies, Analysts, Model - Authentic word problem enables the classroom to align standards and delivers conceptual understanding. The curriculum includes robust assessment tools and analytics, allowing educators to track student progress effectively. This data-driven approach supports informed decision-making and helps tailor instruction to individual student needs. The Online item analysis, *Ed Platform* is an Assessment Report with Standards, and customized student grouping based on skills and knowledge mastery to help teachers manage classroom activities as well as students become included. The curriculum has the following features that address social justice criteria beyond content alignment:

- Lesson planning support, Math Practice, Problem of the Day, Differentiated Resources
- Turn and talk and other strategies, scaffolding, and just-in-time support rather than just-in-case.
- Digital tools and manipulatives beyond just PDF, fully interactive digital text, Review for teachers to see progress in real-time.
- Gradual release lesson, how and why of math steps is presented
- Math center options for teacher
- Tabletop Mini-lessons flip chart (Student/Teacher side)
- Anchor charts to reinforce learning, letter to parents, math on the spot videos
- Practice & Homework printed or digital
- Family room (Digital Platform) to strengthen Family-Classroom connection
- Guided Implementation support

While the inclusion of technology is a strength, educators and students may face challenges if there are issues with internet connectivity or access to devices. A balance between digital and traditional resources might be preferred in certain settings. Also, some educators may find that the curriculum has limitations in terms of customization, but HMH delivers flexibility in their materials. Moreover, there might be a learning curve associated with implementing certain components of the HMH math curriculum. Training and support are available to ensure educators can fully utilize the resources and instructional strategies effectively.

Other specific comments to the rubric metrics are found in the succeeding pages.



## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

Houghton Mifflin Harcourt Publishing Company (HMH) - 7th Grade Math

## Houghton Mifflin Harcourt Publishing Company (HMH) - 8th Grade Math

Details:

<b>Company Name</b>	Houghton Mifflin Harcourt Publishing Company (HMH)	
<b>Instructional Material Title and Edition</b>	HMH Into Math (2020)	
<b>Grade Level Course</b>	8th Grade Math	
<b>Course Number Description</b>	Grade 8 Math	
<b>ISBN</b>	9780358396536	Grades 6-8 HMH Into Math Student License Digital 1 Year
	9780358555889	Grades 6-8 HMH Into Math Teacher License Digital 1 Year
	9781328614353	Grades 6-8 HMH Into Math Premium Manipulatives Kit
	9780358122418	Grades 6-8 HMH Into Math Essential Manipulatives Kit
	9780358116349	Grade 8 HMH Into Math Planning and Pacing Guide
	9780358157052	Grade 8 HMH Into Math Teacher Edition Collection
	9780358116523	Grade 8 HMH Into Math Unit Project Cards
	9780358116585	Grade 8 HMH Into Math Game and Activity Cards
	9780358116288	Grade 8 HMH Into Math TE Flipchart
	9780358116042	Grade 8 HMH Into Math Student Edition (Consumable)
<b>Grade Band</b>	6-8	

Status: RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - 8th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

HMH has learning mindset strategies of productive struggle. The curriculum has a Module Opener an activity before content, it also assesses prerequisite concepts, guides on student discussion, extending tasks, and common errors/misconceptions. Their Modeling Cycle:

Spies, Analysts, Model - Authentic word problem enables the classroom to align standards and delivers conceptual understanding. The curriculum includes robust assessment tools and analytics, allowing educators to track student progress effectively. This data-driven approach supports informed decision-making and helps tailor instruction to individual student needs. The Online item analysis, *Ed Platform* is an Assessment Report with Standards, and customized student grouping based on skills and knowledge mastery to help teachers manage classroom activities as well as students become included. The curriculum has the following features that address social justice criteria beyond content alignment:

- Lesson planning support, Math Practice, Problem of the Day, Differentiated Resources
- Turn and talk and other strategies, scaffolding, and just-in-time support rather than just-in-case.
- Digital tools and manipulatives beyond just PDF, fully interactive digital text, Review for teachers to see progress in real-time.
- Gradual release lesson, how and why of math steps is presented
- Math center options for teacher
- Tabletop Mini-lessons flip chart (Student/Teacher side)
- Anchor charts to reinforce learning, letter to parents, math on-the-spot videos
- Practice & Homework printed or digital
- Family room (Digital Platform) to strengthen Family-Classroom connection
- Guided Implementation support

While the inclusion of technology is a strength, educators and students may face challenges if there are issues with internet connectivity or access to devices. A balance between digital and traditional resources might be preferred in certain settings. Also, some educators may find that the curriculum has limitations in terms of customization, but HMH delivers flexibility in their materials. Moreover, there might be a learning curve associated with implementing certain components of the HMH math curriculum. Training and support are available to ensure educators can fully utilize the resources and instructional strategies effectively.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. Content standards are addressed and linked to specific lessons (TE: v-viii). Mathematical practices are embedded in the curriculum and clearly evident and marked with “mp” (SE: textbook page 9, questions 7,8,9).
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways. Clear scope and sequence plus instructional pathway.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Explicit teacher training in print and video format provide teachers with the tools to foster academic discussions.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Autogrouping for teaching is available based on the growth report's initial assessment. Leveled questioning is given with reinforcing activities in the teacher's edition. Reteaching tier support is given.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Explicit training for teachers to support dialogue training available. Opportunities are there for dialogue.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Additional individualized remediation programs are

				available for purchase to support remediation. (Waggle and Math 180) Test prep and Spiral review is available after each lesson. Learning scales are used and students are given the opportunity to reflect on their own learning. Video lessons and interactive tutorials are available for students and families.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Materials give frequent opportunities to turn and talk about their findings in modules. Evidence of the mathematical practices is given in each module and labeled, "mp".
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Spark your Learning Opportunities at the start of each module are high interest and relevant to students. Videos of a person in the profession are available for students to watch and inspire.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>		18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Adequate practice is available and additional practice is available with video tutorials. Instructor's use assessments to group students for individual needs. Digital work allows the teacher to check in and view the work live. Available in print or digital
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences. Cross-curricular STEM examples are used at the start of each unit. A variety of interests are explored with varied life experiences explored. Growth mindset is embedded in these examples and throughout the modules.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Discourse is evident in the modules. Teachers are given explicit teaching technique examples with supportive

					videos to teach the lessons. Images and careers mentioned throughout the text depict equity.
E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Students are given the opportunity to work together but not many problems are collaboratively solved. Most of the opportunities are solved first and then a turn and talk opportunity.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. Modules provide opportunities to explore a problem, turn and talk, discussion points, student practice, and then independent practice.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	



# Houghton Mifflin Harcourt Publishing Company (HMH) - Algebra 1

## Details:

<b>Company Name</b>	Houghton Mifflin Harcourt Publishing Company (HMH)	
<b>Instructional Material Title and Edition</b>	HMH Into Algebra 1 ©2020	
<b>Grade Level Course</b>	Algebra 1	
<b>Course Number Description</b>	Algebra 1	
<b>ISBN</b>	9780358396543 Digital 1 Year	HMH Into Algebra 1 Student License
	9780358555186 Digital 1 Year	HMH Into Algebra 1 Teacher License
	9780358055303	HMH Into Algebra 1 Teacher Edition
	9780358119388 Pacing Guide (Grade 9)	HMH Into Algebra 1 Planning and
	9781328951816	HMH Into Algebra 1 Student Edition
	9780358055334 Practice Workbook	HMH Into Algebra 1 Journal and
<b>Grade Band</b>	9-12	

Status: RECOMMENDED

## Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - Algebra 1 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fosters student voice.

HMH has learning mindset strategies of productive struggle. The curriculum has a Module Opener an activity before content, it also assesses prerequisite concepts, guides on student discussion, extending tasks, and common errors/misconceptions. Their Modeling Cycle: Spies, Analysts, Model - Authentic word problem enables the classroom to align standards and delivers conceptual understanding. The curriculum includes robust assessment tools and analytics, allowing educators to track student progress effectively. This data-driven approach supports informed decision-making and helps tailor instruction to individual student needs. The Online item analysis, *Ed Platform* is an Assessment Report with Standards, and customized student grouping based on skills and knowledge mastery to help teachers manage classroom activities as well as students become included. The curriculum has the following features that address social justice criteria beyond content alignment:

- Lesson planning support, Math Practice, Problem of the Day, Differentiated Resources

- Turn and talk and other strategies, scaffolding, and just-in-time support rather than just-in-case.
- Digital tools and manipulatives beyond just PDF, fully interactive digital text, Review for teachers to see progress in real-time.
- Gradual release lesson, how and why of math steps is presented
- Math center options for teacher
- Tabletop Mini-lessons flip chart (Student/Teacher side)
- Anchor charts to reinforce learning, letter to parents, math on-the-spot videos
- Practice & Homework printed or digital
- Family room (Digital Platform) to strengthen Family-Classroom connection
- Guided Implementation support

While the inclusion of technology is a strength, educators and students may face challenges if there are issues with internet connectivity or access to devices. A balance between digital and traditional resources might be preferred in certain settings. Also, some educators may find that the curriculum has limitations in terms of customization, but HMH delivers flexibility in their materials. Moreover, there might be a learning curve associated with implementing certain components of the HMH math curriculum. Training and support are available to ensure educators can fully utilize the resources and instructional strategies effectively.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Each lesson have a mathematical progression that outlines the appropriate for grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Materials provide educators guidance to foster dialogue and build social-emotional skills.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. <i>Instructional tasks</i> throughout the lesson help students to think critically about the topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Lessons have designed activities that foster dialogue like <i>Three reads or critique, correct and clarify</i> .
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Each unit provides projects and performance task that encourages collaboration,

					teamwork, and career skills.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. The tasks and projects are based on students' interests and lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from various cultures and life experiences. With career and stem paths that outline the lesson, students see pictures of diversity and learn about others.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. Materials demonstrate diversity with pictures and career paths in each lesson.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. The materials provide resources, and guidance to ensure all students can learn.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Materials openers are stem /career content to enrich a deeper understanding of the content and provide students the opportunity to learn about different career paths
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. Projects established student-centered learning and the instructional tasks throughout the lesson like constructing arguments.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

## Houghton Mifflin Harcourt Publishing Company (HMH) - Algebra 2

### Details:

<b>Company Name</b>	Houghton Mifflin Harcourt Publishing Company (HMH)	
<b>Instructional Material Title and Edition</b>	HMH Into Algebra 2 ©2020	
<b>Grade Level Course</b>	Algebra 2	
<b>Course Number Description</b>	Algebra 2	
<b>ISBN</b>	9780358396550 Digital 1 Year	HMH Into Algebra 2 Student License
	9780358555360 Digital 1 Year	HMH Into Algebra 2 Teacher License
	9780358055327	HMH Into Algebra 2 Teacher Edition
	9780358119401 Pacing Guide (Grade 9)	HMH Into Algebra 2 Planning and
	9780358055297	HMH Into Algebra 2 Student Edition
	9780358055358 Practice Workbook	HMH Into Algebra 2 Journal and
<b>Grade Band</b>	9-12	

Status: RECOMMENDED

### Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - Algebra 2 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

HMH has learning mindset strategies of productive struggle. The curriculum has a *Module Opener* an activity before content, it also assesses prerequisite concepts, guides on student discussion, *extending tasks*, and *common errors/misconceptions*. Their *Modeling Cycle: Spies, Analysts, Model - Authentic word problem* enables the classroom to align standards and delivers conceptual understanding. The curriculum includes robust assessment tools and analytics, allowing educators to track student progress effectively. This data-driven approach supports informed decision-making and helps tailor instruction to individual student needs. The *Online item analysis, Ed Platform* is an Assessment Report with Standards, and customized student grouping based on skills and knowledge mastery to help teachers manage classroom activities as well as students become included. The curriculum has the following features that address social justice criteria beyond content alignment:

- Lesson planning support, Math Practice, Problem of the Day, Differentiated Resources

- Turn and talk and other strategies, scaffolding, and *just-in-time* support rather than *just-in-case*.
- Digital tools and manipulatives beyond just PDF, fully interactive digital text, Review for teachers to see progress in real-time.
- Gradual release lesson, how and why of math steps is presented
- Math center options for teacher
- Tabletop Mini-lessons flip chart (Student/Teacher side)
- Anchor charts to reinforce learning, letter to parents, math on the spot videos Practice & Homework printed or digital
- Family room (Digital Platform) to strengthen Family-Classroom connection Guided Implementation support

While the inclusion of technology is a strength, educators and students may face challenges if there are issues with internet connectivity or access to devices. A balance between digital and traditional resources might be preferred in certain settings. Also, some educators may find that the curriculum has limitations in terms of customization, but HMH delivers flexibility in their materials. Moreover, there might be a learning curve associated with implementing certain components of the HMH math curriculum. Training and support are available to ensure educators can fully utilize the resources and instructional strategies effectively.

Other specific comments to the rubric metrics are found in the succeeding pages.



## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. Materials address the major topics of the course
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Content is appropriate for the grade level. Lessons include differentiated small group activities and math centers, intervention support, and leveled DOK questions.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having clear, actionable, scope and sequence, and instructional pathways. Materials include a pacing guide and each unit in the teacher textbook starts with a unit plan including the progression of prior, current, and future learning.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Spark Your Learning and Turn and Talk routines are built into lessons and are designed for student discussions.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Good balance of conceptual, procedural, and application problems throughout the lesson. Multiple representations are used and a variety of question formats are used (open ended, free response, selected response, Open Middle)
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Spark Your Learning and

				Turn and Talk routines are built into lessons and are designed for student discussions.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2		The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Topic openers, Spark Your Learning, and modeling activities are present throughout the program and connect to relevant real-world contexts.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Small group activities, Turn and Talk routines, and unit projects are included and are designed to develop collaboration and problem solving skills.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Contexts are relevant and appropriate to the grade level.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>			18

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. Lessons include language development routines and linguistic notes to support EL learners.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from various cultures and life experiences. A variety of real-life connections and applications are used in each lesson.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. Materials are designed with EL supports, differentiated materials, and a variety of problem-solving techniques are presented.

D. Equity	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2		The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Lessons include language development routines and linguistic notes to support EL learners. Diverse perspectives and contexts are used throughout.
E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2		The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Open-ended questions and discussion-centered activities provide opportunities for cooperative learning and sense-making.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2		The IM meets expectations on providing learning and tasks that are predominantly student-centered. Materials provide a variety of whole group, small-group, and individual activities that are student centered.
	<b>Column Totals</b>	12		
	<b>OVERALL SCORE</b>		12	

# Houghton Mifflin Harcourt Publishing Company (HMH) - Geometry

## Details:

<b>Company Name</b>	Houghton Mifflin Harcourt Publishing Company (HMH)	
<b>Instructional Material Title and Edition</b>	HMH Into Geometry ©2020	
<b>Grade Level Course</b>	Geometry	
<b>Course Number Description</b>	Geometry	
<b>ISBN</b>	9780358396567 Digital 1 Year	HMH Into Geometry Student License
	9780358555308 Digital 1 Year	HMH Into Geometry Teacher License
	9780358055310	HMH Into Geometry Teacher Edition
	9780358119395 Pacing Guide (Grade 9)	HMH Into Geometry Planning and
	9780358055280	HMH Into Geometry Student Edition
	9780358055341 Practice Workbook	HMH Into Geometry Journal and
<b>Grade Band</b>	9-12	

Status: RECOMMENDED

## Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - Geometry meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

HMH has learning mindset strategies of productive struggle. The curriculum has a Module Opener an activity before content, it also assesses prerequisite concepts, guides on student discussion, extending tasks, and common errors/misconceptions. Their Modeling Cycle: Spies, Analysts, Model - Authentic word problem enables the classroom to align standards and delivers conceptual understanding. The curriculum includes robust assessment tools and analytics, allowing educators to track student progress effectively. This data-driven approach supports informed decision-making and helps tailor instruction to individual student needs. The Online item analysis, *Ed Platform* is an Assessment Report with Standards, and customized student grouping based on skills and knowledge mastery to help teachers manage classroom activities as well as students become included. The curriculum has the following features that address social justice criteria beyond content alignment:

- Lesson planning support, Math Practice, Problem of the Day, Differentiated Resources
- Turn and talk and other strategies, scaffolding, and just-in-time support rather than just-in-case.
- Digital tools and manipulatives beyond just PDF, fully interactive digital text, Review for teachers to see progress in real-time.
- Gradual release lesson, how and why of math steps is presented
- Math center options for teacher
- Tabletop Mini-lessons flip chart (Student/Teacher side)
- Anchor charts to reinforce learning, letter to parents, math on-the-spot videos
- Practice & Homework printed or digital
- Family room (Digital Platform) to strengthen Family-Classroom connection
- Guided Implementation support

While the inclusion of technology is a strength, educators and students may face challenges if there are issues with internet connectivity or access to devices. A balance between digital and traditional resources might be preferred in certain settings. Also, some educators may find that the curriculum has limitations in terms of customization, but HMH delivers flexibility in their materials. Moreover, there might be a learning curve associated with implementing certain components of the HMH math curriculum. Training and support are available to ensure educators can fully utilize the resources and instructional strategies effectively.

Other specific comments to the rubric metrics are found in the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. The material is written based on a productive struggle mindset and is appropriate for the grade level. However, the content can be improved by adding more relevant notations for geometry honors students. For example, there is no mention of notation for the composition of transformations in the textbook. There is no mention of what 'betweenness' means in this lesson anywhere.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways. Lessons start with a 'problem of the day' activity, assess pre-requisite skills, and guide students' discussion by 'turn and talk' with an extension activity. Clear sequence with connections to prior learning to help instructors to know what previous learning is expected.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The Problem of the day, extension tasks including STEM-themed tasks promote deep academic discussions.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. <i>How and why</i> approach of Math promotes critical thinking.

