

K-5 Math Instructional Materials Reviewers Committee Report  
*ADOPTION YEAR 2023-2024*

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



## Table of Contents

<b>Summary of K-5 Math Instructional Materials Submitted</b> .....	4
<b>Summary of Math K-5 Instructional Materials Recommendations</b> .....	5
Accelerate Learning Inc. ....	8
Accelerate Learning Inc. - Kindergarten Math .....	8
Accelerate Learning Inc. – 1st Grade Math.....	14
Accelerate Learning Inc. – 2nd Grade Math .....	19
Accelerate Learning Inc. – 3 <sup>rd</sup> Grade Math .....	23
Accelerate Learning Inc. – 4 <sup>th</sup> Grade Math.....	28
Accelerate Learning Inc. – Fifth Grade Math .....	34
Big Ideas Learning LLC.....	39
Big Ideas Learning, LLC - Kindergarten Math .....	39
Big Ideas Learning, LLC – 1st Grade Math.....	44
Big Ideas Learning, LLC – 2nd Grade Math.....	49
Big Ideas Learning, LLC – 3 <sup>rd</sup> Grade Math.....	54
Big Ideas Learning, LLC – 4 <sup>th</sup> Grade.....	60
Big Ideas Learning, LLC – 5 <sup>th</sup> Grade.....	65
Curriculum Associates LLC. ....	70
Curriculum Associates, LLC - Kindergarten .....	70
Curriculum Associates, LLC – 1st Grade .....	76
Curriculum Associates, LLC – 2nd Grade .....	83
Curriculum Associates, LLC – 3rd Grade.....	88
Curriculum Associates, LLC – 4th Grade .....	93
Curriculum Associates, LLC – 5th Grade .....	99
Great Minds PBC .....	104
Great Minds PBC - Kindergarten .....	104
Great Minds PBC -1 <sup>st</sup> Grade.....	109
Great Minds PBC – 2 <sup>nd</sup> Grade.....	113
Great Minds PBC – 3 <sup>rd</sup> Grade .....	118
Great Minds PBC – 4 <sup>th</sup> Grade.....	123
Great Minds PBC – 5 <sup>th</sup> Grade.....	128
Heinemann, a division of Greenwood Publishing Group LLC.....	133
Heinemann, a division of Greenwood Publishing Group LLC - Kindergarten .....	133

Heinemann, a division of Greenwood Publishing Group LLC - 1 <sup>st</sup> Grade .....	136
Heinemann, a division of Greenwood Publishing Group LLC - 2 <sup>nd</sup> Grade.....	139
Heinemann, a division of Greenwood Publishing Group LLC - 3 <sup>rd</sup> Grade .....	142
Heinemann, a division of Greenwood Publishing Group LLC - 4 <sup>th</sup> Grade .....	146
Heinemann, a division of Greenwood Publishing Group LLC - 5 <sup>th</sup> Grade .....	149
Houghton Mifflin Harcourt Publishing Company (HMH) .....	152
Houghton Mifflin Harcourt Publishing Company (HMH) - Kindergarten .....	152
Houghton Mifflin Harcourt Publishing Company (HMH) – 1st Grade.....	157
Houghton Mifflin Harcourt Publishing Company (HMH) – 2nd Grade .....	162
Houghton Mifflin Harcourt Publishing Company (HMH) – 3rd Grade .....	167
Houghton Mifflin Harcourt Publishing Company (HMH) – 4th Grade.....	172
Houghton Mifflin Harcourt Publishing Company (HMH) – 5th Grade.....	177
Imagine Learning LLC .....	182
Imagine Learning LLC - Kindergarten.....	182
Imagine Learning LLC – 1st Grade .....	187
Imagine Learning LLC – 2nd Grade .....	192
Imagine Learning LLC – 3rd Grade .....	197
Imagine Learning LLC – 4th Grade .....	202
Imagine Learning LLC – 5th Grade .....	207
Kendall Hunt Publishing .....	212
Kendall Hunt Publishing - Kindergarten.....	212
Kendall Hunt Publishing – 1 <sup>st</sup> Grade .....	217
Kendall Hunt Publishing – 2 <sup>nd</sup> Grade.....	222
Kendall Hunt Publishing – 3 <sup>rd</sup> Grade .....	227
Kendall Hunt Publishing – 4 <sup>th</sup> Grade .....	232
Kendall Hunt Publishing – 5 <sup>th</sup> Grade .....	237
Marshall Cavendish Education .....	242
Marshall Cavendish Education - Kindergarten .....	242
Marshall Cavendish Education – 1 <sup>st</sup> Grade.....	247
Marshall Cavendish Education – 2nd Grade .....	253
Marshall Cavendish Education – 3rd Grade .....	259
Marshall Cavendish Education – 4th Grade.....	265
Marshall Cavendish Education – 5th Grade.....	270
McGraw Hill.....	275
McGraw Hill - Kindergarten.....	275

McGraw Hill – 1 <sup>st</sup> Grade .....	280
McGraw Hill – 2 <sup>nd</sup> Grade .....	285
McGraw Hill – 3 <sup>rd</sup> Grade .....	290
McGraw Hill – 4 <sup>th</sup> Grade .....	295
McGraw Hill – 5 <sup>th</sup> Grade .....	300
Open Up Resources .....	305
Open Up Resources – 1 <sup>st</sup> Grade.....	308
Open Up Resources – 2 <sup>nd</sup> Grade.....	312
Open Up Resources – 3 <sup>rd</sup> Grade .....	316
Open Up Resources – 4 <sup>th</sup> Grade .....	320
Open Up Resources – 5 <sup>th</sup> Grade .....	324
The Math Learning Center.....	328
The Math Learning Center - Kindergarten.....	328
The Math Learning Center – 1 <sup>st</sup> Grade .....	334
The Math Learning Center – 2 <sup>nd</sup> Grade .....	340
The Math Learning Center – 3 <sup>rd</sup> Grade.....	345
The Math Learning Center – 4 <sup>th</sup> Grade.....	350
The Math Learning Center – 5 <sup>th</sup> Grade.....	356
Appendices.....	361
<b>Appendix A: Math K-5 Reviewer Committee Profile .....</b>	<b>362</b>
<b>Appendix B: Summary of Committee-Level Review Process &amp; Scoring .....</b>	<b>363</b>

**Summary of K-5 Math Instructional Materials Submitted**

Company Name	K	1	2	3	4	5	6	Total
Accelerate Learning Inc.	1	1	1	1	1	1	1	6
Big Ideas Learning, LLC	1	1	1	1	1	1	1	6
Curriculum Associates, LLC	1	1	1	1	1	1	1	6
Great Minds PBC	1	1	1	1	1	1	1	6
Heinemann, a division of Greenwood Publishing Group LLC	1	1	1	1	1	1	1	6
Houghton Mifflin Harcourt Publishing Company (HMH)	1	1	1	1	1	1	1	6
Imagine Learning LLC	1	1	1	1	1	1	1	6
Kendall Hunt Publishing	1	1	1	1	1	1	1	6
Marshall Cavendish Education	1	1	1	1	1	1	1	6
McGraw Hill	1	1	1	1	1	1	1	6
Open Up Resources	1	1	1	1	1	1	1	6
The Math Learning Center	1	1	1	1	1	1	1	6

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

**Summary of Math K-5 Instructional Materials Recommendations**

<b>Company Name</b>	<b>Grade Level Course</b>	<b>Standard Alignment Score</b>	<b>Social Justice Alignment Score</b>	<b>Status</b>
Accelerate Learning Inc.	Kindergarten	15.25	8.75	NOT RECOMMENDED
	1 <sup>st</sup> Grade	14.5	7.5	NOT RECOMMENDED
	2 <sup>nd</sup> Grade	13.5	7.5	NOT RECOMMENDED
	3 <sup>rd</sup> Grade	15.5	8.75	NOT RECOMMENDED
	4 <sup>th</sup> Grade	16	7.75	NOT RECOMMENDED
	5 <sup>th</sup> Grade	15	8.75	NOT RECOMMENDED
Big Ideas Learning, LLC				
	Kindergarten	13.6	9.6	NOT RECOMMENDED
	1 <sup>st</sup> Grade	15	10	RECOMMENDED
	2 <sup>nd</sup> Grade	14.5	10.25	RECOMMENDED
	3 <sup>rd</sup> Grade	15.75	10	RECOMMENDED
	4 <sup>th</sup> Grade	15.25	9.25	RECOMMENDED
	5 <sup>th</sup> Grade	14.5	10.5	RECOMMENDED
Curriculum Associates, LLC				
	Kindergarten	14.3	10	RECOMMENDED
	1 <sup>st</sup> Grade	14.3	10	RECOMMENDED
	2 <sup>nd</sup> Grade	16.5	9.5	RECOMMENDED
	3 <sup>rd</sup> Grade	16.5	10	RECOMMENDED
	4 <sup>th</sup> Grade	14.5	11	RECOMMENDED
	5 <sup>th</sup> Grade	17	10.5	RECOMMENDED
Great Minds PBC				
	Kindergarten	16.1	7.5	NOT RECOMMENDED
	1 <sup>st</sup> Grade	16.1	6.83	NOT RECOMMENDED
	2 <sup>nd</sup> Grade	15.28	8	NOT RECOMMENDED
	3 <sup>rd</sup> Grade	15.7	7.57	NOT RECOMMENDED
	4 <sup>th</sup> Grade	16	7.71	NOT RECOMMENDED
	5 <sup>th</sup> Grade	16	8.6	NOT RECOMMENDED