	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Lessons start with ' <i>problem of the day</i> ' to spark student interest and further the exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Many opportunities for students to engage in meaningful discourse.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). The word problems and STEM-based projects promote problem-solving and collaborative skills. Sharpen skills activities are provided that foster creative and collaborative work.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Students' lives relevance is present in word problems.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	



## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Stem tasks, problem of the day, turn and talk, tabletop flipchart, anchor charts, unit STEM projects provide multiple opportunities for students to express their learning and interact with the material.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life experiences. Unit STEM projects and word problems provide a variety of culture and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. The authors come from various backgrounds from all across the nation.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. <i>Spark your learning</i> activities

					and <i>Learn together</i> activities are provided that give students multiple opportunities to share their experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. Materials are provided with a mathematical practice focus that encourage student-centered learning.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

# Imagine Learning LLC

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## Imagine Learning LLC - 6th Grade Math

### Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics version 3
<b>Grade Level Course</b>	6th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 6: Student User License 9781638706755 Student Print 9781638707189 Student Print (Spanish) 9781638707196 Teacher Print 9781638707172 Accelerated Student Print 9781638708612 Accelerated Teacher Print 9781638707363
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Imagine Learning LLC - 6th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Imagine Learning contents are based on Illustrative Mathematics. Its lesson structure follows *Warm-up, Activity and Synthesis, Lesson Synthesis, and Cool Down*. The IM tenet is to *Learn Mathematics by Doing Mathematics*. There are established routines to make math accessible to all and enrich learning through technology. They presented interactive applets/simulations to trigger students' participation and peer discourse videos to encourage cooperative learning. Their platform includes a dashboard that contains student progress for teachers to monitor progress and family/community connections to reinforce learning at home. Professional learning is also available for teachers who need support in their classrooms.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. The pacing guide, scope and sequence, and instructional pathways are clearly defined,
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The online teacher's edition offers multiple opportunities to foster students' academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Tasks are rich and provide multiple opportunities for students to explore math while encouraging mathematical discourse.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).

	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented by various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Imagine Learning LLC - 7th Grade Math

### Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics version 3
<b>Grade Level Course</b>	7th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 7 ISBNs: Student User License 9781638706779 Student Print 9781638707240 Student Print (Spanish) 9781638707257 Teacher Print 9781638707233 Accelerated Student Print 9781638708629 Accelerated Teacher Print 9781638707417
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Imagine Learning LLC - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Imagine Learning contents are based on Illustrative Mathematics. Its lesson structure follows *Warm-up, Activity and Synthesis, Lesson Synthesis, and Cool Down*. The IM tenet is to *Learn Mathematics by Doing Mathematics*. There are established routines to make math accessible to all and enrich learning through technology. They presented interactive applets/simulations to trigger students' participation and peer discourse videos to encourage cooperative learning. Their platform includes a dashboard that contains student progress for teachers to monitor progress and family/community connections to reinforce learning at home. Professional learning is also available for teachers who need support in their classrooms.



## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented by various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations of providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Imagine Learning LLC - 8th Grade Math

### Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics version 3
<b>Grade Level Course</b>	8th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 8: Student User License 9781638706793 Student Print 9781638707318 Student Print (Spanish) 9781638707325 Teacher Print 9781638707301
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Imagine Learning LLC - 8th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Imagine Learning contents are based on Illustrative Mathematics. Its lesson structure follows *Warm-up, Activity and Synthesis, Lesson Synthesis, and Cool Down*. The IM tenet is to *Learn Mathematics by Doing Mathematics*. There are established routines to make math accessible to all and enrich learning through technology. They presented interactive applets/simulations to trigger students' participation and peer discourse videos to encourage cooperative learning. Their platform includes a dashboard that contains student progress for teachers to monitor progress and family/community connections to reinforce learning at home. Professional learning is also available for teachers who need support in their classrooms.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Materials are accurate. Digital content. No textbook.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Materials include a clear scope and sequence. Unit dependencies map Standards are broken down by unit.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Guided teaching notes are available.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Materials help students think about the topic. Student stories assist in the program. Student discussion is based on computer work.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Students are given multiple opportunities to discuss throughout the lesson.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Students are given opportunities to engage in activities to reinforce content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork,	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).

	negotiation, consensus-building).				Materials give opportunities for problem-solving.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. Materials offer opportunities for students to express their learning.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented by various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Materials provide discourse with the teacher facilitating discourse.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Students work cooperatively on computers.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations of providing learning and tasks that are predominantly student-centered. Materials provide learning and tasks that are predominantly student centered.

	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>		12		

# Imagine Learning LLC - Algebra 1

## Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics version 1
<b>Grade Level Course</b>	Algebra 1
<b>Course Number Description</b>	Algebra 1
<b>ISBN</b>	Algebra 1 ISBNs: Student User License 9798885222136 Student Print 9781638708643 Teacher Print 9781638708650
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

Imagine Learning LLC - Algebra 1 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Imagine Learning contents are based on Illustrative Mathematics. Its lesson structure follows *Warm-up, Activity and Synthesis, Lesson Synthesis, and Cool Down*. The IM tenet is to *Learn Mathematics by Doing Mathematics*. There are established routines to make math accessible to all and enrich learning through technology. They presented interactive applets/simulations to trigger students' participation and peer discourse videos to encourage cooperative learning. Their platform includes a dashboard that contains student progress for teachers to monitor progress and family/community connections to reinforce learning at home. Professional learning is also available for teachers who need support in their classrooms.



## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. The curriculum/material targets the major standards in the subject.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. However, some topics are advanced for Algebra 1 and belong to Algebra 2.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Materials provide a coherence pathway between courses and teachers facing learning goals.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The <i>Activity of Synthesis</i> , and other activities includes academic discussion throughout the lesson.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. The <i>Activity of Synthesis</i> fosters students to think critically about the content.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. The instructional routine provides students with opportunities to discourse and explore the content.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). The activities in the lesson foster collaboration and teamwork.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Materials that reflect global issues are relevant to students' lives now and they are present in the material.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>		18		

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations by providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. Materials are offered in <i>Spanish</i> which is good but it would be nice to have more languages included.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented by various cultures and life experiences. The materials use real-life applications to demonstrate how to apply the skills learned to completing the task.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds. The task uses different names from various cultures to help students reflect on diversity.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student. The materials provide an opportunity for students to discuss. The material could have included teacher guidance on how to foster cultural diversity within the discussion.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. With the discussion component of the lessons, students can share their learning experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. With the lesson structure of <i>Launch, Explore, and Discuss</i> ensures student centered lesson and environment.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

## Imagine Learning LLC - Algebra 2

### Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics version 1
<b>Grade Level Course</b>	Algebra 2
<b>Course Number Description</b>	Algebra 2
<b>ISBN</b>	Algebra 2 ISBNs: Student User License 9798885222150 Student Print 9781638708728 Teacher Print 9781638708735
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Imagine Learning LLC - Algebra 2 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Imagine Learning contents are based on Illustrative Mathematics. Its lesson structure follows *Warm-up, Activity and Synthesis, Lesson Synthesis, and Cool Down*. The IM tenet is to *Learn Mathematics by Doing Mathematics*. There are established routines to make math accessible to all and enrich learning through technology. They presented interactive applets/simulations to trigger students' participation and peer discourse videos to encourage cooperative learning. Their platform includes a dashboard that contains student progress for teachers to monitor progress and family/community connections to reinforce learning at home. Professional learning is also available for teachers who need support in their classrooms.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. The topics covered in the program include the critical content of the course.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Teacher and student editions are written in clear and concise language. Materials include real-world situations relevant to the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Materials include a chart showing pacing of all units across all three grade levels as well as which lessons may be optional. There is also a unit dependency chart showing where prior learning is needed to address standards later on. Guidance is also provided for traditional and block periods.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Material provides a variety of tasks focused on student discussion and engagement in mathematics. Tasks are usually open ended and allow for multiple strategies.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open ended responses, and various homework/assessment problem types. It is also clearly defined when students should and should not use technology based on the standard or learning goals.

	B3. Materials spark student dialogue and support further exploration.	2		The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open ended responses, and various homework/assessment problem types.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2		The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open ended responses, and various homework/assessment problem types. It is also clearly defined when students should and should not use technology based on the standard or learning goals.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Activities often include collaborative learning strategies and student discussion opportunities.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Lessons often include relevant, real-world contexts.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>		18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. There are lots of opportunities for multiple entry points into tasks and student discussions. Specific support for ELL and Special Education students suggested in each lesson.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. Tasks connect to a variety of real-life applications. A variety of cultural names are represented throughout.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. There are lots of opportunities for multiple entry points into tasks and student discussions



E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. There are lots of opportunities for multiple entry points into tasks and student discussions.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. There are lots of opportunities for multiple entry points into tasks and student discussions.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

## Imagine Learning LLC - Geometry

### Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics version 1
<b>Grade Level Course</b>	Geometry
<b>Course Number Description</b>	Geometry
<b>ISBN</b>	Geometry ISBNs: Student User License 9798885222143 Student Print 9781638708681 Teacher Print 9781638708698
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Imagine Learning LLC - Geometry meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Imagine Learning contents are based on Illustrative Mathematics. Its lesson structure follows *Warm-up, Activity and Synthesis, Lesson Synthesis, and Cool Down*. The IM tenet is to *Learn Mathematics by Doing Mathematics*. There are established routines to make math accessible to all and enrich learning through technology. They presented interactive applets/simulations to trigger students' participation and peer discourse videos to encourage cooperative learning. Their platform includes a dashboard that contains student progress for teachers to monitor progress and family/community connections to reinforce learning at home. Professional learning is also available for teachers who need support in their classrooms.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Materials include a pacing guide and an overview along with information to guide teachers.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The materials include examples of questions for teachers to use to guide students.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. The materials provide questions and prompts to help students think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Multiple opportunities for student engagement in mathematical discussions.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Materials provide opportunities for student engagement with authentic learning activities.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Performance tasks provide opportunities

	building).				for collaborative problem-solving.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Discussions within performance tasks help students to relate.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. The material is accessible digitally and via PDFs. There are various opportunities for students to share their thoughts. Notes are provided to help ELL and special needs students. Diverse imagery is present from various cultures. Each lesson provides opportunities for students to express their learning and interact. Also included are notes to teachers to support ELL students and students with special needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from various cultures and life experiences. The performance tasks provide various opportunities to make connections with a variety of cultures and real-life situations. Tasks connect to a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvement on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds. There were at least 20 on the writing team in the list of contributors. There were several more content advisors.

<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2		The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. There is a good variety of activities built into the lessons.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2		The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Multiple opportunities provided for students to collaborate with their peers via activities
	E2. Materials provide learning and tasks that are predominantly student-centered.	2		The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	10	1	
	<b>OVERALL SCORE</b>			11

# Kendall Hunt Publishing

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## Kendall Hunt Publishing - 6th Grade Math

### Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	Illustrative Mathematics Grade 6 Edition 1
<b>Grade Level Course</b>	6th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 6 Student Edition 1      978-1-7924-0185-5 Grade 6 Teacher Guide Edition 1      978-1-7924-0192-3 Grade 6 Non-Consumable Manipulative Kit Edition 1      978-1-5249-9727-4 Grade 6 Consumable Manipulative Kit Edition 1      978-1-5249-9730-4 Grade 6 Spanish Student Edition 1      978-1-7924-1965-2
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Kendall Hunt Publishing - 6th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Kendall Hunt Publishing has its content based on Illustrative Mathematics. They are a certified partner of Illustrative Mathematics and offer a remix with printed publication of the material. Its content is fully aligned with NVACS and presents Mathematical Proficiency through a balance in Rigor which they defined using three components; i.e. *Conceptual Understanding*, *Procedural Fluency*, and *Applications of Mathematics*. They present a *Low Floor, High Ceiling* approach to include all students at all levels. Their curriculum is a *Problem-Based Curriculum*. It includes a *Warm-up*, *Activity/Practice tasks*, *Activity Synthesis*, *Lesson Synthesis*, *Cool down*, and *Centers/Groups*.

Assessments are also evident in all areas of a lesson. There are *Section Checkpoints*, *Unit Monitoring*, and *End-of-Unit Assessment with teacher guide*.

Support for teachers is available in the form of *Presentation Tools (PPT or Google Slides)*, *Lesson Plans*, *Blackline Masters (problem flash cards)*, *Student Learning Targets*, and *Family Support Materials*.

Digital resources are also available such as *Desmos*, *Videos*, and *Data-Driven Formative Assessment using Assisments.org*.



## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

Kendall Hunt Publishing - 6th Grade Math

# Kendall Hunt Publishing - 7th Grade Math

## Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	7th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 7 Student Edition 1      978-1-7924-0196-1 Grade 7 Teacher Guide Edition 1      978-1-7924-0201-2 Grade 7 Non-Consumable Manipulative Kit Edition 1      978-1-5249-9731-1 Grade 7 Consumable Manipulative Kit Edition 1      978-1-5249-9732-8 Grade 7 Spanish Student Edition 1      978-1-7924-1969-0
<b>Grade Band</b>	6-8

Status: RECOMMENDED

## Justification:

Kendall Hunt Publishing - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Kendall Hunt Publishing has its content based on Illustrative Mathematics. They are a certified partner of Illustrative Mathematics and offer a remix with printed publication of the material. Its content is fully aligned with NVACS and presents Mathematical Proficiency through a balance in Rigor which they defined using three components; i.e. *Conceptual Understanding, Procedural Fluency, and Applications of Mathematics*. They present a *Low Floor, High Ceiling* approach to include all students at all levels. Their curriculum is a *Problem-Based Curriculum*. It includes a *Warm-up, Activity/Practice tasks, Activity Synthesis, Lesson Synthesis, Cool down, and Centers/Groups*.

Assessments are also evident in all areas of a lesson. There are *Section Checkpoints, Unit Monitoring, and End-of-Unit Assessment with a teacher guide*.

Support for teachers is available in the form of *Presentation Tools (PPT or Google Slides), Lesson Plans, Blackline Masters (problem flash cards), Student Learning Targets, and Family Support Materials*.

Digital resources are also available such as *Desmos, Videos, and Data-Driven Formative Assessment using Assistments.org*.

Specific comments based on the rubric metrics are shown in the table on the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented by various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Kendall Hunt Publishing - 8th Grade Math

### Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	K-12 Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	8th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 8 Student Edition 1      978-1-7924-0214-2 Grade 8 Teacher Guide Edition 1      978-1-7924-0219-7 Grade 8 Non-Consumable Manipulative Kit Edition 1      978-1-5249-9733-5 Grade 8 Consumable Manipulative Kit Edition 1      978-1-5249-9734-2 Grade 8 Spanish Student Edition 1      978-1-7924-1977-5
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Kendall Hunt Publishing - 8th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Kendall Hunt Publishing has its content based on Illustrative Mathematics. They are a certified partner of Illustrative Mathematics and offer a remix with printed publication of the material. Its content is fully aligned with NVACS and presents Mathematical Proficiency through a balance in Rigor which they defined using three components; i.e. *Conceptual Understanding, Procedural Fluency, and Applications of Mathematics*. They present a *Low Floor, High Ceiling* approach to include all students at all levels. Their curriculum is a *Problem-Based Curriculum*. It includes a *Warm-up, Activity/Practice tasks, Activity Synthesis, Lesson Synthesis, Cool down, and Centers/Groups*.

Assessments are also evident in all areas of a lesson. There are *Section Checkpoints, Unit Monitoring, and End-of-Unit Assessment with a teacher guide*.

Support for teachers is available in the form of *Presentation Tools (PPT or Google Slides), Lesson Plans, Blackline Masters (problem flash cards), Student Learning Targets, and Family Support Materials*.

Digital resources are also available such as *Desmos, Videos, and Data-Driven Formative Assessment using Assistments.org*.

Specific comments based on the rubric metrics are shown in the table on the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. Materials target the most critical and impactful content. Illustrative Mathematics based.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Materials are accurate, well written, and appropriate for the grade level or span.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Materials include a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Materials are free digitally. Text is available from Kendall Hunt. Content has to be deepened from what is freely available based on IM. Digital interaction is available. Printed text tries to support teachers to facilitate discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Materials help students think about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Materials spark dialogue. Enrichment is mentioned.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Attempts are made to connect to authentic learning with embedded videos.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Printed materials provide students with some opportunities for collaborative problem-solving. Digital collaborative problem-solving is similar.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Embedded videos try to connect to students.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>		18		



## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. Students are given problems to solve and the teacher facilitates discussion.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

# Kendall Hunt Publishing - Algebra 1

## Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	9-12 Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Algebra 1
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Algebra I Student Edition 1      978-1-5249-9107-4 Algebra I Teacher Guide Edition 1      978-1-5249-9113-5 Algebra I Supports Student Edition 1      978-1-5249-9493-8 Algebra I Supports Teacher Guide Edition 1      978-1-5249-9497-6 Algebra I Manipulative Kit Edition 1      978-1-7924-3420-4 Algebra I Spanish Student Edition 1      979-8-7657-0853-8 Algebra I Supports Spanish Student Edition 1      979-8-7657-0858-3
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

Kendall Hunt Publishing - Algebra 1 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Kendall Hunt Publishing has its content based on Illustrative Mathematics. They are a certified partner of Illustrative Mathematics and offer a remix with printed publication of the material. Its content is fully aligned with NVACS and presents Mathematical Proficiency through a balance in Rigor which they defined using three components; i.e. *Conceptual Understanding, Procedural Fluency, and Applications of Mathematics*. They present a *Low Floor, High Ceiling* approach to include all students at all levels. Their curriculum is a *Problem-Based Curriculum*. It includes a *Warm-up, Activity/Practice tasks, Activity Synthesis, Lesson Synthesis, Cool down, and Centers/Groups*.

Assessments are also evident in all areas of a lesson. There are *Section Checkpoints, Unit Monitoring, and End-of-Unit Assessment with a teacher guide*.

Support for teachers is available in the form of *Presentation Tools (PPT or Google Slides), Lesson Plans, Blackline Masters (problem flash cards), Student Learning Targets, and Family Support Materials*.

Digital resources are also available such as *Desmos, Videos, and Data-Driven Formative Assessment using Assistments.org*.

Specific comments based on the rubric metrics are shown in the table on the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. The curriculum/materials target the major standards in the subject.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. However, the topic <i>Properties of Exponents</i> is missing.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The curriculum/material is designed for academic discourse and provides teachers with instructional tools for all students to discuss in the lesson.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. <i>Are you ready for More?</i> students and teachers can further student's exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. The activities have topics that engage the students.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork,	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).

	negotiation, consensus-building).				Materials are designed for the lessons to foster teamwork and discourse
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. But language translation is not available in other languages.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented by a variety of cultures and life experiences. The materials use real-life applications to demonstrate how to apply the skills learned to completing the task.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds. The tasks use different names from various cultures to help students reflect on diversity.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. The materials provide an opportunity for students to discuss. The material could have included teacher guidance on how to foster cultural diversity and social-emotional within the discussion.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. With the discussion component of the lessons, students can share their learning experience.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. The lesson structure is designed to create a student-centered learning environment.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Kendall Hunt Publishing - Algebra 2

### Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	9-12 Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Algebra 2
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Algebra II Student Edition 1      978-1-5249-9125-8 Algebra II Teacher Guide Edition 1      978-1-5249-9126-5 Algebra II Manipulative Kit Edition 1      978-1-7924-3422-8
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Kendall Hunt Publishing - Algebra 2 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Kendall Hunt Publishing has its content based on Illustrative Mathematics. They are a certified partner of Illustrative Mathematics and offer a remix with printed publication of the material. Its content is fully aligned with NVACS and presents Mathematical Proficiency through a balance in Rigor which they defined using three components; i.e. *Conceptual Understanding*, *Procedural Fluency*, and *Applications of Mathematics*. They present a *Low Floor, High Ceiling* approach to include all students at all levels. Their curriculum is a *Problem-Based Curriculum*. It includes a *Warm-up*, *Activity/Practice tasks*, *Activity Synthesis*, *Lesson Synthesis*, *Cool down*, and *Centers/Groups*.

Assessments are also evident in all areas of a lesson. There are *Section Checkpoints*, *Unit Monitoring*, and *End-of-Unit Assessment with a teacher guide*.

Support for teachers is available in the form of *Presentation Tools (PPT or Google Slides)*, *Lesson Plans*, *Blackline Masters (problem flash cards)*, *Student Learning Targets*, and *Family Support Materials*.

Digital resources are also available such as *Desmos*, *Videos*, and *Data-Driven Formative Assessment using Assistments.org*.

Specific comments based on the rubric metrics are shown in the table on the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. The topics covered in the program include the critical content of the course.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Teacher and student editions are written in clear and concise language. Materials include real-world situations relevant to the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Materials include a chart showing pacing of all units across all three grade levels as well as which lessons may be optional. There is also a unit dependency chart showing where prior learning is needed to address standards later on. Guidance is also provided for traditional and block periods.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Material provides a variety of tasks focused on student discussion and engagement in mathematics. Tasks are usually open ended and allow for multiple strategies.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open-ended responses, and various homework/assessment problem types. It is also clearly defined when students should and should not use technology based on the standard or learning goals.



	B3. Materials spark student dialogue and support further exploration.	2		The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open ended responses, and various homework/assessment problem types.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2		The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open ended responses, and various homework/assessment problem types. It is also clearly defined when students should and should not use technology based on the standard or learning goals.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Activities often include collaborative learning strategies and student discussion opportunities.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Lessons often include relevant, real-world contexts.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>		18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. There are lots of opportunities for multiple entry points into tasks and student discussions. Specific support for ELL and Special Education students is suggested in each lesson.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from various cultures and life experiences. Tasks connect to a variety of real-life applications. A variety of cultural names are represented throughout.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. There are lots of opportunities for multiple entry points into tasks and student discussions

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. There are lots of opportunities for multiple entry points into tasks and student discussions.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. There are lots of opportunities for multiple entry points into tasks and student discussions.
	<b>Column Totals</b>	12			
				<b>OVERALL SCORE</b>	12

## Kendall Hunt Publishing - Geometry

### Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	9-12 Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Geometry
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Geometry Student Edition 1      978-1-5249-9139-5 Geometry Teacher Guide Edition 1      978-1-5249-9140-1 Geometry Manipulative Kit Edition 1      978-1-7924-3421-1
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Kendall Hunt Publishing - Geometry meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Kendall Hunt Publishing has its content based on Illustrative Mathematics. They are a certified partner of Illustrative Mathematics and offer a remix with printed publication of the material. Its content is fully aligned with NVACS and presents Mathematical Proficiency through a balance in Rigor which they defined using three components; i.e. *Conceptual Understanding*, *Procedural Fluency*, and *Applications of Mathematics*. They present a *Low Floor, High Ceiling* approach to include all students at all levels. Their curriculum is a *Problem-Based Curriculum*. It includes a *Warm-up*, *Activity/Practice tasks*, *Activity Synthesis*, *Lesson Synthesis*, *Cool down*, and *Centers/Groups*.

Assessments are also evident in all areas of a lesson. There are *Section Checkpoints*, *Unit Monitoring*, and *End-of-Unit Assessment with a teacher guide*.

Support for teachers is available in the form of *Presentation Tools (PPT or Google Slides)*, *Lesson Plans*, *Blackline Masters (problem flash cards)*, *Student Learning Targets*, and *Family Support Materials*.

Digital resources are also available such as *Desmos*, *Videos*, and *Data-Driven Formative Assessment using Assistments.org*.

Specific comments based on the rubric metrics are shown in the table on the succeeding pages.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented by various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations of providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

# McGraw Hill

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## McGraw Hill - 6th Grade Math

### Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Course 1
<b>Grade Level Course</b>	6th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Reveal Math Course 1: 9781265383091
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

McGraw Hill - 6th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The IM is called *Reveal Math*. Reveal Math emphasizes *Core Content, Online Library, and Personalized Learning*. It has a Spanish Version or Multi-lingual Online platform. Each lesson contains a *Math Probe* to catch misconceptions, a module review, a performance task, and an assessment. It has a Module video & Essential Question - everyday connections; Module opener- quick check, recharge on the prerequisite needs; Lesson Model: Launch, Explore and Develop, Reflect and Apply; Web Sketchpad (formerly: GeometerSketchpad)- Mathematical Modeling; personal tutor; embedded intervention- a mini lesson to reteach or teach in another way, on-level intervention; color-coded book section - teal color on the edge is for assignment; resources are Printable and Fully customizable; thousands of questions in the item bank which are algorithmic; every kid gets an opportunity to get 100; several item types for its assessment; *LearnSmart*- built-in adaptive practice; Math Language Routine, Multicultural Teacher Tips, EL Development; and Questions for Mathematical Discourse with Differentiated Instruction having these labeling AL(approaching Level), OL(on level), BL(Beyond Level). It has an Assessment which is diagnostic, benchmark, or end of course. The dashboard has Reports on activity performance reports, standards performance reports, Standards & skills reports; and Student proficiency scale. Also, there are embedded interventions for those students who need it.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.		1		The IM needs improvement on having a clear, actionable, scope and sequence, and instructional pathways. The IM clear, actionable scope and sequence, however, the instructional pathways do not include vertical alignment and the materials to deepen the teachers' understanding of the math are limited.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. There are cues in both the teacher materials and in the interactive student workbook to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. The tasks are rich and students are prompted to think critically and more deeply about the topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Tasks prompt students to discuss with a partner and provide questions to deepen students' understanding.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		1		The IM needs improvement in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. While each unit offers mathematical tasks (word problems), there is little offering of richer opportunities that encourage learners to think creatively

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		1	The IM needs improvement in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Learners are prompted to choose one of two tools as opposed to a more open-ended approach which allows learners to develop and apply their own strategies.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives.
	<b>Column Totals</b>	12	3	
	<b>OVERALL SCORE</b>			15

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.		1		The IM needs improvement on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. The student e-book is available in Spanish however the Interactive Student Edition is not.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. The word problems are inclusive and make real life connections that represent a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. However, the advisory team is diverse. The only representation noted is in the word problems where the names of people are from different cultural backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.

<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. The IM offers multiple opportunities for students to work cooperatively woven within each lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	10	1		
	<b>OVERALL SCORE</b>			11	

## McGraw Hill - 7th Grade Math

### Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Course 2
<b>Grade Level Course</b>	7th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Reveal Math Course 2: 9781265388621
<b>Grade Band</b>	6-8

Status: NOT RECOMMENDED

### Justification:

McGraw Hill - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The IM is called *Reveal Math*. Reveal Math emphasizes *Core Content, Online Library, and Personalized Learning*. It has a Spanish Version or Multi-lingual Online platform. Each lesson contains a *Math Probe* to catch misconceptions, a module review, a performance task, and an assessment. It has a Module video & Essential Question - everyday connections; Module opener- quick check, recharge on the prerequisite needs; Lesson Model: Launch, Explore and Develop, Reflect and Apply; Web Sketchpad (formerly: GeometerSketchpad)- Mathematical Modeling; personal tutor; embedded intervention- a mini lesson to reteach or teach in another way, on-level intervention; color-coded book section - teal color on the edge is for assignment; resources are Printable and Fully customizable; thousands of questions in the item bank which are algorithmic; every kid gets an opportunity to get 100; several item types for its assessment; *LearnSmart*- built-in adaptive practice; Math Language Routine, Multicultural Teacher Tips, EL Development; and Questions for Mathematical Discourse with Differentiated Instruction having these labeling AL(approaching Level), OL(on level), BL(Beyond Level). It has an Assessment which is diagnostic, benchmark, or end of course. The dashboard has Reports on activity performance reports, standards performance reports, Standards & skills reports; and Student proficiency scale. Also, there are embedded interventions for those students who need it.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.			0	The IM is inadequate in providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		10			
<b>OVERALL SCORE</b>				10	



## McGraw Hill - 8th Grade Math

### Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Course 3
<b>Grade Level Course</b>	8th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Reveal Math Course 3: 9781265390662
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

McGraw Hill - 8th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The IM is called *Reveal Math*. Reveal Math emphasizes *Core Content, Online Library, and Personalized Learning*. It has a Spanish Version or Multi-lingual Online platform. Each lesson contains a *Math Probe* to catch misconceptions, a module review, a performance task, and an assessment. It has a Module video & Essential Question - everyday connections; Module opener- quick check, recharge on the prerequisite needs; Lesson Model: Launch, Explore and Develop, Reflect and Apply; Web Sketchpad (formerly: GeometerSketchpad)- Mathematical Modeling; personal tutor; embedded intervention- a mini lesson to reteach or teach in another way, on-level intervention; color-coded book section - teal color on the edge is for assignment; resources are Printable and Fully customizable; thousands of questions in the item bank which are algorithmic; every kid gets an opportunity to get 100; several item types for its assessment; *LearnSmart*- built-in adaptive practice; Math Language Routine, Multicultural Teacher Tips, EL Development; and Questions for Mathematical Discourse with Differentiated Instruction having these labeling AL(approaching Level), OL(on level), BL(Beyond Level). It has an Assessment which is diagnostic, benchmark, or end of course. The dashboard has Reports on activity performance reports, standards performance reports, Standards & skills reports; and Student proficiency scale. Also, there are embedded interventions for those students who need it.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Materials are provided so teachers can facilitate deep discussions. Support is given to assist teachers in facilitation and troubleshooting.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Materials help students think critically about the topic. Materials can be used digitally or a combination of both digital and print.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Materials spark dialogue and make everyday connections. Module videos are relevant. Math performance tasks.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Materials are high interest and authentic. Intervention is available in the lesson. Module opener does a quick check for lesson skills.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Materials foster creative, collaborative problem-solving. Students are able to use digital and print resources. Web sketch pad allows students to use digital tools for their work.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Materials are high interest and authentic. Module opener and essential questions are relevant.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>				18

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Materials provide multiple opportunities for students to express their learning in digital and print. Question bank provides opportunities for extra practice. NWEA Map growth support. Student reflective scales are used for reflection on confidence levels. Additional support for home with a mini-lesson. Audio recording and adaptive practice for students. Five different forms for assessments.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Materials provide discourse. Language development handbook for ELL. Targeted embedded intervention available.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Materials provide cooperative learning opportunities throughout the lesson digitally and in print.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. Materials provide learning tasks that are student-centered with module openers and performance tasks.
	<b>Column Totals</b>	12			
				<b>OVERALL SCORE</b>	12

# McGraw Hill - Algebra 1

## Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Algebra 1
<b>Grade Level Course</b>	Algebra 1
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Reveal Math Algebra 1: 9781265466725
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

McGraw Hill - Algebra 1 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The IM is called *Reveal Math*. Reveal Math emphasizes *Core Content, Online Library, and Personalized Learning*. It has a Spanish Version or Multi-lingual Online platform. Each lesson contains a *Math Probe* to catch misconceptions, a module review, a performance task, and an assessment. It has a Module video & Essential Question - everyday connections; Module opener- quick check, recharge on the prerequisite needs; Lesson Model: Launch, Explore and Develop, Reflect and Apply; Web Sketchpad (formerly: GeometerSketchpad)- Mathematical Modeling; personal tutor; embedded intervention- a mini lesson to reteach or teach in another way, on-level intervention; color-coded book section - teal color on the edge is for assignment; resources are Printable and Fully customizable; thousands of questions in the item bank which are algorithmic; every kid gets an opportunity to get 100; several item types for its assessment; *LearnSmart*- built-in adaptive practice; Math Language Routine, Multicultural Teacher Tips, EL Development; and Questions for Mathematical Discourse with Differentiated Instruction having these labeling AL(approaching Level), OL(on level), BL(Beyond Level). It has an Assessment which is diagnostic, benchmark, or end of course. The dashboard has Reports on activity performance reports, standards performance reports, Standards & skills reports; and Student proficiency scale. Also, there are embedded interventions for those students who need it.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. However, the material provides teachers little guidance to foster discussion within the lesson.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Some of the tasks seem more procedural which hinders critical thinking skills.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Online the materials provide activities for students to interact and explore the concept.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. However, more questions or tasks would be nice to have improved engagement in mathematical discourse.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Online the materials provide activities for students to interact and explore the

					concept.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. IM provides real life examples.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	



## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. It has a Spanish translation.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations in providing more than three real—life connections made or represented from various cultures and life experiences. It provides real-life examples
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. Online materials provide more diversity than the printed book
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Material provided to assess and differentiate to help ensure all students can learn.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Online materials provide more than the printed book.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.

	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>		12		

## McGraw Hill - Algebra 2

### Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Algebra 2
<b>Grade Level Course</b>	Algebra 2
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Reveal Math Algebra 2: 9781265473396
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

McGraw Hill - Algebra 2 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The IM is called *Reveal Math*. Reveal Math emphasizes *Core Content, Online Library, and Personalized Learning*. It has a Spanish Version or Multi-lingual Online platform. Each lesson contains a *Math Probe* to catch misconceptions, a module review, a performance task, and an assessment. It has a Module video & Essential Question - everyday connections; Module opener- quick check, recharge on the prerequisite needs; Lesson Model: Launch, Explore and Develop, Reflect and Apply; Web Sketchpad (formerly: GeometerSketchpad)- Mathematical Modeling; personal tutor; embedded intervention- a mini lesson to reteach or teach in another way, on-level intervention; color-coded book section - teal color on the edge is for assignment; resources are Printable and Fully customizable; thousands of questions in the item bank which are algorithmic; every kid gets an opportunity to get 100; several item types for its assessment; *LearnSmart*- built-in adaptive practice; Math Language Routine, Multicultural Teacher Tips, EL Development; and Questions for Mathematical Discourse with Differentiated Instruction having these labeling AL(approaching Level), OL(on level), BL(Beyond Level). It has an Assessment which is diagnostic, benchmark, or end of course. The dashboard has Reports on activity performance reports, standards performance reports, Standards & skills reports; and Student proficiency scale. Also, there are embedded interventions for those students who need it.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. It covers the major topics of the course.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Materials are accurate and well organized and address all three pillars of rigor. Content is appropriate for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Guidance is provided on scope and sequence, as well as lesson timing for block and traditional schedules. Units and lessons show vertical alignment of previous, now, and next standards.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Provides inquiry and discussion questions in each lesson.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Good balance of conceptual, procedural, and application problems throughout the lesson. Multiple representations are used and a variety of question formats are used.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Questions for Mathematical Discourse in each lesson.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. <i>Warm-ups, Explore activities, and exit tickets, and differentiation ideas</i> are provided in each lesson to help engage students in the

				material.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Small groups, whole groups, and individual parts of each lesson allow for collaboration and discussion. Ignite modeling activities can be used.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Contexts are relevant and appropriate to the grade level.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>			18

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. The supplemental Language Development Handbook provides tips and suggestions.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from various cultures and life experiences. A variety of real-life connections and applications are used in each lesson.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. Materials are designed with EL supports, differentiated materials, and a variety of problem-solving techniques are presented.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Lessons include language development routines and linguistic notes to support EL learners. Diverse perspectives and contexts are used throughout.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Open-ended questions and discussion-centered activities provide opportunities for cooperative learning and sense-making.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. Materials provide a variety of whole group, small-group, and individual activities that are student centered.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

## McGraw Hill - Geometry

### Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Geometry
<b>Grade Level Course</b>	Geometry
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Reveal Math Geometry: 9781265452582
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

McGraw Hill - Geometry meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The IM is called *Reveal Math*. Reveal Math emphasizes *Core Content, Online Library, and Personalized Learning*. It has a Spanish Version or Multi-lingual Online platform. Each lesson contains a *Math Probe* to catch misconceptions, a module review, a performance task, and an assessment. It has a Module video & Essential Question - everyday connections; Module opener- quick check, recharge on the prerequisite needs; Lesson Model: Launch, Explore and Develop, Reflect and Apply; Web Sketchpad (formerly: GeometerSketchpad)- Mathematical Modeling; personal tutor; embedded intervention- a mini lesson to reteach or teach in another way, on-level intervention; color-coded book section - teal color on the edge is for assignment; resources are Printable and Fully customizable; thousands of questions in the item bank which are algorithmic; every kid gets an opportunity to get 100; several item types for its assessment; *LearnSmart*- built-in adaptive practice; Math Language Routine, Multicultural Teacher Tips, EL Development; and Questions for Mathematical Discourse with Differentiated Instruction having these labeling AL(approaching Level), OL(on level), BL(Beyond Level). It has an Assessment which is diagnostic, benchmark, or end of course. The dashboard has Reports on activity performance reports, standards performance reports, Standards & skills reports; and Student proficiency scale. Also, there are embedded interventions for those students who need it.



## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Lessons are structured as Launch, explore and develop, reflect and practice
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Reveal Math allows teachers to provide intervention and differentiate instruction. Mini-lessons are available for content through Algebra 1 to meet prerequisite skills for low-performing students.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Each lesson has a performance task to promote critical thinking
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Each lesson starts with exploration to promote student discourse. <i>Explorations and performance tasks</i> provide opportunities for student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. The performance tasks offer opportunities for engagement and authentic learning.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). The material has a balanced approach towards promoting creative and collaborative skills via textbooks and digital platforms. Collaborative learning can be done with the performance tasks and other activities throughout the lessons.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. The material has ample opportunities in practice problems and lessons relevant to students' lives.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>			18

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Materials are provided for differentiation and include language development activities.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Various examples are present in performance tasks and word problems in a variety of inclusive ways. Inclusive activities are included for students to share their experiences.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Performance tasks and other materials provide cooperative learning experiences for the students.

	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. Performance tasks provided that encourage student centered learning.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

# McGraw Hill - Integrated Math I

## Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Integrated I
<b>Grade Level Course</b>	Integrated Math I
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Reveal Math Integrated I: 9781265482367
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

McGraw Hill - Integrated Math I meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The IM is called *Reveal Math*. Reveal Math emphasizes *Core Content, Online Library, and Personalized Learning*. It has a Spanish Version or Multi-lingual Online platform. Each lesson contains a *Math Probe* to catch misconceptions, a module review, a performance task, and an assessment. It has a Module video & Essential Question - everyday connections; Module opener- quick check, recharge on the prerequisite needs; Lesson Model: Launch, Explore and Develop, Reflect and Apply; Web Sketchpad (formerly: GeometerSketchpad)- Mathematical Modeling; personal tutor; embedded intervention- a mini lesson to reteach or teach in another way, on-level intervention; color-coded book section - teal color on the edge is for assignment; resources are Printable and Fully customizable; thousands of questions in the item bank which are algorithmic; every kid gets an opportunity to get 100; several item types for its assessment; *LearnSmart*- built-in adaptive practice; Math Language Routine, Multicultural Teacher Tips, EL Development; and Questions for Mathematical Discourse with Differentiated Instruction having these labeling AL(approaching Level), OL(on level), BL(Beyond Level). It has an Assessment which is diagnostic, benchmark, or end of course. The dashboard has Reports on activity performance reports, standards performance reports, Standards & skills reports; and Student proficiency scale. Also, there are embedded interventions for those students who need it.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvements in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.		1		The IM needs improvements in having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		15	3		
<b>OVERALL SCORE</b>				15	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.		1		The IM needs improvements on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvements on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.		1		The IM needs improvements on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		6	3		
<b>OVERALL SCORE</b>				9	

# McGraw Hill - Integrated Math II

## Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Integrated II
<b>Grade Level Course</b>	Integrated Math II
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Reveal Math Integrated II
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

McGraw Hill - Integrated Math II meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The IM is called *Reveal Math*. Reveal Math emphasizes *Core Content*, *Online Library*, and *Personalized Learning*. It has a Spanish Version or Multi-lingual Online platform. Each lesson contains a *Math Probe* to catch misconceptions, a module review, a performance task, and an assessment. It has a Module video & Essential Question - everyday connections; Module opener- quick check, recharge on the prerequisite needs; Lesson Model: Launch, Explore and Develop, Reflect and Apply; Web Sketchpad (formerly: GeometerSketchpad)- Mathematical Modeling; personal tutor; embedded intervention- a mini lesson to reteach or teach in another way, on-level intervention; color-coded book section - teal color on the edge is for assignment; resources are Printable and Fully customizable; thousands of questions in the item bank which are algorithmic; every kid gets an opportunity to get 100; several item types for its assessment; *LearnSmart*- built-in adaptive practice; Math Language Routine, Multicultural Teacher Tips, EL Development; and Questions for Mathematical Discourse with Differentiated Instruction having these labeling AL(approaching Level), OL(on level), BL(Beyond Level). It has an Assessment which is diagnostic, benchmark, or end of course. The dashboard has Reports on activity performance reports, standards performance reports, Standards & skills reports; and Student proficiency scale. Also, there are embedded interventions for those students who need it.



## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvement in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.		1		The IM needs improvements of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.		1		The IM needs improvement in providing relevance to students' lives.
<b>Column Totals</b>		12	3		
<b>OVERALL SCORE</b>				15	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.		1		The IM needs improvements on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvements on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.		1		The IM needs improvements on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		6	3		
<b>OVERALL SCORE</b>				9	

## McGraw Hill - Integrated Math III

### Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Integrated III
<b>Grade Level Course</b>	Integrated Math III
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Reveal Math Integrated III: 9781265486600
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

McGraw Hill - Integrated Math III meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The IM is called *Reveal Math*. Reveal Math emphasizes *Core Content, Online Library, and Personalized Learning*. It has a Spanish Version or Multi-lingual Online platform. Each lesson contains a *Math Probe* to catch misconceptions, a module review, a performance task, and an assessment. It has a Module video & Essential Question - everyday connections; Module opener- quick check, recharge on the prerequisite needs; Lesson Model: Launch, Explore and Develop, Reflect and Apply; Web Sketchpad (formerly: GeometerSketchpad)- Mathematical Modeling; personal tutor; embedded intervention- a mini lesson to reteach or teach in another way, on-level intervention; color-coded book section - teal color on the edge is for assignment; resources are Printable and Fully customizable; thousands of questions in the item bank which are algorithmic; every kid gets an opportunity to get 100; several item types for its assessment; *LearnSmart*- built-in adaptive practice; Math Language Routine, Multicultural Teacher Tips, EL Development; and Questions for Mathematical Discourse with Differentiated Instruction having these labeling AL(approaching Level), OL(on level), BL(Beyond Level). It has an Assessment which is diagnostic, benchmark, or end of course. The dashboard has Reports on activity performance reports, standards performance reports, Standards & skills reports; and Student proficiency scale. Also, there are embedded interventions for those students who need it.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvements in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.		1		The IM needs improvements of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.		1		The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		12	3		
<b>OVERALL SCORE</b>				15	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2	1	0	The IM needs improvements on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	0	0	The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2	1	0	The IM needs improvements on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2	0	0	The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	0	0	The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	0	1	0	The IM needs improvements on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		6	3	0	
<b>OVERALL SCORE</b>				9	

## McGraw Hill - Pre-Calculus

### Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Miller's Precalculus, High School Edition, 1e
<b>Grade Level Course</b>	Pre-Calculus
<b>Course Number Description</b>	N/A
<b>ISBN</b>	9781265658205
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

McGraw Hill - Pre-Calculus meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

The IM is called *Reveal Math*. Reveal Math emphasizes *Core Content, Online Library, and Personalized Learning*. It has a Spanish Version or Multi-lingual Online platform. Each lesson contains a *Math Probe* to catch misconceptions, a module review, a performance task, and an assessment. It has a Module video & Essential Question - everyday connections; Module opener- quick check, recharge on the prerequisite needs; Lesson Model: Launch, Explore and Develop, Reflect and Apply; Web Sketchpad (formerly: GeometerSketchpad)- Mathematical Modeling; personal tutor; embedded intervention- a mini lesson to reteach or teach in another way, on-level intervention; color-coded book section - teal color on the edge is for assignment; resources are Printable and Fully customizable; thousands of questions in the item bank which are algorithmic; every kid gets an opportunity to get 100; several item types for its assessment; *LearnSmart*- built-in adaptive practice; Math Language Routine, Multicultural Teacher Tips, EL Development; and Questions for Mathematical Discourse with Differentiated Instruction having these labeling AL(approaching Level), OL(on level), BL(Beyond Level). It has an Assessment which is diagnostic, benchmark, or end of course. The dashboard has Reports on activity performance reports, standards performance reports, Standards & skills reports; and Student proficiency scale. Also, there are embedded interventions for those students who need it.

These materials are appropriate for a standard high school Precalculus course. They are not designed to be used with AP Precalculus.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.		1		The IM needs improvement on targeting the most critical and impactful content. Content is appropriate but does not offer limits which is usually introduced in Precalculus
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. <i>Launch</i> activities and problem recognition exercises provide the opportunity for students to engage in academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. <i>Launch</i> activities and problem recognition exercises provide the opportunity for students to engage in academic discussion.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. <i>Launch</i> activities provide the opportunity for students to engage in academic discussion.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. <i>Launch</i> activities provide the opportunity for students to engage in academic discussion.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). <i>Launch</i> activities provide the opportunity for students to engage in academic discussion.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. <i>Word problem topics</i> are relevant to the students' lives when possible
	<b>Column Totals</b>	16	1		
	<b>OVERALL SCORE</b>			17	



## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. Students are provided plenty of practice problems, connections, and the opportunity to write about it and expand their skills.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real-life connections made or represented from a variety of cultures and life experiences. A lot of real-life applications.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvement on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Content contains contemporary topics and an emphasis on inclusion and diversity.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. <i>Launch</i> activities provide the opportunity for students to engage in academic discussion.

	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	10	1		
	<b>OVERALL SCORE</b>			11	

# Open Up Resources

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## Open Up Resources - 6th Grade Math

### Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up Resources 6-8 Math, 3rd Edition
<b>Grade Level Course</b>	6th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR MATH G6 3ED SDNT COURSE (9798886820843) - Textbook OUR MATH G6 3ED TCHR COURSE (9798886822885) - Teacher Resource
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Open Up Resources - 6th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Open Up Resources has a coherent mathematical story, universal design for learning, embedded supports for students with disabilities, 5 practices framework of Smith & Stein (*The five practices are: (1) Anticipating, (2) Monitoring, (3) Selecting, (4) Sequencing, and (5) Connecting*), embedded supports for English Language Learners, and extensions for students who are ready for more. It builds mathematical proficiency through conceptual understanding, procedural fluency, and applications of mathematics. For 6-8, the cyclic lesson structure is implemented which is *Invitation to the Mathematics, Engaging in the Mathematics, and Connecting the Mathematics*. These are implemented using the overarching structure of *Launch, Explore, and Synthesize* in every unit level, lesson level, and activity level. Plenty of instructional routines such as *Algebra Talk; Anticipate, Monitor, Select, Sequence, Connect; Group Presentations; Mathematical Language Routines; Notice and Wonder; Number Talk; Poll the Class; Take Turns; Think, Pair, Share; True or False; Which One Doesn't Belong?; Choral Count; Act It out How Many Do You See?; What Do You Know About \_\_\_?; Questions About Us; and Ready, Set Go Problems*. The IM also has Mathematical Language Routines (MLR), Progression of Terminology and Extended Learning.

The IM has *Kiddom (All-in-one digital platform)*. This platform can view standards-based data reports and monitor assessment progress in real time; assign and differentiate materials based on classroom, small-group, and individual needs; and access editable lesson materials (including slides) all in one place.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Scope and sequence plus instructional pathways are clearly available for educators.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Offers <i>Which One Doesn't Belong</i> slide deck which fosters deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Materials offer multiple opportunities to think deeply about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Materials are engaging and relevant to students' lives/experiences which sparks student dialogue.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. While materials offer students opportunities, the materials are heavy on text but have very few visuals to support the activities which can decrease engagement.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).

	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.		1		The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. The <i>Google Slides</i> in the resources provide the majority of the opportunities for student engagement are not available in Spanish. The representation of diverse people is limited.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.

	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	10	1		
	<b>OVERALL SCORE</b>			11	



## Open Up Resources - 7th Grade Math

### Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up Resources 6-8 Math, 3rd Edition
<b>Grade Level Course</b>	7th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR MATH G7 3ED SDNT COURSE (9798886820942) - Textbook OUR MATH G7 3ED TCHR COURSE (9798886822984) - Teacher Resource
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Open Up Resources - 7th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Open Up Resources has a coherent mathematical story, universal design for learning, embedded supports for students with disabilities, 5 practices framework of Smith & Stein (*The five practices are: (1) Anticipating, (2) Monitoring, (3) Selecting, (4) Sequencing, and (5) Connecting*), embedded supports for English Language Learners, and extensions for students who are ready for more. It builds mathematical proficiency through conceptual understanding, procedural fluency, and applications of mathematics. For 6-8, the cyclic lesson structure is implemented which is *Invitation to the Mathematics, Engaging in the Mathematics, and Connecting the Mathematics*. These are implemented using the overarching structure of *Launch, Explore, and Synthesize* in every unit level, lesson level, and activity level. Plenty of instructional routines such as *Algebra Talk; Anticipate, Monitor, Select, Sequence, Connect; Group Presentations; Mathematical Language Routines; Notice and Wonder; Number Talk; Poll the Class; Take Turns; Think, Pair, Share; True or False; Which One Doesn't Belong?; Choral Count; Act It out How Many Do You See?; What Do You Know About \_\_\_?; Questions About Us; and Ready, Set Go Problems*. The IM also has Mathematical Language Routines (MLR), Progression of Terminology and Extended Learning.

The IM has *Kiddom (an All-in-one digital platform)*. This platform can view standards-based data reports and monitor assessment progress in real time; assign and differentiate materials based on classroom, small-group, and individual needs; and access editable lesson materials (including slides) all in one place.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		18			
<b>OVERALL SCORE</b>				18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. In the video lessons, there are students of the same age level that are tackling the same problems that the lessons are teaching.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.

	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

## Open Up Resources - 8th Grade Math

### Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up Resources 6-8 Math, 3rd Edition
<b>Grade Level Course</b>	8th Grade Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR MATH G8 3ED SDNT COURSE (9798886821048) - Textbook OUR MATH G8 3ED TCHR COURSE (9798886823080) - Teacher Resource
<b>Grade Band</b>	6-8

Status: RECOMMENDED

### Justification:

Open Up Resources - 8th Grade Math meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Open Up Resources has a coherent mathematical story, universal design for learning, embedded supports for students with disabilities, 5 practices framework of Smith & Stein (*The five practices are: (1) Anticipating, (2) Monitoring, (3) Selecting, (4) Sequencing, and (5) Connecting*), embedded supports for English Language Learners, and extensions for students who are ready for more. It builds mathematical proficiency through conceptual understanding, procedural fluency, and applications of mathematics. For 6-8, the cyclic lesson structure is implemented which is *Invitation to the Mathematics, Engaging in the Mathematics, and Connecting the Mathematics*. These are implemented using the overarching structure of *Launch, Explore, and Synthesize* in every unit level, lesson level, and activity level. Plenty of instructional routines such as *Algebra Talk; Anticipate, Monitor, Select, Sequence, Connect; Group Presentations; Mathematical Language Routines; Notice and Wonder; Number Talk; Poll the Class; Take Turns; Think, Pair, Share; True or False; Which One Doesn't Belong?; Choral Count; Act It out How Many Do You See?; What Do You Know About \_\_\_?; Questions About Us; and Ready, Set Go Problems*. The IM also has Mathematical Language Routines (MLR), Progression of Terminology and Extended Learning.

The IM has *Kiddom (All-in-one digital platform)*. This platform can view standards-based data reports and monitor assessment progress in real time; assign and differentiate materials based on classroom, small-group, and individual needs; and access editable lesson materials (including slides) all in one place.

Open Up Resources - 8th Grade Math

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. Standards listed in the units. Mathematical practices referenced.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Materials are accurate and appropriate. Digital and print available. Open Up provides printed but the digital is free (open resource).
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Clear scope and sequence. Clear instructional lesson plans. Clear unit dependency progression chart.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Materials focus on Mathematical Language routines to cultivate conversation for all students. Teachers are provided with discussion support.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Materials use the 5 practices for orchestrating productive mathematical discussion. Scaffolding is provided for ELL and special education students.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Students are given multiple opportunities to discuss. Digital work can be viewed in real-time. Enrichment is included in the materials.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Students

	content.			are given opportunities to engage in activities. Authenticity in activities needs improvement. Present in some units or lessons but not in all activities.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Materials foster some collaborative problem-solving.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Some digital activities do not have relevant connections. It also presents a prompt or question that is relevant to a student's life.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>		18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Illustrative Mathematics based. Print available from Open Up.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. Has enough real-life connections in digital platforms.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Students are given multiple opportunities to discuss problems. Students are grouped to discuss during the <i>Launch</i> . Students can work together cooperatively digitally and in print. Teachers can monitor student's digital work in real-time.