Heinemann, a division of Greenwood Publishing Group LLC	Kindergarten	9.2	6.4	NOT RECOMMENDED
	1 <sup>st</sup> Grade	9.2	6.4	NOT RECOMMENDED
	2 <sup>nd</sup> Grade	9.2	6.4	NOT RECOMMENDED
	3 <sup>rd</sup> Grade	9.2	6.4	NOT RECOMMENDED
	4 <sup>th</sup> Grade	9.2	6.4	NOT RECOMMENDED
	5 <sup>th</sup> Grade	9.2	6.4	NOT RECOMMENDED
Houghton Mifflin Harcourt Publishing Company (HMH)				
	Kindergarten	13.8	7.7	NOT RECOMMENDED
	1 <sup>st</sup> Grade	13.8	7.7	NOT RECOMMENDED
	2 <sup>nd</sup> Grade	13.8	7.7	NOT RECOMMENDED
	3 <sup>rd</sup> Grade	13.8	7.7	NOT RECOMMENDED
	4 <sup>th</sup> Grade	13.8	7.7	NOT RECOMMENDED
	5 <sup>th</sup> Grade	13.8	7.7	NOT RECOMMENDED
Imagine Learning LLC				
	Kindergarten	17	9.3	RECOMMENDED
	1 <sup>st</sup> Grade	17.3	9.3	RECOMMENDED
	2 <sup>nd</sup> Grade	17.6	9.6	RECOMMENDED
	3 <sup>rd</sup> Grade	17.3	10.3	RECOMMENDED
	4 <sup>th</sup> Grade	17.3	11	RECOMMENDED
	5 <sup>th</sup> Grade	17.3	9.6	RECOMMENDED
Kendall Hunt Publishing				
	Kindergarten	14	7.8	NOT RECOMMENDED
	1 <sup>st</sup> Grade	14	7.8	NOT RECOMMENDED
	2 <sup>nd</sup> Grade	14	7.8	NOT RECOMMENDED
	3 <sup>rd</sup> Grade	14	7.8	NOT RECOMMENDED
	4 <sup>th</sup> Grade	14	7.8	NOT RECOMMENDED
	5 <sup>th</sup> Grade	14	7.8	NOT RECOMMENDED
Marshall Cavendish Education				

	Kindergarten	9.6	4.6	NOT RECOMMENDED
	1 <sup>st</sup> Grade	9.3	5	NOT RECOMMENDED
	2 <sup>nd</sup> Grade	12	5	NOT RECOMMENDED
	3 <sup>rd</sup> Grade	9.6	4.3	NOT RECOMMENDED
	4 <sup>th</sup> Grade	9.6	5	NOT RECOMMENDED
	5 <sup>th</sup> Grade	9.6	5.3	NOT RECOMMENDED
McGraw Hill				
	Kindergarten	15.6	9.2	RECOMMENDED
	1 <sup>st</sup> Grade	15.6	9.2	RECOMMENDED
	2 <sup>nd</sup> Grade	15.6	9.2	RECOMMENDED
	3 <sup>rd</sup> Grade	15.6	9.2	RECOMMENDED
	4 <sup>th</sup> Grade	15.6	9.2	RECOMMENDED
	5 <sup>th</sup> Grade	15.6	9.2	RECOMMENDED
Open Up Resources				
	Kindergarten	15.3	9	RECOMMENDED
	1 <sup>st</sup> Grade	15.3	9	RECOMMENDED
	2 <sup>nd</sup> Grade	15.3	9	RECOMMENDED
	3 <sup>rd</sup> Grade	15.3	9	RECOMMENDED
	4 <sup>th</sup> Grade	15.3	9	RECOMMENDED
	5 <sup>th</sup> Grade	15.3	9	RECOMMENDED
The Math Learning Center				
	Kindergarten	16	11	RECOMMENDED
	1 <sup>st</sup> Grade	16.3	11	RECOMMENDED
	2 <sup>nd</sup> Grade	17.3	11	RECOMMENDED
	3 <sup>rd</sup> Grade	17.3	11	RECOMMENDED
	4 <sup>th</sup> Grade	17.3	10	RECOMMENDED
	5 <sup>th</sup> Grade	17.3	10	RECOMMENDED



Accelerate Learning Inc.

Accelerate Learning Inc. - Kindergarten Math

Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	STEMscopes Math Grade K Online-2022
<b>Grade Level Course</b>	Kindergarten
<b>Course Number Description</b>	STEMscopes Math Grade K Online-2022
<b>ISBN</b>	978-1-64861-829-1
<b>Grade Band</b>	Kindergarten

Status: NOT RECOMMENDED

Justification: Materials contain units/tasks that are not appropriate for the grade level. For example, Money Scope (Unit) lists alignment to K.5.B3 Identify U.S. coins by name, including pennies, nickels, dimes, and quarters. In NVACS, K.5.B3 is Classify objects into given categories. This is not aligned. Pattern Scope (Unit) lists alignment to K.1A.4 Recognize, describe, extend, and create patterns and explain a simple rule for a pattern using concrete materials. This is also not aligned to NVACS K.5.B.3 on classifying objects into categories.

Launch into K Scope, Elaborate, Math Station, Stack Them Up and Link Them Up need improvement. As a beginning of kindergarten activity, the use of only written numeral without objects or dots does not provide access for students who are pre-readers (still learning to discriminate written symbols).

Daily Numeracy activities include activities that are not aligned to grade level standards. Counting activities slides include a “counting up by 5s” task and “measure using ruler” task. Kindergarten standards include counting by 1s and 10s and nonstandard measurement.

Materials attempt to provide current topics and real-world examples that are relevant to students’ lives. One example is Launch into K Scope, Elaborate, Math Station, Number Stories includes story mats of Baseball Diamond, Fair/Carnival, River/Dock/Boat, Beach, and Night Sky. Contexts may not be familiar to students of lower SES in urban areas who have not traveled outside of their neighborhood or do not have monetary means to visit a sports game or fair. Other examples included a Rainy Day Fund, Camping Trip and Birthday Celebration. These examples again do not consider diverse cultures, SES and beliefs and practice. Some students’ religions do not permit birthday celebrations. Not all students’ families have background knowledge related to camping or additional income to save for a “rainy day.”