	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations of providing learning and tasks that are predominantly student-centered. Materials provide learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

# Open Up Resources - Algebra 1

## Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up High School Mathematics, 1st Edition
<b>Grade Level Course</b>	Algebra 1
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR HS MATH ALG 1 STDNT COURSE (9781953454812) - Textbook OUR HS MATH ALG 1 TCHR COURSE (9781953454829) - Teacher Resource
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

Open Up Resources - Algebra 1 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Open Up Resources has a coherent mathematical story, universal design for learning, embedded supports for students with disabilities, 5 practices framework of Smith & Stein (*The five practices are: (1) Anticipating, (2) Monitoring, (3) Selecting, (4) Sequencing, and (5) Connecting*), embedded supports for English Language Learners, and extensions for students who are ready for more. It builds mathematical proficiency through conceptual understanding, procedural fluency, and applications of mathematics. For 9-12, the cyclic lesson structure is implemented which is to *Develop Understanding, Solidify Understanding, and Practice Understanding*. These are implemented using the overarching structure of *Launch, Explore, and Synthesize* in every unit level, lesson level, and activity level. Plenty of instructional routines such as *Algebra Talk; Anticipate, Monitor, Select, Sequence, Connect; Group Presentations; Mathematical Language Routines; Notice and Wonder; Number Talk; Poll the Class; Take Turns; Think, Pair, Share; True or False; Which One Doesn't Belong?; Choral Count; Act It out How Many Do You See?; What Do You Know About \_\_\_?; Questions About Us; and Ready, Set Go Problems*. The IM also has Mathematical Language Routines (MLR), Progression of Terminology and Extended Learning.

The IM has *Kiddom (All-in-one digital platform)*. This platform can view standards-based data reports and monitor assessment progress in real time; assign and differentiate materials based on classroom, small-group, and individual needs; and access editable lesson materials (including slides) all in one place.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. The curriculum targets the major standards in the subject.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. However, Some topics are advanced for Algebra 1(One) and belong to Algebra 2.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. The <i>Coherent Progression chart</i> demonstrates the clear and actionable steps for effective instructions.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The curriculum is designed for academic discourse and provides teacher instructional tools for all students to discuss in the lesson.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. The <i>Ready Set Go-</i> help students think about the topic, reinforce previous skills needed for the topic and practice the topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. With the <i>extension for students</i> , teachers can further students' exploration.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. <i>Ready Set Go</i> and <i>Launch</i> help students engage in the content and curriculum.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). The instructional routines are embedded into the lesson with activities to encourage collaboration and problem-solving skills while enforcing Mathematical Practice Standards.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Materials that reflect global issues can be more relevant to students' lives now.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>			18

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Materials are offered in Spanish which could be expanded to help other students having different languages.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. The materials use real life application to demonstrate how to apply the skills learned to completing the task.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. The tasks use different names from various cultures to help students reflect on diversity.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. The materials provide an opportunity for students to discuss. The material could have included teacher guidance on how to foster cultural diversity within the discussion.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. With the discussion component of the lessons, students can share their learning experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. The lesson structure of <i>Launch, Explore, and Discuss</i> ensures student centered lesson and environment.
	<b>Column Totals</b>	12			
				<b>OVERALL SCORE</b>	12

## Open Up Resources - Algebra 2

### Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up High School Mathematics, 1st Edition
<b>Grade Level Course</b>	Algebra 2
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR HS MATH ALG 2 STDNT COURSE (9781953454836) - Textbook OUR HS MATH ALG 2 TCHR COURSE (9781953454843) - Teacher Resource
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Open Up Resources - Algebra 2 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Open Up Resources has a coherent mathematical story, universal design for learning, embedded supports for students with disabilities, 5 practices framework of Smith & Stein (*The five practices are: (1) Anticipating, (2) Monitoring, (3) Selecting, (4) Sequencing, and (5) Connecting*), embedded supports for English Language Learners, and extensions for students who are ready for more. It builds mathematical proficiency through conceptual understanding, procedural fluency, and applications of mathematics. For 9-12, the cyclic lesson structure is implemented which is to *Develop Understanding, Solidify Understanding, and Practice Understanding*. These are implemented using the overarching structure of *Launch, Explore, and Synthesize* in every unit level, lesson level, and activity level. Plenty of instructional routines such as *Algebra Talk; Anticipate, Monitor, Select, Sequence, Connect; Group Presentations; Mathematical Language Routines; Notice and Wonder; Number Talk; Poll the Class; Take Turns; Think, Pair, Share; True or False; Which One Doesn't Belong?; Choral Count; Act It out How Many Do You See?; What Do You Know About \_\_\_?; Questions About Us; and Ready, Set Go Problems*. The IM also has Mathematical Language Routines (MLR), Progression of Terminology and Extended Learning.

The IM has *Kiddom (All-in-one digital platform)*. This platform can view standards-based data reports and monitor assessment progress in real time; assign and differentiate materials based on classroom, small-group, and individual needs; and access editable lesson materials (including slides) all in one place.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. Materials cover the major topics of the course
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Lessons are written in student friendly language and present multiple problem solving strategies. Problem sets seem appropriate for the course and standards.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Materials include a chart showing the pacing of all units across all three grade levels as well as which lessons may be optional. There is also a unit dependency chart showing where prior learning is needed to address standards later on.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Lessons include a Launch, Explore, Discuss section specifically designed for student discussion. Open-ended questions throughout the lesson also provide opportunities for student discussions.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. Open-ended questions and a variety of strategies are used throughout lessons to help students connect prior understanding and analyze connections between topics and strategies



	B3. Materials spark student dialogue and support further exploration.	2		The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. Lessons include a Launch, Explore, Discuss section specifically designed for student discussion. Open-ended questions throughout the lesson also provide opportunities for student discussions.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2		The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Most lessons include context-relevant scenarios or situations. Students are asked to engage with the material and show understanding in a variety of ways. This includes activities involving student discussion, open-ended responses, and various homework/assessment problem types.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Open-ended questions and multiple entry points and strategies in lessons provide opportunities for students to work together, discuss, and compare solutions.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Most lessons include context-relevant scenarios or situations that students would find interesting.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>		18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations by providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from various cultures and life experiences. Tasks connect to a variety of real-life applications. A variety of cultural names and situations are represented throughout.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student. There are lots of opportunities for multiple entry points into tasks and student discussions.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.

	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

# Open Up Resources - Geometry

## Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up High School Mathematics, 1st Edition
<b>Grade Level Course</b>	Geometry
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR HS MATH GEOM STDNT COURSE (9781953454850) - Textbook OUR HS MATH GEOM TCHR COURSE (9781953454867) - Teacher Resource
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

Open Up Resources - Geometry meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Open Up Resources has a coherent mathematical story, universal design for learning, embedded supports for students with disabilities, 5 practices framework of Smith & Stein (*The five practices are: (1) Anticipating, (2) Monitoring, (3) Selecting, (4) Sequencing, and (5) Connecting*), embedded supports for English Language Learners, and extensions for students who are ready for more. It builds mathematical proficiency through conceptual understanding, procedural fluency, and applications of mathematics. For 9-12, the cyclic lesson structure is implemented which is to *Develop Understanding, Solidify Understanding, and Practice Understanding*. These are implemented using the overarching structure of *Launch, Explore, and Synthesize* in every unit level, lesson level, and activity level. Plenty of instructional routines such as *Algebra Talk; Anticipate, Monitor, Select, Sequence, Connect; Group Presentations; Mathematical Language Routines; Notice and Wonder; Number Talk; Poll the Class; Take Turns; Think, Pair, Share; True or False; Which One Doesn't Belong?; Choral Count; Act It out How Many Do You See?; What Do You Know About \_\_\_?; Questions About Us; and Ready, Set Go Problems*. The IM also has Mathematical Language Routines (MLR), Progression of Terminology and Extended Learning.

The IM has *Kiddom (All-in-one digital platform)*. This platform can view standards-based data reports and monitor assessment progress in real time; assign and differentiate materials based on classroom, small-group, and individual needs; and access editable lesson materials (including slides) all in one place.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. Content is aligned to standards, standard dependency map is provided.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. The lesson's structure is based on <i>Launch, Explore, and Synthesize</i> .
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The digital platform, PDF's, editable lessons, exit tickets, assessments, and performance tasks with answer keys available. Power slides are also available for lessons along with teacher notes. Teacher Guide Questions fosters deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically. Lunch, explore, and synthesize structure provides students opportunities for critical thinking.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. The lessons are task-oriented.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Explorations offer opportunities for students to engage in meaningful learning.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). The tasks are built upon promoting collaborative and problem solving skills.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. The task examples are based on real world situations like building a gazebo, swim meet etc.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>		18		

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Many opportunities for students to reflect on their learning and share their views via think-pair-share, and launch tasks. The materials are available digitally and in PDF's.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. Many opportunities are available to make real life connections for students via tasks like using trig ratios to determine missing lengths and angles, determining the height of a tree using angle of elevation, and shadows, etc.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvement on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background. There wasn't enough information about the authors for geometry.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. The lesson structure allows equally all students to share their views.

E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. The tasks are designed to promote collaborative work and learning experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	10	1		
	<b>OVERALL SCORE</b>			11	



# Open Up Resources - Integrated Math I

## Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up High School Mathematics, 1st Edition
<b>Grade Level Course</b>	Integrated Math I
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR HS MATH MTH 1 STDNT COURSE (9781953454874) - Textbook OUR HS MATH MTH 1 TCHR COURSE (9781953454881) - Teacher Resource
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

Open Up Resources - Integrated Math I meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Open Up Resources has a coherent mathematical story, universal design for learning, embedded supports for students with disabilities, 5 practices framework of Smith & Stein (*The five practices are: (1) Anticipating, (2) Monitoring, (3) Selecting, (4) Sequencing, and (5) Connecting*), embedded supports for English Language Learners, and extensions for students who are ready for more. It builds mathematical proficiency through conceptual understanding, procedural fluency, and applications of mathematics. For 9-12, the cyclic lesson structure is implemented which is to *Develop Understanding, Solidify Understanding, and Practice Understanding*. These are implemented using the overarching structure of *Launch, Explore, and Synthesize* in every unit level, lesson level, and activity level. Plenty of instructional routines such as *Algebra Talk; Anticipate, Monitor, Select, Sequence, Connect; Group Presentations; Mathematical Language Routines; Notice and Wonder; Number Talk; Poll the Class; Take Turns; Think, Pair, Share; True or False; Which One Doesn't Belong?; Choral Count; Act It out How Many Do You See?; What Do You Know About \_\_\_?; Questions About Us; and Ready, Set Go Problems*. The IM also has Mathematical Language Routines (MLR), Progression of Terminology and Extended Learning.

The IM has *Kiddom (All-in-one digital platform)*. This platform can view standards-based data reports and monitor assessment progress in real time; assign and differentiate materials based on classroom, small-group, and individual needs; and access editable lesson materials (including slides) all in one place.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.		1		The IM needs improvements of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		1		The IM needs improvements in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		1		The IM needs improvements in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.		1		The IM needs improvements in providing relevance to students' lives.
<b>Column Totals</b>		10	4		
<b>OVERALL SCORE</b>				14	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Open Up Resources - Integrated Math II

### Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up High School Mathematics, 1st Edition
<b>Grade Level Course</b>	Integrated Math II
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR HS MATH MTH 2 STDNT COURSE (9781953454898) - Textbook OUR HS MATH MTH 2 TCHR COURSE (9781953454904) - Teacher Resource
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Open Up Resources - Integrated Math II meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Open Up Resources has a coherent mathematical story, universal design for learning, embedded supports for students with disabilities, 5 practices framework of Smith & Stein (*The five practices are: (1) Anticipating, (2) Monitoring, (3) Selecting, (4) Sequencing, and (5) Connecting*), embedded supports for English Language Learners, and extensions for students who are ready for more. It builds mathematical proficiency through conceptual understanding, procedural fluency, and applications of mathematics. For 9-12, the cyclic lesson structure is implemented which is to *Develop Understanding, Solidify Understanding, and Practice Understanding*. These are implemented using the overarching structure of *Launch, Explore, and Synthesize* in every unit level, lesson level, and activity level. Plenty of instructional routines such as *Algebra Talk; Anticipate, Monitor, Select, Sequence, Connect; Group Presentations; Mathematical Language Routines; Notice and Wonder; Number Talk; Poll the Class; Take Turns; Think, Pair, Share; True or False; Which One Doesn't Belong?; Choral Count; Act It out How Many Do You See?; What Do You Know About \_\_\_?; Questions About Us; and Ready, Set Go Problems*. The IM also has Mathematical Language Routines (MLR), Progression of Terminology and Extended Learning.

The IM has *Kiddom (All-in-one digital platform)*. This platform can view standards-based data reports and monitor assessment progress in real time; assign and differentiate materials based on classroom, small-group, and individual needs; and access editable lesson materials (including slides) all in one place.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.		1		The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		1		The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		1		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.		1		The IM meets expectations in providing relevance to students' lives.
<b>Column Totals</b>		10	4		
<b>OVERALL SCORE</b>				<b>14</b>	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

## Open Up Resources - Integrated Math III

### Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up High School Mathematics, 1st Edition
<b>Grade Level Course</b>	Integrated Math III
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR HS MATH MTH 3 STDNT COURSE (9781953454911) - Textbook OUR HS MATH MTH 3 TCHR COURSE (9781953454928) - Teacher Resource
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Open Up Resources - Integrated Math III meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Open Up Resources has a coherent mathematical story, universal design for learning, embedded supports for students with disabilities, 5 practices framework of Smith & Stein (*The five practices are: (1) Anticipating, (2) Monitoring, (3) Selecting, (4) Sequencing, and (5) Connecting*), embedded supports for English Language Learners, and extensions for students who are ready for more. It builds mathematical proficiency through conceptual understanding, procedural fluency, and applications of mathematics. For 9-12, the cyclic lesson structure is implemented which is to *Develop Understanding, Solidify Understanding, and Practice Understanding*. These are implemented using the overarching structure of *Launch, Explore, and Synthesize* in every unit level, lesson level, and activity level. Plenty of instructional routines such as *Algebra Talk; Anticipate, Monitor, Select, Sequence, Connect; Group Presentations; Mathematical Language Routines; Notice and Wonder; Number Talk; Poll the Class; Take Turns; Think, Pair, Share; True or False; Which One Doesn't Belong?; Choral Count; Act It out How Many Do You See?; What Do You Know About \_\_\_?; Questions About Us; and Ready, Set Go Problems*. The IM also has Mathematical Language Routines (MLR), Progression of Terminology and Extended Learning.

The IM has *Kiddom (All-in-one digital platform)*. This platform can view standards-based data reports and monitor assessment progress in real time; assign and differentiate materials based on classroom, small-group, and individual needs; and access editable lesson materials (including slides) all in one place.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.		1		The IM needs improvements of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		1		The IM needs improvements in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		1		The IM needs improvements in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.		1		The IM needs improvements in providing relevance to students' lives.
<b>Column Totals</b>		10	4		
<b>OVERALL SCORE</b>				<b>10</b>	



## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		12			
<b>OVERALL SCORE</b>				12	

# Palm Coast Publishing, Inc.

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## Palm Coast Publishing, Inc. - Algebra 2

### Details:

<b>Company Name</b>	Palm Coast Publishing, Inc.
<b>Instructional Material Title and Edition</b>	Algebra II for you Second Edition
<b>Grade Level Course</b>	Algebra 2
<b>Course Number Description</b>	Algebra II and Precalculus as well
<b>ISBN</b>	Algebra II for You ISBN 978-0-9776973-6-6
<b>Grade Band</b>	9-12

Status: NOT RECOMMENDED

### Justification:

Palm Coast Publishing, Inc. - Algebra 2 does not meet content alignment criteria and social justice criteria. It did not align with the Nevada Academic Content Standards (NVACS) for Mathematics and the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice. The material needs improvement in the presentation or visual design of the content and engagement of the students.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.		1		The IM needs improvement in targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.			0	The IM is inadequate in the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.			0	The IM is inadequate on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.		1		The IM needs improvement in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.			0	The IM is inadequate in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.			0	The IM is inadequate of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.			0	The IM is inadequate in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).			0	The IM is inadequate in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.			0	The IM is inadequate in providing relevance to students' lives.
<b>Column Totals</b>			2		
<b>OVERALL SCORE</b>				2	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
A. Accessibility	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.			0	The IM is inadequate in providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
B. Connections	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.			0	The IM is inadequate in providing more than three real—life connections made or represented by various cultures and life experiences.
C. Culturally Centered	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.			0	The IM is inadequate in providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
D. Equity	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.			0	The IM is inadequate in providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype free, and barrier-free instruction for every student.
E. Student Voice	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.			0	The IM is inadequate in providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.			0	The IM is inadequate in providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				<b>0</b>	

## Palm Coast Publishing, Inc. - Pre-Calculus

### Details:

<b>Company Name</b>	Palm Coast Publishing, Inc.
<b>Instructional Material Title and Edition</b>	A Student's Approach to Precalculus
<b>Grade Level Course</b>	Pre-Calculus
<b>Course Number Description</b>	N/A
<b>ISBN</b>	978-9776973-0-4
<b>Grade Band</b>	9-12

Status: NOT RECOMMENDED

### Justification:

Palm Coast Publishing, Inc. - Pre-Calculus does not meet content alignment criteria and social justice criteria. It did not align with the Nevada Academic Content Standards (NVACS) for Mathematics and the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice. The material needs improvement in the presentation or visual design of the content and engagement of the students.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.		1		The IM needs improvement on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.		1		The IM needs improvement on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.			0	The IM is inadequate in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvement in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.			0	The IM is inadequate of having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.			0	The IM is inadequate in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).			0	The IM is inadequate in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.		1		The IM needs improvement in providing relevance to students' lives.
<b>Column Totals</b>		2	4	0	
<b>OVERALL SCORE</b>				6	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.			0	The IM is inadequate on providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. PDF document is not accessible for screen reader use. Voice-to-text is not existent, does not read equations, and alt text is not available. This product would not be ADA-compliant if given to students as an online text.. No interactive activities are available.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.		1		The IM needs improvement in providing more than three real—life connections made or represented by various cultures and life experiences. There are a few sections that contain word problems in the exercises. There are no word problems in the exercises until sections 4.1, 4.2, and 4.5 (exponential and log functions and applications) and they seem to be the only ones in the book.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.		1		The IM needs improvement on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.			0	The IM is inadequate on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype free, and barrier-free instruction for every student.