Some examples in the materials that are more accessible to students are observing birds in the sky, helping create a picture book, and community helper counting. Lack of variety of cultures and customs in materials. Celebrations featured in Math Stories only include Christian and/or US dominant cultural holidays. For example, in Math Story 3D Shapes Celebrate, holidays are: Christmas, Thanksgiving, Fourth of July. Additionally, Math Story Easter at Grandma’s features Easter, a Christian holiday.

Perspectives represented need improvement as experiences included tend to be of dominant culture (going camping, visiting the fair, going to a baseball game) and higher SES. This limits topics within discourse.

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.	4			Materials target critical content areas for the kindergarten grade level. There is a stronger focus on counting and cardinality.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	3		<p>Concern regarding alignment of the standards and expectations in units and tasks with the kindergarten standards. Some of the tasks appear to go beyond standard and expectation. This removes the necessary time to build strong ideas with the other content in the grade level.</p> <p>Additional concern regarding some of the tasks within the scope. Many require students to engage in practices that may not be developmentally appropriate or reflect the new learning that is occurring in Kindergarten. Several seem to assume school or number knowledge entering the grade which cannot be assumed.</p> <p>Formative and summative assessment tasks are included. Assessments include observations, written tasks and performance assessments. Some support is provided to teachers in collecting, analyzing and acting on data.</p>
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	1	1	2	<p>There is a scope and sequence in the lessons that has a trajectory. Yet there is some concern regarding the amount of content for districts with full day kindergarten programs. There is also a concern regarding pre-requisite knowledge as described above in regards to counting, number recognition and other areas.</p> <p>There are videos to support teachers with the instructional pathway.</p>
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	4			Within the lessons there is clear guidance for teachers to allow students or facilitate student academic discussion utilizing the 5 E model. Questions to support are included.

	B2. Materials help students think more critically about a topic.	4			Opportunities for DOK 1-3 are present in the materials. Utilizing the 5 E approach students will engage in problem solving tasks with connections to everyday life. Many of the task support a deeper understanding of the content.
	B3. Materials spark student dialogue and support further exploration.	4			Academic vocabulary and strategies for multilingual learners are provided within the resources. The tasks include various opportunities to explore and discuss. Some of the resources including visuals and videos may also spark student excitement and discussion.
<b>Applicat ion</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	4			Student materials are appropriate for the grade level. Many of the tasks are authentic or authentic to the mathematics being explored. Multiple tools and representations are included. Students are given many opportunities for hands-on problem solving and representation of those ideas. There are multiple visual supports incorporated into the materials. Multiple visual models and manipulatives are incorporated in materials. There are some opportunities for student self-reflection within the materials.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	4			There are many supports for real life problem solving and collaborative work. These opportunities are built with the premise of collaboration and cooperative learning. Instructional information and supports are included to help teachers facilitate this in their classrooms.
	C3. Materials are relevant to students' lives.	1	2		The material have primarily cross curricular science connections that may be exciting and are relevant to students. well. Some of the pages could be better designed and with more culturally relevant topics beyond that of the dominant culture.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	61			Average 15.25

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	2	Students are able to engage in the learning through multiple and varied opportunities. Visuals, language, and representations appear accurate. Some concern regarding the math story content. This should be looked out closer to ensure bias free. Many of the mathematical contexts are related to ideas that are devoid of cultures and values. Color contrast does not appear to be an issue; yet many of the videos did not support closed captioning.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	3		Materials provide more than three real-life connections. Some of the connections may not be in the schema for all students in Nevada and fail to reach the diversity (especially socio-economic) that is within the state.
<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	3		Author team includes multiple authors who appear to have some diversity. Little background is available to see if there is diversity in expertise.
<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	2		Materials provide discourse and perspectives are presented in a variety of ways to engage learners. Materials do not appear to be cultural bias-free, stereotype free. May need additional support for English Learners; while this is embedded within the program the type of support may not be enough to support educators with students who are at differing levels of English acquisition.

<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.	4			The program provides many opportunities for students to work cooperatively and collaboratively within the lessons.
	E2. Materials provide learning and tasks that are predominantly student-centered.	4			Materials are student centered and provide multiple opportunities to engage in the mathematics. The videos support building connections to the mathematical ideas being explored.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	35			Average 8.75

Accelerate Learning Inc. – 1st Grade Math

Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	STEMscopes Math Grade 1 Online-2022
<b>Grade Level Course</b>	1st Grade Math
<b>Course Number Description</b>	STEMscopes Math Grade 1 Online-2022
<b>ISBN</b>	978-1-64861-830-7
<b>Grade Band</b>	1st

Status: NOT RECOMMENDED

Justification:

Materials do not target all of critical content areas for this grade level. Emphasis is on numbers and operation which is only one area. Only 2 weeks is allotted for 2d geometry. Only 2 weeks is allotted for 3d geometry. Only 2 weeks is allowed for fractions. These areas need additional time to build conceptual understanding at a deep level.

Inaccuracies exist throughout the geometry units. For example, circle is defined in Content Support as a shape with one continuous curved side. In several places such as Time-Spiraled Review Birthday Party and 2d Shapes-Skill Basics Identifying 2d Shapes student materials state that a circle has no sides.

Skill Basics in Addition and Subtraction within 10 Scope emphasize procedural knowledge that is not supported by the standards. Students are taught to rely on key words such as “take away” for subtraction or “and” for addition.

Perspectives represented need improvement. Some materials are less relevant to a variety of students’ lives or can bring up strong feelings, such as dog training and nail polish colors. Some cultural practices include viewpoints in which pets are not considered clean and not trained/kept inside. Another different viewpoint that varies by culture is changes to physical appearance such as the use of make up or nail polish. The use of these contexts in math materials can distract from the mathematical content being taught. Multiple real-life connections are made in each scope. Some examples might only be experienced by students of middle to high socioeconomic status. One example of this is an indoor pool that may have a high cost for admission. The task asks students to consider lazy rivers, waterslides, and various pool areas. Picture support for this is only limited to a child swimming with goggles.

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	2		Materials do not target all of critical content areas for this grade level. Emphasis is on numbers and operation which is only one area. Proportionally less time is allocated for geometric concepts (which will later set the stage for fractions). Some concern that the materials may not provide access to the standards allowing conceptual development.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	1	2	Concern regarding program inaccuracies in definition of shapes in this grade. In addition, some of the activities could build mathematical misconceptions. This includes a focus on procedures without thinking instead of written methods to record computation. Some concern regarding an emphasis on “key word” strategy. This will create a dependence that will not mathematically hold in future grade levels. Some concern with outdated images (coins).
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.		4		There appears to be an actionable scope and the pacing timeframe supports the clarity of the trajectory. Videos are available to support teachers with developing content understanding within the lesson.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	4			There are many opportunities within Scopes for small and whole-class discussions. DOK levels 1-3 are indicated throughout the materials. Teachers engage through the 5E model. Resources support advancing student reasoning.
	B2. Materials help students think more critically about a topic.	4			The Scopes program supports learning through problem-based tasks. Real life connections help students think more critically about the mathematical ideas being addressed.
	B3. Materials spark student dialogue and support further exploration.	4			Tasks include partner and small group discussions. Visuals, videos and openers are included to spark student dialogue. Academic vocabulary and strategies for



					multilingual learners are provided.
<b>Applicat ion</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	4			Student materials are a bit archaic in design. The lessons themselves provide students with hands-on opportunities that later are connected to mathematical representations. Multiple visual models and manipulatives are incorporated into lessons and materials. Students have opportunities to reflect on their learning and recording their thinking and reasoning.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	4			Cooperative learning opportunities are available and supported with some guidance (roles). Many activities ask students to work collaboratively or offer time to reflect collaboratively.
	C3. Materials are relevant to students' lives.	1	2		Materials are overall relevant to students' lives. Some of the situational contexts are more relevant and others less so. Some appear to just put the math into a situation.
	<b>Column Totals</b>				
				<b>OVERALL SCORE</b>	58 Avg 14.5

<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.	1	3		Scopes online and the videos are clear and well designed. Some concern regarding the design of some of the student materials. Consumables are necessary for many of the explorations, and while supported with a set-up video, districts should be aware of this ongoing expense and preparation. Little diversity in contexts in regards to cultures, languages, values and customs; yet diverse in the approach to the mathematics. Representations are clear and often move appropriately through concrete, representational and abstract. Manipulatives are included and used within the problem solving aspect of the program.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		3	1	Scopes provide activities that are connected to real-life through cross curricular connections. Often devoid of culture, yet diverse in experiences. Some of the contexts should be reviewed as they may only be accessible to certain socio-economic classes. In addition, some students may have limited opportunities to build schema around the ideas. In some cases the context is necessary to understand in order to make sense of the mathematics in the problem.
<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.		3	1	Author team includes multiple authors who appear to have some diversity. Little background is available to see if there is diversity in expertise

<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	3	perspectives are presented in a variety of ways to engage learners. Materials appear to be cultural bias-free, stereotype free and decrease some barriers. May need additional support for English Learners; while this is embedded within the program the type of support may not be enough to support educators with students who are at differing levels of English acquisition.
<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.	3	1	Materials provide multiple opportunities for students to work cooperatively and share their learning experiences. Materials provide support to teachers to enhance these areas. This includes sharing learning experiences, strengths and in some lessons backgrounds and interests.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	1	Materials are student centered. Could use a bit of support to be learner responsive. The problem-solving nature of the design helps build relevancy and engagement of the mathematical ideas as they are developed. Some contexts may need to be re-written to focus on the mathematical ideas.
<b>Column Totals</b>				
<b>OVERALL SCORE</b>			30	Average 7.5

Accelerate Learning Inc. – 2nd Grade Math

Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	STEMscopes Math Grade 2 Online-2022
<b>Grade Level Course</b>	2nd Grade Math
<b>Course Number Description</b>	STEMscopes Math Grade 2 Online-2022
<b>ISBN</b>	978-1-64861-543-6
<b>Grade Band</b>	2nd

Status: NOT RECOMMENDED

Justification:

While most critical and impactful content is included in the materials, the arrangement, organization, and number of experiences may create disorganization and diminish the focus. Some of the representations may create misconceptions or direct students how to think. Some of the interpretations of the standards focus on one way of reasoning and may fail to connect to understandings that need to be developed in order to build a strong foundation for future grades. Non-standard notation of the standards in various program components may create confusion or a disconnect for some educators.