<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.			0	The IM is inadequate in providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.		1		The IM needs improvement in providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>		3		
	<b>OVERALL SCORE</b>			3	

# Pathway2Careers

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## NS4ed/Pathway2Careers - Pre-Algebra

### Details:

<b>Company Name</b>	NS4ed/Pathway2Careers
<b>Instructional Material Title and Edition</b>	Pathway2Careers Pre-Algebra
<b>Grade Level Course</b>	Pre-Algebra
<b>Course Number Description</b>	N/A
<b>ISBN</b>	2050000720060
<b>Grade Band</b>	9-12

Status: NOT RECOMMENDED

### Justification:

NS4ed/Pathway2Careers - Pre-Algebra did not align with the Nevada Academic Content Standards (NVACS) for Mathematics and with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice. The materials are inadequate in targeting the most critical and impactful content; in the accuracy, well-written, and appropriate content for the grade level; and in having clear, actionable, scope and sequence, and instructional pathways. It needs improvement in providing educators with tools to foster deep academic discussion; in helping students think more critically about a topic; and in providing relevance to students' lives.

The IM needs improvement in providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs. Furthermore, the IM needs improvement in providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson and in providing learning and tasks that are predominantly student-centered.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.			0	<p>The IM is inadequate in targeting the most critical and impactful content. These areas include, but are not limited to, the following topics:</p> <p>Integer operations: Negative exponents are covered, however, operations involving negative numbers are not addressed. The addition, subtraction, multiplication, and division of positive and negative numbers are not adequately addressed.</p> <p>Rate and Ratio: First, insufficient content for ratio; furthermore, a potential sequencing issue, as the topic of rate is addressed after proportion.</p> <p>Solve real-world and mathematical problems involving surface area. The areas of two-dimensional shapes are covered, but the surface areas are not sufficiently discussed.</p>
	A2. Materials are accurate, well written, and appropriate for the grade level or span.			0	The IM is inadequate in the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.			0	The IM is inadequate in having a clear, actionable, scope and sequence, and instructional pathways.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.		1		The IM needs improvement in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.		1		The IM needs improvement in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.		1		The IM needs improvement in having activities or tasks that create a spark of student dialogue and support further

					exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		1		The IM needs improvement in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		1		The IM needs improvement in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.		1		The IM needs improvement in providing relevance to students' lives.
	<b>Column Totals</b>		6		
	<b>OVERALL SCORE</b>			6	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.		1		The IM needs improvement in providing multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		1		The IM needs improvement in providing more than three real—life connections made or represented by various cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.		1		The IM needs improvements on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.		1		The IM needs improvement on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.		1		The IM needs improvement in providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.		1		The IM needs improvement in providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>			6		
<b>OVERALL SCORE</b>				6	

## Pathway2Careers - Algebra 1

### Details:

<b>Company Name</b>	Pathway2Careers
<b>Instructional Material Title and Edition</b>	Pathway2Careers Algebra I
<b>Grade Level Course</b>	Algebra 1
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Pathway2Careers Algebra I 2050000620101
<b>Grade Band</b>	9-12

Status: NOT RECOMMENDED

### Justification:

Pathway2Careers - Algebra 1 did not meet content alignment criteria. Materials need improvement on clear, actionable, scope and sequence, and instructional pathways. Materials are inadequate in providing educators with tools to foster deep academic discussion. Materials did not spark student dialogue and support further exploration. Materials inadequately offer students opportunities to engage in meaningful, authentic learning activities that reinforce the course. Furthermore, Materials need improvement fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Social justice criteria are partially satisfied, but since it does not align with the Nevada Academic Content Standards (NVACS) for Mathematics the subject instruction material is not recommended. The IM needs improvement in providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype-free, and barrier-free instruction for every student, and need improvement in providing learning and tasks that are predominantly student-centered.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
Breadth	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.		1		The IM needs improvement on having a clear, actionable, scope and sequence, and instructional pathways.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.			0	The IM is inadequate in providing educators with tools to foster deep academic discussion.
	B2. Materials help students think more critically about a topic.	2			The IM needs improvement in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.			0	The IM is inadequate for having activities or tasks that create a spark of student dialogue and support further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.			0	The IM is inadequate in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).			0	The IM is inadequate in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.		1		The IM needs improvement in providing relevance to students' lives.
<b>Column Totals</b>		6	2		
<b>OVERALL SCORE</b>				<b>8</b>	



## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.		1		The IM needs improvement on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype-free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.
	E2. Materials provide learning and tasks that are predominantly student-centered.		1		The IM needs improvement in providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>		18	2		
<b>OVERALL SCORE</b>				10	

## Pathway2Careers - Algebra 2

### Details:

<b>Company Name</b>	Pathway2Careers
<b>Instructional Material Title and Edition</b>	Pathway2Careers Algebra II
<b>Grade Level Course</b>	Algebra 2
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Invalid Date
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Pathway2Careers - Algebra 2 meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice. It has comprehensive career support materials, linked to math lessons, professional development and curriculum development, multiple testing methods, and an equity strategy using Four E: Education, Employment, Economic Development, Equity, and relevancy using math through career path. The exploration lessons are teaching lessons to address English Language Learners, and the material has a Spanish version.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. It includes the major topics of the course.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Teacher and student editions are written in clear and concise language. Materials include real-world situations relevant to the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Scope and sequence documents are included as well as a pacing guide.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. Supplemental Academic Conversation Cards are part of the additional materials, but these are not well embedded in the lessons. There are guiding questions embedded in the lessons.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. While lessons typically start with a relevant link to a career or real-world application, materials tend to focus on procedural understanding also and typically only present one method of solving.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Collaboration could be improved through the use of more open ended questions
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Lessons typically start with a relevant link to a career or real-world application and contain word problems related to real-world contexts.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. A variety of ethnicities are represented in text and pictures.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real-life connections made or represented from a variety of cultures and life experiences. Lessons typically start with a relevant link to a career or real-world application and contain word problems related to real-world contexts. Names and pictures represent a variety of cultures and genders.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.

	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

# Pathway2Careers - Geometry

## Details:

<b>Company Name</b>	Pathway2Careers
<b>Instructional Material Title and Edition</b>	Pathway2Careers Geometry
<b>Grade Level Course</b>	Geometry
<b>Course Number Description</b>	NA
<b>ISBN</b>	Pathway2Careers Geometry 2050000720132
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

Pathway2Careers - Geometry meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice. It has comprehensive career support materials, linked to math lessons, professional development and curriculum development, multiple testing methods, and an equity strategy using Four E: Education, Employment, Economic Development, Equity, and relevancy using math through career path. The exploration lessons are teaching lessons to address English Language Learners, and the material has a Spanish version.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations on having a clear, actionable, scope and sequence, and instructional pathways.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The material is based on career oriented lessons to spark rich student engagement and discourse.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. The career-oriented approach encourages students to think critically.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. There is a



					great variety of careers present in the content that are relevant to students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations on providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. The interactive lessons provide students with many opportunities to share their work to inform instructors to better understand students' strengths and needs.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations on providing more than three real—life connections made or represented from a variety of cultures and life. There are a lot of opportunities to make real-life connections.experiences.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations on providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations on providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations on providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Digital lessons can be taught in small groups.

	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. The tasks are oriented to spark an interest in learning via exposing students to various careers.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

# Savvas Learning Company

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# Savvas Learning Company - Geometry

## Details:

<b>Company Name</b>	Savvas Learning Company
<b>Instructional Material Title and Edition</b>	enVision Geometry ©2024
<b>Grade Level Course</b>	Geometry
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Invalid Date
<b>Grade Band</b>	9-12

Status: RECOMMENDED

## Justification:

Savvas Learning Company - Geometry meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Savvas Learning Company named its instructional materials *enVision Mathematics*. The curriculum is flexible, has digital or print options, is accessible online or offline, is easy to use for students and teachers, has shown to be accessible to all students, and is engaging and has equity components to all its materials.

Teachers have access to auto-graded assignments which are pre-made and editable homework, quizzes, and tests; a Teacher Dashboard to quickly see student mastery; and an Instructor Resource Center. Students have Individualized learning with immediate feedback; at-home support; and *Realize -the platform for Geometry*. The homework and practice are adaptive, and the degree of difficulty adjusts depending on the student's level of mastery of skills and knowledge. This aligned with a growth mindset of *encouraging effort, persistence, and teamwork*. The lesson structure or instructional designs follows *Explore, Understand and Apply, Practice and Problem-Solving, Access and Differentiation*. There are embedded interactivities powered by *Desmos*. There are *VirtualNerd-QR* codes to link into the video tutorials, *MathXL*-test practice, Performance Analysis, and *ExamView* for assessment. It also has *3 Acts Math*-Mathematical Modeling with Real Scenarios (The hook, The model, and The Solution). *STEM* Projects are available for student's use.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. The material is well written for the grade level. Examples and practice questions include imagery in relevance to the context of the lessons.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Lesson structure and instructional design is based on <i>explore, understand and apply, practice and problem solving, assess and differentiate</i> . Scope and sequence provided along with instructional pathways. There is a pattern to the lessons starting with an <i>exploration, understanding and applying</i> with learning extensions. <i>Check your understanding</i> problems are provided, then practice.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. All the material is available digitally and as print. Online and offline access is available. Digital platform for teachers is available to assign and autograde. Student data can be utilized to effectively differentiate instruction. Virtual Nerd videos are available. Various digital tools are available. Additional resources are available for struggling students. Differentiation suggestions are provided to meet student needs at all levels and tools are provided to foster deep mathematical discussion.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. 3 ACT activities are available to

				help students think more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	2		The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. 3 <i>ACT</i> activities are STEM based that brings relevance and sparks rich student discourse and supports further exploration.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2		The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Problems focused on mathematical practices along with other content materials provide opportunities for students to engage in learning and the reinforcement of content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2		The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). 3 <i>ACT</i> for each topic are STEM and problem solving based.
	C3. Materials are relevant to students' lives.	2		The IM meets expectations in providing relevance to students' lives. Many opportunities for students to connect concepts to the real world.
	<b>Column Totals</b>	18		
	<b>OVERALL SCORE</b>		18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. The material is available digitally and paper. The digital platform is adaptive based on students' performance.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. Many opportunities available via 3 ACT.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Materials are presented in a variety of inclusive ways
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Opportunities provided for cooperative work where students can share experiences



	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

## Savvas Learning Company - Pre-Calculus

### Details:

<b>Company Name</b>	Savvas Learning Company
<b>Instructional Material Title and Edition</b>	AP Precalculus: Graphical, Numerical, Algebraic, 11th edition
<b>Grade Level Course</b>	Pre-Calculus
<b>Course Number Description</b>	AP PreCalculus
<b>ISBN</b>	Invalid Date
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Savvas Learning Company - Pre-Calculus meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Savvas Learning Company named its instructional materials *enVision Mathematics*. The curriculum is flexible, has digital or print options, is accessible online or offline, is easy to use for students and teachers, has shown to be accessible to all students, and is engaging and has equity components to all its materials.

Teachers have access to auto-graded assignments which are pre-made and editable homework, quizzes, and tests; a Teacher Dashboard to quickly see student mastery; and an Instructor Resource Center. Students have Individualized learning with immediate feedback; at-home support; and *Pearson App* which is the *MyMathLab- PreCalculus and Statistics*. The homework and practice are adaptive, and the degree of difficulty adjusts depending on the student's level of mastery of skills and knowledge. This aligned with a growth mindset of *encouraging effort, persistence, and teamwork*. The lesson structure or instructional designs follows *Explore, Understand and Apply, Practice and Problem-Solving, Access and Differentiation*. There are embedded interactivities powered by *Desmos*. There are *VirtualNerd-QR* codes to link into the video tutorials, *MathXL*-test practice, Performance Analysis, and *ExamView* for assessment. It also has *3 Acts Math-* Mathematical Modeling with Real Scenarios (The hook, The model, and The Solution). *STEM* Projects are available for student's use.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. This IM is designed for Precalculus or AP Precalculus. It covers all required topics plus additional early Calculus topics.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Materials are appropriate for the course. It provided AP review throughout the text.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Materials follow the pathway of the AP Precalculus course and identify the progression. Slide decks available for each lesson as well as student study slide decks.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. <i>Chapter Challenge</i> creates an opportunity for discussion before, during, and at the end of the chapter. <i>Explorations and Group Activity</i> provide structured discourse opportunities for students.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. <i>Chapter Challenge, Explorations, and Group Activity</i> are opportunities for students to think more critically about the topic.

	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. <i>Chapter Challenge</i> creates an opportunity for discussion before, during, and at the end of the chapter. <i>Explorations and Group Activity</i> provide structured discourse opportunities for students. <i>Extending the Ideas</i> provides questions to explore the content beyond the lesson.
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. <i>Chapter Challenge</i> creates an opportunity for discussion before, during, and at the end of the chapter. <i>Explorations and Group Activity</i> provide structured discourse opportunities for students.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). <i>Group Activity</i> provides structured opportunities for students to develop college and career/workplace skills.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. <i>Word problem</i> topics are relevant to current students. Context is provided if needed for a situation.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			18	

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Challenges, explorations, and activities provide opportunity for students to express their learning.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. <i>Word problem</i> topics are relevant to current students.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. <i>Word problem</i> topics and activities are relevant to current students. Context is provided if needed for a situation. Opportunities for discourse are built within the practice problems, challenges, and activities.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. <i>Challenges, explorations, and activities</i> provide opportunities for

					students to work cooperatively.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered. Materials bring the precalculus topics to the students and make the connection with the students' world.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

## Savvas Learning Company - Statistics

### Details:

<b>Company Name</b>	Savvas Learning Company
<b>Instructional Material Title and Edition</b>	Stats in Your World, 3rd edition
<b>Grade Level Course</b>	Statistics
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Stats in Your World (9780135166031) Teacher Edition / (9780135165942) Student Edition
<b>Grade Band</b>	9-12

Status: RECOMMENDED

### Justification:

Savvas Learning Company - Statistics meets content alignment criteria and social justice criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics as well as with the criteria of accessibility, connections, being culturally centered, equity, and fostering student voice.

Savvas Learning Company named its instructional materials *enVision Mathematics*. The curriculum is flexible, has digital or print options, is accessible online or offline, is easy to use for students and teachers, has shown to be accessible to all students, and is engaging and has equity components to all its materials.

Teachers have access to auto-graded assignments which are pre-made and editable homework, quizzes, and tests; a Teacher Dashboard to quickly see student mastery; and an Instructor Resource Center. Students have Individualized learning that has immediate feedback; at-home support; and *Pearson App* which is the *MyMathLab*- PreCalculus and Statistics. The homework and practice are adaptive, and the degree of difficulty adjusts depending on the student's level of mastery of skills and knowledge. This aligned with a growth mindset of *encouraging effort, persistence, and teamwork*. The lesson structure or instructional designs follows *Explore, Understand and Apply, Practice and Problem-Solving, Access and Differentiation*. There are embedded interactivities powered by *Desmos*. There are *VirtualNerd*-QR codes to link into the video tutorials, *MathXL*-test practice, Performance Analysis, and *ExamView* for assessment. It also has *3 Acts Math*- Mathematical Modeling with Real Scenarios (The hook, The model, and The Solution). *STEM* Projects are available for student's use.

## Category 1 Rubric - Alignment to Standards

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>Breadth</b>	A1. Materials target the most critical and impactful content.	2			The IM meets expectations on targeting the most critical and impactful content. Materials are appropriate for a Statistics course.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			The IM meets expectations on the accuracy, well-written, and appropriate content for the grade level. Materials are appropriate for a Statistics course.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The IM meets expectations of having a clear, actionable, scope and sequence, and instructional pathways. Materials follow the same progression as an AP Statistics course.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			The IM meets expectations in providing educators with tools to foster deep academic discussion. The nature of the course allows any of the exercises to provide the opportunity.
	B2. Materials help students think more critically about a topic.	2			The IM meets expectations in helping students think more critically about a topic. The materials provide exercises based on the real world which gives students the opportunity to examine their world more critically.
	B3. Materials spark student dialogue and support further exploration.	2			The IM meets expectations of having activities or tasks that create a spark of student dialogue and support further exploration. The materials provide exercises based on the real world which gives students the opportunity to examine their world more critically, discuss the information, and possibly look for additional information.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The IM meets expectations in offering students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Materials naturally lead to learning activities. Activities are also provided online.



	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			The IM meets expectations in fostering creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building). Materials naturally lead to these types of activities. Topics are reality-based and provide many opportunities for students to foster problem-solving skills.
	C3. Materials are relevant to students' lives.	2			The IM meets expectations in providing relevance to students' lives. Materials are very relevant to students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>		18		

## Category 2 Rubric - Alignment to Social Justice

Notations/Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metrics	ME (2pts)	NI (1pt)	IA (0pt)	Feedback
<b>A. Accessibility</b>	A1. Materials provide multiple opportunities for students to express their learning and interact with materials informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	2			The IM meets expectations of providing multiple opportunities for students to express their learning and interact with materials that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs. Materials are very relevant to students' lives.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			The IM meets expectations of providing more than three real—life connections made or represented from a variety of cultures and life experiences. Materials are very relevant to students' lives.
<b>C. Culturally Centered</b>	C1. Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' backgrounds.	2			The IM meets expectations of providing ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, customs artifacts, rituals and routines, and structures that promote inclusion of students' background.
<b>D. Equity</b>	D1. Materials provide discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, and create cultural bias-free, stereotype-free, and barrier-free instruction for every student.	2			The IM meets expectations of providing discourse and perspectives presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier-free instruction for every student. Materials are very relevant to students' lives.
<b>E. Student Voice</b>	E1. Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2			The IM meets expectations of providing the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson. Materials naturally lead to these types of activities.