There is little diversity in contexts in regard to cultures, languages, values and customs. Materials provide discourse and perspectives are presented in a variety of ways to engage learners. Materials appear to be cultural bias-free, stereotype free and decrease some barriers. May need additional support for English Learners; while this is embedded within the program the type of support may not be enough to support educators with students who are at differing levels of English acquisition.

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	2		Some concern regarding the student materials. Consumables are necessary for many of the explorations, and while supported with a set-up video, districts should be aware of this ongoing expense and prep. Little diversity in contexts in regards to cultures, languages, values and customs; yet diverse in the approach to the mathematics.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	2		Instructional strategies are accurate, well written, and appropriate for the grade level or span. There were many examples where the mathematical ideas were not fully flushed out or there were slight inaccuracies in the presentation of the materials.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.			4	While there is a clear, actionable, scope and sequence across the materials outlined in the pacing and lesson guide, putting it all together for the teacher may lead to scope that is disconnected. Some of the ideas within the unit while they had a scope, sometimes had leaps across the understanding.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	1		Many tools are available to support education. These include sentence stems, class discussion prompts and other tools and resources to help build community and foster thinking.
	B2. Materials help students think more critically about a topic.	3	1		Many of the materials provide excellent opportunities to explore ideas, yet when you look at what actions the students are doing there appears to be some lack of development in helping them make those connections.
	B3. Materials spark student dialogue and support further exploration.	2	2		The phenomena videos and the pedagogical supports within the numeracy activities all help support sparking student dialogue. In some instances teachers could create an inquiry for further exploration, yet the further exploration tended to be in the lesson itself and failed to show connections across domains or

					clusters.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	1		Engage activities offer students the opportunity to engage with the content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2		While there are opportunities for creative, collaborative problem solving these opportunities just fall short of a 2. Students engage with each other in various places throughout the lessons, and the teachers support student reasoning.
	C3. Materials are relevant to students' lives.	1	3		The phenomena videos help build relevance to students' lives. Some of the contexts may not support the diversity of experiences for students in Nevada.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	54			Average 13.5

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	3		Redundant tasks
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		3	1	Only white culture is depicted
<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.		3	1	I saw no true diversity. Author team includes multiple authors who appear to have some diversity. Little background is available to see if there is diversity in expertise.
<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	3		I saw no other cultures nor differently abled.
<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.	3	1		Materials provide multiple opportunities for students to work cooperatively and share their learning experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	1		Materials are student centered. Could use a bit of support to be learner responsive.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			30	Average 7.5

Accelerate Learning Inc. – 3<sup>rd</sup> Grade Math

Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	STEMscopes Math Grade 3 Online-2022
<b>Grade Level Course</b>	Third
<b>Course Number Description</b>	STEMscopes Math Grade 3 Online-2022
<b>ISBN</b>	978-1-64861-832-1
<b>Grade Band</b>	Third

Status: RECOMMENDED

Justification:

All standards are addressed within the year-long scope and aligned with the critical content areas. The program strongly supports a problem approach which may lead to conceptual understanding. Materials provide opportunities for students to engage in activities that promote academic discussions. Some support is provided to teachers to support this. 3-Act-task type formats also support deeper academic discussion based on mathematical ideas. Questions are provided to support math chats.

Materials provide multiple opportunities for students to work cooperatively and share their learning experiences. Materials are student centered. Could use a bit of support to be learner responsive.



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.	4			All standards are addressed within the year-long scope and aligned with the critical content areas. The program strongly supports a problem approach which may lead to conceptual understanding.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.		4		Overall, the materials are accurate. Some of the printed student materials are a bit archaic in their design. Instructional approaches follow the 5 E model with explorations before content.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	1	3		The outlined trajectory of learning makes sense. There are opportunities for formative and summative assessments. Summative assessment has multiple choice and extended response. Little support for teachers analyzing and using the data if not using the online platform. Differentiation was noted. Somewhat difficult to navigate online materials. Some concern regarding consumable materials that are needed in the lessons and centers. Districts should be aware of the additional cost and preparation time necessary.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	4			DOK levels are noted in the materials and overall appear accurate. Due to explorations and engagement activities, opportunities are available to think more critically about the content. Content videos assist teachers in focusing on the mathematical ideas being addressed and how these ideas connect.
	B2. Materials help students think more critically about a topic.	4			Explorations are typically small group and provide students an opportunity to explore ideas and spark dialogue. Some support for students who are learning English. Many materials are available in Spanish. Videos included to support student learning and also assist with teacher set-up and mathematics background knowledge.
	B3. Materials spark student dialogue and support further	4			Activities and materials do support student dialogue and further exploration

	exploration.				with some of the activities. Some authentic experiences. Little opportunity for self-assessment and reflection. Multiple tools and representations are used throughout.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	4			Real-life applications are integrated throughout; yet there lacks a coherent integration or build across grade levels. Situations are integrated across content areas.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2		Topics are more general than current. Some situations appear a bit contrived; yet others are appropriate. Some of the student resources seem archaic in design or outdated.
	C3. Materials are relevant to students' lives.	3	1		
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			62	Average 15.5

<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	2		Scopes online and the videos are clear and well designed. Some concern regarding the student materials. Consumables are necessary for many of the explorations, and while supported with a set-up video, district's should be aware of this ongoing expense and prep. Little diversity in contexts in regards to cultures, languages, values and customs; yet diverse in the approach to the mathematics.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	1	1	Scopes provide activities that are connected to real-life through cross curricular connections. Often devoid of culture, yet diverse in 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.		3	1	Author team includes multiple authors who appear to have some diversity. Little background is available to see if there is diversity in expertise.
<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	2		Materials provide discourse and perspectives are presented in a variety of ways to engage learners. Materials appear to be cultural bias-free, stereotype free and decrease some barriers. May need additional support for English Learners; while this is embedded within the program the type of support may not be enough to support educators with students who are at differing levels of English acquisition.

<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.	3	1		Materials provide multiple opportunities for students to work cooperatively and share their learning experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	4			Materials are student centered. Could use a bit of support to be learner responsive.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	35			Average 8.75

Accelerate Learning Inc. – 4<sup>th</sup> Grade Math

Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	STEMscopes Math Grade 4 Online-2022
<b>Grade Level Course</b>	Grade 4
<b>Course Number Description</b>	STEMscopes Math Grade 4 Online-2022
<b>ISBN</b>	978-1-64861-833-8
<b>Grade Band</b>	Grade 4

Status: NOT RECOMMENDED

Justification:

Accelerate Learning Inc. - All standards are addressed within the year-long scope and aligned with the critical content areas. The program strongly supports a problem approach which may lead to conceptual understanding. Scopes (the equivalent to units) are well organized to support the big ideas in the grade. Overall, the materials are accurate. Some of the printed student materials are a bit archaic in their design. Instructional approaches follow the 5 E model with explorations before content. Instructional approaches support student understanding and there are opportunities to build conceptual connections.

Concerns exist in regard to Category 2. There is little diversity in contexts in regards to cultures, languages, values and customs. Some contexts are not accessible to students at various socio-economic levels. Others may without teacher guidance and support trigger traumatic experiences. Ten males and only three females were spotlighted. Individuals were mostly from the US. Other countries included Netherlands, Hungary, Britain and Spain. There was no representation from non-European individuals. Two examples that did not highlight a specific individual in the field still use male figures/pronouns (e.g. Carl the Carpenter and George the Farmer).

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.	4			Opportunities for DOK 2-3 are present in the materials. Problem-based tasks, Math Stories (articles), Data Sets and Career Connections (links to career and everyday life) tasks help students think more critically about the mathematical topics being studied. Tasks are open-ended with more than one solution, allowing students to compare multiple solutions presented by classmates.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	2		Tasks include partner and small group discussions. Visuals, videos and openers are included to spark student dialogue. Academic vocabulary and strategies for multilingual learners are provided.  Materials provide connections to farming, decimal systems, land surveying, cartography, orthopedics, restaurant businesses, carpentry, furniture design, sport statisticians, and more. These introductions can spark interest and encourage further exploration into fields that apply mathematics.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	1	3		Hands on work using manipulatives and written representations. Multiple visual models and manipulatives are incorporated in materials. Student materials encourage use recording thinking on paper for students to use in subsequent lessons. My Math Thoughts pages include opportunities for student self-assessment and reflection. Student goal setting is featured in Launch Scope.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	4			Collaborative group activities include member roles suggestions to allow for meaningful teamwork. Go Digital! Allows students to use technology to demonstrate learning in the form of using virtual manipulatives and digital assessments with technology enhanced items.

	B2. Materials help students think more critically about a topic.	4		<p>DOK levels are noted in the materials and overall appear accurate. Due to explorations and engagement activities, opportunities are available to think more critically about the content. Content videos assist teachers in focusing on the mathematical ideas being addressed and how these ideas connect. Activities often support engagement in solving a problem; thus, could support students thinking more critically about a topic.</p> <p>Opportunities for DOK 2-3 are present in the materials. Problem-based tasks, Math Stories (articles), Data Sets and Career Connections (links to career and everyday life) tasks help students think more critically about the mathematical topics being studied. Tasks are open-ended with more than one solution, allowing students to compare multiple solutions presented by classmates.</p>
	B3. Materials spark student dialogue and support further exploration.	4		<p>Materials provide connections to farming, decimal systems, land surveying, cartography, orthopedics, restaurant businesses, carpentry, furniture design, sport statisticians, and more. These introductions can spark interest and encourage further exploration into fields that apply mathematics.</p>
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	4		
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	4		
	C3. Materials are relevant to students' lives.	1	3	<p>Materials attempt to provide current topics and real-world examples that are relevant to students' lives. Some topics used are sensitive in nature and may evoke strong feelings from students, including forest fires, war (Compare Frac Scope, Elaborate, Fluency Practice, This Means War) and bed bugs (Place Value of Whole</p>

					Numbers Scope, Share What You Know Part 3, Bugs in Bed).
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	64	Average 16		