	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>	12			
	<b>OVERALL SCORE</b>			12	

# Appendices

## Appendix A: Math 6-12 Reviewer Committee Profile

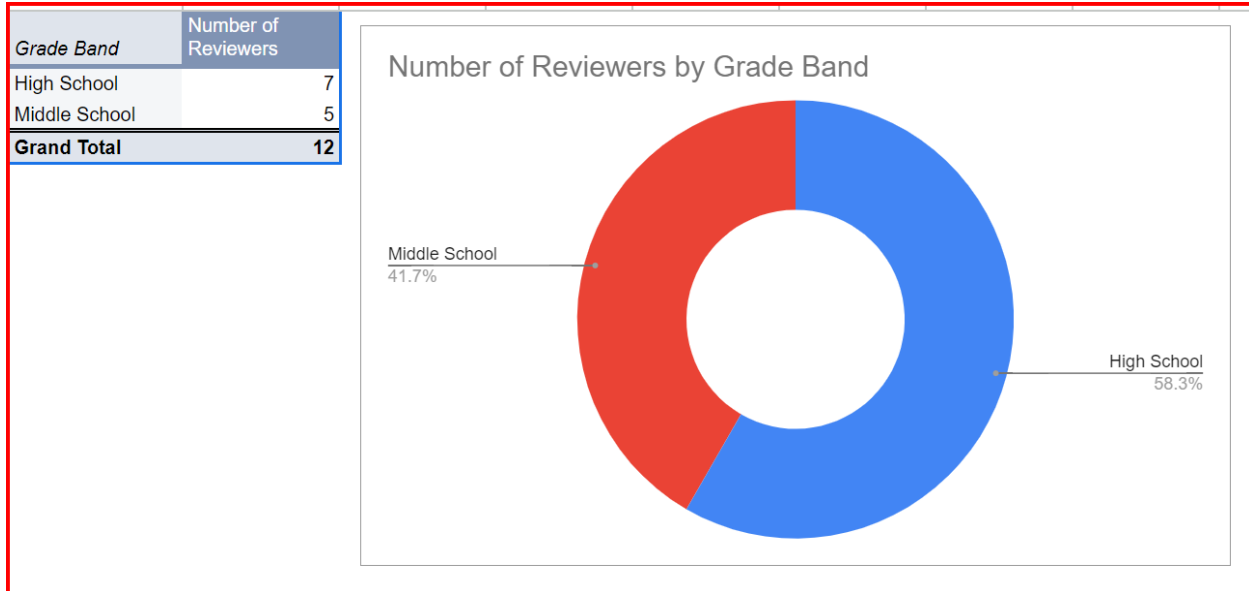


Figure 4. Number of Members By Grade Band

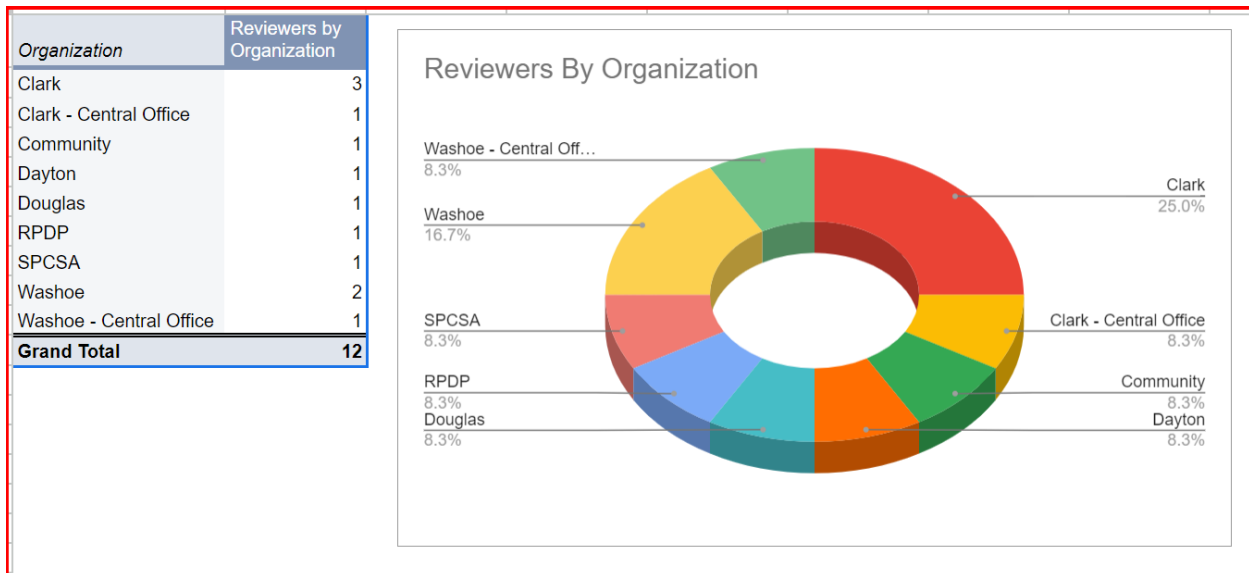


Figure 5. Number of Members By Organizational Affiliation

## Appendix B: Summary of Committee-Level Review Process & Scoring

The instructional materials that were submitted are grouped according to grade level or course. The rationale behind it is for easy comparison of content for all materials in a certain grade level, the strategies, and the pedagogy of the grade level or course. Having this method allows each reviewer to revisit every variation of social justice implementation of the multiple companies/vendors on similar grade levels/courses, minimizing the company or vendor bias each reviewer has. Then, each grade level/ course is assigned to an expert or lead whose qualification includes teaching in that grade level/course to lead or facilitate the discussion or consensus.

The reviewers look at the course standard and social justice alignment documentation submitted by the vendors. They verify and evaluate that the course content is aligned with the Nevada Academic Content Standards (NVACS) for Math. They also examine the examples, main content, and related resources (in the digital platform) for the Social Justice Criteria. Each reviewer's comments are noted by the assigned grade-level lead/experts. These lead content reviewer would write their feedback or comments on the sheets/workspace provided for them and present them for deliberation during the consensus meeting every Wednesday in November and early December 2023. The meeting's notes of the discussion and consensus are collected and summarized for reporting.

### Committee Level Review Consensus Scoring

The committee's Approval for Recommendation is based on the overall score for each category rubric during the consensus meeting.

- **For Category 1 rubric** (content alignment) - In this category, there are nine (9) metrics or indicators each is assigned 2 points for meeting expectations, 1 point for needs improvement, and 0 points for inadequate. This could have a total of 18 points. A consensus score of **14 out of 18** or more is needed as a cut-off score for approval for recommendation in this category.
- **For Category 2 rubric** (social justice alignment) - In this category, there are nine (6) metrics or indicators each is assigned 2 points for meeting expectations, 1 point for needs improvement, and 0 points for inadequate. This could have a total of 18 points. a score of **9 out of 12** or more is needed as a cut-off score for approval for recommendation in this category.

For the Instructional Material (IM) to be recommended, **category 1** (content alignment) must be satisfied or have **14 points or more**. Otherwise, the Instructional Material (IM) will be denied, **even if the category 2 score is 9 or above out of 12**.

# Appendix C: 6-12 Math Lessons and Topics for Grade/Course a Simplified Reference

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# 6-12 Math Lessons and Topics for Grade/Course a Simplified Reference

This is a simplified reference for topics in a grade level or course used by the reviewer committee. The content alignment documents for each submission are verified. The evidence or existence of these topics/lessons is also verified.

## 6th Grade

The topics, lessons, and standards for 6th-grade math can vary based on the curriculum used in a particular school or district. However, here are some common themes and standards that are typically covered in 6th-grade math:

1. Number Sense and Operations:
  - Understanding and working with whole numbers, decimals, and fractions.
  - Performing operations with whole numbers, decimals, and fractions.
  - Order of operations.
2. Algebraic Thinking:
  - Writing and evaluating expressions.
  - Solving simple equations.
  - Understanding and using variables.
3. Geometry:
  - Identifying and classifying geometric shapes.
  - Understanding and calculating area and perimeter.
  - Exploring volume and surface area.
4. Ratio and Proportional Relationships:
  - Understanding ratios and rates.
  - Solving problems involving unit rates and proportions.
5. Statistics and Probability:
  - Analyzing and interpreting data.
  - Constructing and interpreting graphs.
  - Understanding basic concepts of probability.
6. Expressions and Equations:
  - Writing and evaluating expressions.
  - Solving equations and inequalities.
7. Mathematical Reasoning:
  - Developing critical thinking and problem-solving skills.



- Applying mathematical concepts to real-world situations.

8. Mathematical Practices:

- Using mathematical reasoning to solve problems.
- Constructing viable arguments and critiquing the reasoning of others.

Teachers incorporate hands-on activities, projects, and real-world applications to enhance students' understanding and engagement with mathematical concepts.

## 7th grade

The topics, lessons, and standards for 7th-grade math can vary depending on the curriculum used in a particular school or district. However, common themes and standards typically covered in 7th-grade math include:

### 1. Number Sense and Operations:

- Understanding and working with integers, decimals, and fractions.
- Performing operations with integers, decimals, and fractions.
- Understanding and applying the order of operations.

### 2. Proportional Relationships:

- Solving problems involving ratios, rates, and proportions.
- Understanding and using percentages.

### 3. Expressions and Equations:

- Simplifying algebraic expressions.
- Solving multi-step equations and inequalities.
- Understanding and using variables.

### 4. Geometry:

- Understanding and applying geometric concepts.
- Calculating area and volume of 2D and 3D shapes.
- Understanding and applying the Pythagorean theorem.

### 5. Statistics and Probability:

- Analyzing and interpreting data.
- Constructing and interpreting statistical graphs.
- Understanding basic concepts of probability.

### 6. Ratios and Proportional Relationships:

- Understanding and using proportions.
- Solving problems involving scale drawings and similar figures.

### 7. Mathematical Reasoning:

- Developing critical thinking and problem-solving skills.
- Applying mathematical concepts to real-world situations.
- Constructing viable arguments and critiquing the reasoning of others.

### 8. Mathematical Practices:

- Using mathematical reasoning to solve problems.
- Modeling with mathematics.

Teachers supplement these standards with additional activities, projects, and real-world applications to enhance students' understanding and engagement with mathematical concepts.

## 8th Grade

The topics, lessons, and standards for 8th-grade math can vary based on the curriculum used in a particular school or district. However, common themes and standards that are typically covered in 8th-grade math include:

### 1. Number Sense and Operations:

- Understanding and working with rational and irrational numbers.
- Performing operations with rational and irrational numbers.
- Understanding and applying the order of operations.

### 2. Expressions and Equations:

- Simplifying and evaluating algebraic expressions.
- Solving linear equations and inequalities.
- Understanding and applying the concept of functions.

### 3. Functions:

- Defining, evaluating, and interpreting functions.
- Describing and analyzing relationships between variables.

### 4. Geometry:

- Understanding and applying geometric concepts.
- Calculating volume and surface area of 3D shapes.
- Understanding the relationships between angles and parallel lines.

### 5. Statistics and Probability:

- Analyzing and interpreting data.
- Constructing and interpreting statistical graphs.
- Understanding basic concepts of probability, including conditional probability.

### 6. Transformations:

- Understanding and applying geometric transformations (translations, rotations, reflections, and dilations).

### 7. Mathematical Reasoning:

- Developing critical thinking and problem-solving skills.
- Applying mathematical concepts to real-world situations.
- Constructing viable arguments and critiquing the reasoning of others.

### 8. Mathematical Practices:

- Using mathematical reasoning to solve problems.
- Modeling with mathematics.

Teachers enhance these standards with additional activities, projects, and real-world applications to deepen students' understanding and engagement with mathematical concepts.

## Algebra 1

Algebra 1 is a fundamental course in high school mathematics that introduces students to algebraic concepts and skills. The topics, lessons, and standards for Algebra 1 can vary somewhat based on the specific curriculum adopted by a school or district. However, here are common themes and standards typically covered in Algebra 1:

### 1. Foundations of Algebra:

- Understanding and working with real numbers, including integers, rational numbers, and irrational numbers.
- Understanding and applying the order of operations.
- Simplifying expressions.

### 2. Expressions and Equations:

- Writing, simplifying, and evaluating algebraic expressions.
- Solving linear equations and inequalities.
- Solving systems of linear equations and inequalities.

### 3. Functions:

- Defining, evaluating, and interpreting functions.
- Understanding function notation.
- Graphing linear functions.
- Understanding the concept of slope and y-intercept.

### 4. Quadratic Functions:

- Understanding and graphing quadratic functions.
- Solving quadratic equations by factoring, completing the square, and using the quadratic formula.

### 5. Polynomials and Factoring:

- Adding, subtracting, multiplying, and dividing polynomials.
- Factoring polynomials, including the difference of squares, trinomials, and grouping.

### 6. Rational Expressions:

- Simplifying and performing operations with rational expressions.
- Solving equations involving rational expressions.

### 7. Radicals and Exponents:

- Understanding and working with radicals.
- Simplifying expressions with exponents.
- Solving equations with exponents.

### 8. Data Analysis and Probability:

- Analyzing and interpreting data.
- Understanding basic concepts of probability.

9. Mathematical Reasoning:

- Developing critical thinking and problem-solving skills.
- Applying mathematical concepts to real-world situations.
- Constructing viable arguments and critiquing the reasoning of others.

10. Mathematical Practices:

- Using mathematical reasoning to solve problems.
- Modeling with mathematics.

## Algebra 2

Algebra 2 is an advanced high school mathematics course that builds upon the concepts introduced in Algebra 1. The topics, lessons, and standards for Algebra 2 can vary based on the specific curriculum adopted by a school or district. However, here are common themes and standards typically covered in Algebra 2:

### 1. Real Numbers and Operations:

- Understanding and working with real and complex numbers.
- Operations with complex numbers.

### 2. Polynomials and Factoring:

- Factoring polynomials, including quadratic, cubic, and higher-order polynomials.
- Performing operations with polynomial expressions.

### 3. Rational Expressions:

- Simplifying and performing operations with rational expressions.
- Solving equations involving rational expressions.

### 4. Functions and Their Transformations:

- Understanding and graphing various types of functions, including linear, quadratic, cubic, square root, and rational functions.
- Transformations of functions (translations, reflections, stretches, and compressions).

### 5. Radical and Exponential Functions:

- Understanding and graphing radical and exponential functions.
- Solving equations involving radical and exponential expressions.

### 6. Logarithmic Functions:

- Understanding and graphing logarithmic functions.
- Solving equations involving logarithmic expressions.

### 7. Sequences and Series:

- Understanding arithmetic and geometric sequences.
- Summation notation and series.

### 8. Trigonometry:

- Understanding the unit circle.
- Graphing trigonometric functions.
- Solving trigonometric equations and identities.

### 9. Matrices and Determinants:

- Performing operations with matrices.
- Finding determinants of matrices.



10. Conic Sections:

- Understanding and graphing conic sections, including circles, ellipses, hyperbolas, and parabolas.

11. Probability and Statistics:

- Understanding and applying probability concepts.
- Descriptive and inferential statistics.

12. Mathematical Modeling:

- Using algebraic concepts to model and solve real-world problems.

13. Mathematical Practices:

- Applying mathematical reasoning to solve problems.
- Modeling with mathematics.

## Geometry

Geometry is a branch of mathematics that focuses on the properties and relationships of shapes, sizes, angles, and dimensions. The topics, lessons, and standards for Geometry can vary based on the specific curriculum used by a school or district. However, here are common themes and standards typically covered in a high school Geometry course:

### 1. Basics of Geometry:

- Points, lines, and planes.
- Definitions and properties of angles.

### 2. Parallel and Perpendicular Lines:

- Recognizing and identifying parallel and perpendicular lines.
- Applying properties of angles formed by transversals.

### 3. Triangles:

- Classifying triangles based on sides and angles.
- Triangle congruence and similarity.
- Special right triangles.
- The Pythagorean theorem.

### 4. Quadrilaterals and Polygons:

- Properties and classifications of quadrilaterals.
- Properties of other polygons.
- Area and perimeter of polygons.

### 5. Circles:

- Circle properties, including radius, diameter, chord, and arc.
- Central and inscribed angles.
- Circumference and area of circles.

### 6. Constructions and Transformations:

- Constructing geometric figures using a compass and straightedge.
- Transformations, including translations, rotations, reflections, and dilations.

### 7. Three-Dimensional Geometry:

- Properties of three-dimensional shapes (prisms, pyramids, cylinders, cones, and spheres).
- Surface area and volume of three-dimensional figures.

### 8. Coordinate Geometry:

- Graphing and analyzing points, lines, and shapes on the coordinate plane.

### 9. Trigonometry:

- Trigonometric ratios in right triangles.

- Applications of trigonometry in solving geometric problems.

10. Geometric Proof and Reasoning:

- Writing and analyzing geometric proofs.
- Deductive reasoning and logical argumentation.

11. Mathematical Practices:

- Applying mathematical reasoning to solve problems.
- Constructing viable arguments and critiquing the reasoning of others.
- Modeling with mathematics.

## Integrated Math I

Integrated Math I is a course that combines topics from algebra, geometry, and statistics. The specific content covered can vary depending on the curriculum used by a school or district. However, here are common themes and standards typically covered in an Integrated Math I course:

### 1. Foundations of Algebra:

- Real numbers and operations.
- Expressions, equations, and inequalities.
- Linear equations and their graphs.

### 2. Functions:

- Definition and properties of functions.
- Function notation and representation.
- Linear functions and their applications.

### 3. Geometry:

- Basics of geometry, including points, lines, angles, and polygons.
- Transformations (translations, rotations, reflections, and dilations).
- Congruence and similarity.

### 4. Statistics and Data:

- Data representation and interpretation.
- Measures of central tendency and dispersion.
- Constructing and interpreting graphs.

### 5. Mathematical Modeling:

- Applying mathematical concepts to real-world situations.
- Formulating and solving problems using mathematical models.

### 6. Linear Systems:

- Solving systems of linear equations graphically and algebraically.
- Analyzing and interpreting solutions to systems.

### 7. Quadratic Functions:

- Graphing and solving quadratic functions.
- Factoring and the quadratic formula.

### 8. Exponential Functions:

- Graphing and solving exponential functions.
- Applications of exponential growth and decay.

### 9. Coordinate Geometry:

- Graphing and analyzing points, lines, and shapes on the coordinate plane.
- Distance and midpoint formulas.

10. Mathematical Practices:

- Applying mathematical reasoning to solve problems.
- Constructing viable arguments and critiquing the reasoning of others.
- Modeling with mathematics.

These topics align with integrated math standards that are designed to provide a more holistic and interconnected approach to mathematics education. School districts may have slightly different emphases in their integrated math courses.

## Integrated Math II

Integrated Math II is a continuation of the integrated math sequence, covering a combination of algebra, geometry, statistics, and other mathematical concepts. The specific topics, lessons, and standards can vary based on the curriculum used by a school or district. Here are common themes and standards typically covered in an Integrated Math II course:

1. Quadratic Functions and Equations:
  - Graphing and solving quadratic functions.
  - Factoring quadratic expressions.
  - Solving quadratic equations using the quadratic formula.
2. Polynomials:
  - Operations with polynomials.
  - Factoring polynomials, including special cases.
3. Rational Functions:
  - Graphing and analyzing rational functions.
  - Simplifying and performing operations with rational expressions.
4. Exponential and Logarithmic Functions:
  - Graphing and solving exponential and logarithmic functions.
  - Applications of exponential and logarithmic functions.
5. Radical Functions:
  - Simplifying and performing operations with radical expressions.
  - Solving equations involving radicals.
6. Geometry and Trigonometry:
  - Properties of geometric shapes and figures.
  - Trigonometric functions and their graphs.
  - Applications of trigonometry in solving problems.
7. Probability and Statistics:
  - Probability concepts and calculations.
  - Statistical measures, including mean, median, and standard deviation.
  - Data analysis and interpretation.
8. Coordinate Geometry:
  - Equations of lines and curves on the coordinate plane.
  - Transformations (translations, rotations, reflections, and dilations).
9. Sequences and Series:
  - Understanding arithmetic and geometric sequences.

- Summation notation and series.

10. Mathematical Modeling:

- Applying mathematical concepts to model and solve real-world problems.

11. Mathematical Practices:

- Applying mathematical reasoning to solve problems.
- Constructing viable arguments and critiquing the reasoning of others.
- Modeling with mathematics.

Integrated Math II continues the approach of integrating various mathematical topics rather than teaching them in isolated courses. Standards for Integrated Math II align with a comprehensive and interconnected view of mathematics. Check your school or district's specific curriculum guides and standards for the most accurate and detailed information regarding the content and expectations for Integrated Math II.

## Integrated Math III

Integrated Math III is the third course in the integrated math sequence, which combines algebra, geometry, statistics, and other mathematical concepts. The specific topics, lessons, and standards can vary based on the curriculum used by a school or district. Here are common themes and standards typically covered in an Integrated Math III course:

1. Advanced Algebraic Concepts:
  - Polynomial and rational functions.
  - Operations with complex numbers.
  - Sequences and series.
2. Trigonometry:
  - Advanced concepts in trigonometry, including the unit circle.
  - Solving trigonometric equations and proving trigonometric identities.
3. Statistics and Probability:
  - Advanced statistical concepts, including regression analysis.
  - Conditional probability and probability distributions.
4. Exponential and Logarithmic Functions:
  - Advanced topics in exponential and logarithmic functions.
  - Applications of exponential and logarithmic functions.
5. Matrices and Vectors:
  - Operations with matrices.
  - Applications of matrices in solving systems of linear equations.
6. Conic Sections:
  - Advanced properties and equations of conic sections (circles, ellipses, hyperbolas, and parabolas).
7. Polar Coordinates and Parametric Equations:
  - Representing points in the plane using polar coordinates.
  - Describing curves using parametric equations.
8. Geometry:
  - Analytic geometry.
  - Three-dimensional geometry and vectors.
  - Geometric proofs and constructions.
9. Mathematical Modeling:
  - Applying mathematical concepts to model and solve real-world problems.



10. Mathematical Practices:

- Applying mathematical reasoning to solve problems.
- Constructing viable arguments and critiquing the reasoning of others.
- Modeling with mathematics.

Integrated Math III aims to provide students with a comprehensive and interconnected understanding of various mathematical concepts, preparing them for advanced courses or practical applications.

## Pre-Algebra

Pre-Algebra is typically a foundational course that introduces students to essential concepts in preparation for more advanced algebraic and mathematical coursework. The specific topics, lessons, and standards can vary based on the curriculum used by a school or district. Here are common themes and standards typically covered in a Pre-Algebra course:

1. Number Sense and Operations:
  - Understanding and working with whole numbers, integers, fractions, and decimals.
  - Operations with whole numbers, fractions, and decimals.
2. Basic Algebraic Concepts:
  - Introduction to variables and expressions.
  - Solving simple one-step equations and inequalities.
3. Factors and Multiples:
  - Identifying factors and multiples of numbers.
  - Prime factorization.
4. Ratios, Proportions, and Percentages:
  - Understanding and working with ratios and proportions.
  - Solving problems involving percentages.
5. Geometry Basics:
  - Properties and classification of geometric shapes.
  - Perimeter and area of basic geometric figures.
6. Data and Statistics:
  - Collecting, organizing, and interpreting data.
  - Basic statistical measures such as mean, median, and mode.
7. Integers and Rational Numbers:
  - Understanding and working with integers and rational numbers.
  - Comparing and ordering integers and rational numbers.
8. Basic Probability:
  - Introduction to probability concepts.
  - Simple probability calculations.
9. Patterns and Functions:
  - Recognizing and extending number patterns.
  - Introduction to basic functions.
10. Mathematical Reasoning:

- Developing critical thinking and problem-solving skills.
- Applying mathematical concepts to real-world situations.

11. Mathematical Practices:

- Using mathematical reasoning to solve problems.
- Constructing viable arguments and critiquing the reasoning of others.

Pre-Algebra sets the stage for more advanced algebra and mathematics courses. It aims to build a solid foundation in numerical and algebraic concepts, preparing students for success in future coursework.

## Pre Calculus

Pre-Calculus is an advanced high school course that typically serves as a bridge between advanced algebra and calculus. The topics, lessons, and standards can vary based on the curriculum used by a school or district. Here are common themes and standards typically covered in a Pre-Calculus course:

### 1. Functions and Graphs:

- Polynomial, rational, exponential, and logarithmic functions.
- Transformations of functions.
- Composite and inverse functions.

### 2. Trigonometry:

- Trigonometric functions and their graphs.
- Trigonometric identities and equations.
- Solving triangles.

### 3. Analytic Geometry:

- Equations of lines and circles.
- Conic sections (parabolas, ellipses, and hyperbolas).
- Polar coordinates and polar equations.

### 4. Sequences and Series:

- Arithmetic and geometric sequences.
- Infinite geometric series.
- Convergence and divergence of series.

### 5. Limits and Continuity:

- Understanding limits.
- Evaluating limits algebraically and graphically.
- Continuity of functions.

### 6. Derivatives:

- Introduction to calculus with a focus on derivatives.
- Rules for finding derivatives.
- Applications of derivatives, including rates of change and optimization problems.

### 7. Integration:

- Introduction to definite and indefinite integrals.
- Techniques of integration.
- Applications of integrals, including area under curves.

### 8. Parametric and Polar Equations:

- Representing curves using parametric and polar equations.

- Calculus with parametric and polar equations.

9. Vectors:

- Basics of vectors in two and three dimensions.
- Vector operations and applications.

10. Complex Numbers:

- Introduction to complex numbers.
- Operations with complex numbers.

11. Mathematical Modeling:

- Applying mathematical concepts to model and solve real-world problems.

12. Mathematical Practices:

- Applying mathematical reasoning to solve problems.
- Constructing viable arguments and critiquing the reasoning of others.
- Modeling with mathematics.

Pre-Calculus provides students with a strong foundation for calculus and other advanced mathematics courses. It emphasizes a deeper understanding of mathematical concepts and prepares students for the rigors of college-level mathematics.

## Calculus AB

Calculus AB is an advanced placement (AP) course that covers the fundamental principles of calculus. The topics, lessons, and standards for Calculus AB are established by the College Board, which administers the AP program. Here are the common themes and standards typically covered in Calculus AB:

1. Limits and Continuity:
  - Understanding and evaluating limits.
  - Recognizing and understanding continuity.
2. Differentiation:
  - Definition and interpretation of the derivative.
  - Techniques of differentiation, including the product rule, quotient rule, and chain rule.
  - Applications of derivatives, including related rates and optimization problems.
3. Integration and Accumulation of Change:
  - The definite and indefinite integral.
  - Techniques of integration, including substitution and integration by parts.
  - Applications of integrals, including area under curves and volume of solids of revolution.
4. Applications of Integrals:
  - Finding the average value of a function.
  - Applications to physics, economics, and other fields.
5. Differential Equations:
  - Basic concepts of differential equations.
  - Separation of variables and solving first-order differential equations.
6. Parametric Equations, Polar Coordinates, and Vector-Valued Functions:
  - Representing curves using parametric and polar equations.
  - Calculus with parametric and polar equations.
  - Vector operations and calculus with vector-valued functions.
7. Infinite Sequences and Series:
  - Convergence and divergence of infinite sequences and series.
  - Tests for convergence.
8. Taylor and Maclaurin Series:
  - Representation of functions using Taylor and Maclaurin series.
  - Error estimation in Taylor series.
9. Mathematical Practices:
  - Applying mathematical reasoning to solve problems.

- Constructing viable arguments and critiquing the reasoning of others.
- Modeling with mathematics.

The content covered in Calculus AB is designed to provide students with a solid foundation in calculus, covering both differential and integral calculus. Successful completion of the course may lead to college credit depending on the policies of the student's chosen college or university. Teachers typically follow the curriculum established by the College Board for AP Calculus AB.

## Calculus BC

Calculus BC is an advanced placement (AP) course that extends the topics covered in Calculus AB. It covers a broader and more in-depth range of calculus concepts. The topics, lessons, and standards for Calculus BC are established by the College Board, which administers the AP program. Here are the common themes and standards typically covered in Calculus BC:

1. Review of Calculus AB Concepts:
  - Limits and continuity.
  - Differentiation and applications of derivatives.
  - Integration and applications of integrals.
2. Parametric Equations, Polar Coordinates, and Vector-Valued Functions:
  - Representing curves using parametric and polar equations.
  - Calculus with parametric and polar equations.
  - Vector operations and calculus with vector-valued functions.
3. Infinite Sequences and Series:
  - Convergence and divergence of infinite sequences and series.
  - Tests for convergence.
  - Power series and Taylor series.
4. Differential Equations:
  - Solutions to higher-order differential equations.
  - Systems of differential equations.
5. Integration Techniques:
  - Advanced techniques of integration.
  - Improper integrals.
6. Applications of Integrals:
  - Volume of revolution using cylindrical shells and other methods.
  - Length of curves and other applications.
7. Advanced Calculus Concepts:
  - Calculus with parametric, polar, and vector functions.
  - Calculus of inverse functions.
  - L'Hôpital's Rules and applications.
8. Mathematical Practices:
  - Applying mathematical reasoning to solve problems.
  - Constructing viable arguments and critiquing the reasoning of others.
  - Modeling with mathematics.



Calculus BC is a more comprehensive course that builds on the foundation laid by Calculus AB. Successful completion of the course and the AP Calculus BC exam may lead to college credit, depending on the policies of the student's chosen college or university. Teachers typically follow the curriculum established by the College Board for AP Calculus BC.

## AP Statistics

The AP Statistics course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The curriculum and standards for AP Statistics are determined by the College Board, which administers the Advanced Placement (AP) program. Here are the common themes and standards typically covered in AP Statistics:

### 1. Exploring Data:

- Describing patterns and departures from patterns.
- Exploring and summarizing data using graphical and numerical techniques.
- Describing distributions and comparing them with others.

### 2. Sampling and Experimentation:

- Planning and conducting surveys and experiments.
- Interpreting experimental results and making inferences.

### 3. Anticipating Patterns:

- Exploring random phenomena using probability and simulation.
- Making inferences about populations based on sample data.

### 4. Statistical Inference:

- Estimating population parameters and testing hypotheses.
- Understanding the properties of estimators and tests.

### 5. Inference for Distributions of Categorical Data:

- Confidence intervals and significance tests for proportions.
- Chi-square tests for categorical data.

### 6. Inference for Regression:

- Fitting a linear model to data.
- Assessing the model's goodness of fit.
- Making predictions using the model.

### 7. Multivariable Statistics:

- Describing the relationship between two quantitative variables.
- Analyzing patterns of association in bivariate data.

### 8. Experimental Design:

- Planning and conducting experiments.
- Analyzing and interpreting experimental results.

### 9. Mathematical Practices:

- Using statistical reasoning to solve problems.
- Understanding and interpreting statistical procedures.

- Communicating statistical results.

AP Statistics focuses on developing students' understanding of statistical concepts and their ability to apply statistical methods to real-world problems. Successful completion of the course and the AP Statistics exam may lead to college credit, depending on the policies of the student's chosen college or university. Teachers typically follow the curriculum established by the College Board for AP Statistics.

## Statistics

High school statistics courses typically cover fundamental statistical concepts and methods, providing students with a foundation for understanding data analysis and probability. The specific topics and lessons can vary based on the curriculum used by a school or district. Here are common themes and standards typically covered in a high school statistics course:

### 1. Introduction to Statistics:

- Definition and purpose of statistics.
- Descriptive vs. inferential statistics.
- Basic terminology (population, sample, variable).

### 2. Descriptive Statistics:

- Measures of central tendency (mean, median, mode).
- Measures of dispersion (range, variance, standard deviation).
- Percentiles and quartiles.

### 3. Graphical Representation of Data:

- Histograms, bar charts, and pie charts.
- Box-and-whisker plots.
- Scatterplots.

### 4. Probability:

- Basic probability concepts.
- Probability rules and laws.
- Conditional probability.

### 5. Probability Distributions:

- Discrete and continuous probability distributions.
- Binomial and normal distributions.
- Cumulative distribution functions.

### 6. Sampling and Sampling Distributions:

- Simple random sampling.
- Sampling distributions of sample means and proportions.
- Central Limit Theorem.

7. Estimation:
  - Point estimation and interval estimation.
  - Confidence intervals for means and proportions.
8. Hypothesis Testing:
  - Null and alternative hypotheses.
  - Type I and Type II errors.
  - Tests for means and proportions.
9. Regression Analysis:
  - Simple linear regression.
  - Correlation coefficient.
  - Residual analysis.
10. Analysis of Variance (ANOVA):
  - One-way ANOVA.
  - Post-hoc tests.
11. Nonparametric Statistics:
  - Chi-square tests.
  - Mann-Whitney U test.
  - Wilcoxon signed-rank test.
12. Experimental Design:
  - Randomized controlled trials.
  - Observational studies.
  - Factorial design.
13. Statistical Software:
  - Basic use of statistical software for data analysis.
  - Interpreting software output.
14. Ethical Considerations:
  - Understanding ethical issues in statistical analysis.
  - Responsible use and reporting of statistical results.
15. Mathematical Practices:
  - Using statistical reasoning to solve problems.
  - Understanding and interpreting statistical procedures.
  - Communicating statistical results.

## Calculus for High School (Non-AP or College Board)

High school calculus typically covers fundamental concepts in differential and integral calculus, providing students with a solid foundation for further studies in mathematics and science. The specific topics, lessons, and standards can vary based on the curriculum used by a school or district. Here are common themes and standards typically covered in a high school calculus course:

### 1. Limits and Continuity:

- Definition and properties of limits.
- Evaluating limits algebraically and graphically.
- Continuity of functions.

### 2. Derivatives:

- Definition and interpretation of the derivative.
- Rules for finding derivatives (power rule, product rule, quotient rule, chain rule).
- Applications of derivatives, including related rates and optimization problems.

### 3. Applications of Derivatives:

- Analysis of graphs using derivatives.
- Curve sketching.
- Linearization and differentials.

### 4. Integration:

- Indefinite and definite integrals.
- Techniques of integration (substitution, integration by parts).
- Applications of integrals, including area under curves and volume of solids of revolution.

### 5. Applications of Integrals:

- Area between curves.
- Applications to physics, economics, and other fields.
- Numerical methods of integration.

### 6. Differential Equations:

- Separation of variables and solving first-order differential equations.
- Slope fields and direction fields.
- Second-order linear differential equations.

### 7. Sequences and Series:

- Convergence and divergence of sequences and series.
- Tests for convergence.
- Power series and Taylor series.

### 8. Parametric Equations and Polar Coordinates:

- Representing curves using parametric and polar equations.
- Calculus with parametric and polar equations.

9. Mathematical Practices:

- Applying mathematical reasoning to solve problems.
- Constructing viable arguments and critiquing the reasoning of others.
- Modeling with mathematics.

The content covered in these courses provides students with a strong foundation for college-level calculus. Specific course content and standards may vary based on the curriculum adopted by a particular school or district.