<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.		4		Multiple opportunities for students to express their learning are present in the materials. Students can use picture representations, words, and numbers to solve problems. Picture support is provided for topics to support learners who may be unfamiliar with specific terminology related to water and amusement parks, rock climbing, etc. Lexile level is included for Math Stories to help teachers make adjustments for different reading levels. Anchor Chart Examples contain large amounts of information and diagrams. It is not accessible for learners with visual discrimination challenges. Simplistic anchor charts that highlight just a few pieces of key information might be easier to read
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	2	1	More than three real-life connections are made in materials. People spotlighted in Career Connections are mostly male figures. Ten males and only three females were spotlighted. Individuals were mostly from the US. Other countries included Netherlands, Hungary, Britain and Spain. There was no representation from non-European individuals. Two examples that did not highlight a specific individual in the field still use male figures/pronouns (e.g. Carl the Carpenter and George the Farmer).
<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.		3	1	Website shows 10 authors. Authors' cultural backgrounds are not explicitly stated. Author biographies note teaching and work experience from multiple states including Florida and Texas. One author shares Title I experience and another served as a resource special education

					teacher.
<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	2	1	
<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.	4			Many opportunities for students to work cooperatively. Launch into Fourth Grades Scope allows students to share math background, learning experiences and interests.
	E2. Materials provide learning and tasks that are predominantly student-centered.	4			Materials present tasks to build and construct knowledge about mathematical topics. Tasks have hands on components and ask students justify, explain ideas, engage in reasoning and critique the reasoning of others. Tasks are limited in topic/type (less student interest driven) to meet the math standards.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			31	Average 7.75

Accelerate Learning Inc. – Fifth Grade Math

Details:

<b>Company Name</b>	Accelerate Learning Inc.
<b>Instructional Material Title and Edition</b>	STEMscopes Math Grade 5 Online-2022
<b>Grade Level Course</b>	Grade 5
<b>Course Number Description</b>	STEMscopes Math Grade 5 Online-2022
<b>ISBN</b>	978-1-64861-834-5
<b>Grade Band</b>	Grade 5

Status: NOT RECOMMENDED

Justification:

Accelerate Learning Inc. - Overall, the materials are accurate and grade-level standards are addressed. Some of the printed student materials are a bit archaic in their design. Instructional approaches follow the 5 E model with explorations before content. Instructional approaches support student understanding and there are opportunities to build conceptual connections. There are some disjointed ideas across the year.

There is concern with category 2as Little to no diversity in contexts in regard to cultures, languages, values and customs, yet diverse in the approach to the mathematics.

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.	4			All standards are addressed within the year-long scope and aligned with the critical content areas. The program strongly supports a problem approach which may lead to conceptual understanding. Scopes (the equivalent to units) are well organized in 5 <sup>th</sup> grade to support big ideas.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.		3	1	Not enough variety to help different thinkers access the material.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	1	3		The outlined trajectory of learning makes sense. There are opportunities for formative and summative assessments. Summative assessment include multiple choice and extended response. Little support for teachers analyzing and using the data if not using the online platform. Differentiation was noted; yet there could be more support for bridging the materials and activities with next instructional steps. Note: Many consumables are needed for the explorations. These are not included and will be an additional incurred cost for districts or prohibitive of teacher use if not included.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	1		Materials provide opportunities for students to engage in activities that promote academic discussions. Some support is provided to teachers including instructional videos. 3-Act-task type formats also support deeper academic discussion based on mathematical ideas. Questions are provided to support math chats and integrated across the 5 E
	B2. Materials help students think more critically about a topic.	4			DOK levels are noted in the materials and overall appear accurate. Due to explorations and engagement activities, opportunities are available to think more critically about the content. Content videos assist teachers in focusing on the mathematical ideas being addressed and how these ideas connect. Activities often support engagement in solving a problem;

					thus, could support students thinking more critically about a topic.
	B3. Materials spark student dialogue and support further exploration.	4			Explorations typically occur in small groups and provide students an opportunity to explore ideas and spark dialogue. Some support for students who are learning English. Many materials are available in Spanish. There are videos to support student learning, teacher lesson set-up and mathematical background knowledge for teachers.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	4			Activities and materials do support student dialogue and further exploration with some of the activities. Some authentic experiences. Little opportunity for self-assessment and reflection. Multiple tools and representations are used throughout.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2		Real-life applications are integrated throughout; yet there lacks a coherent integration or build across grade levels. Situations are integrated with other content.
	C3. Materials are relevant to students' lives.	3	1		Topics are more general than current. Some situations appear a bit contrived; yet others are appropriate. Some of the student resources seem archaic in design or outdated.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	60			Average 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	2		Scopes online and the videos are clear and well designed. Some concern regarding the student materials. Consumables are necessary for many of the explorations, and while supported with a set-up videos, districts should be aware of this ongoing expense and prep. Little to no diversity in contexts in regards to cultures, languages, values and customs; yet diverse in the approach to the mathematics.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	1	1	The dominant culture is depicted. Often devoid of culture, yet diverse in 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.		3	1	Little/no diversity in representations. Author team includes multiple authors who appear to have some diversity. Little background is available to see if there is diversity in expertise.
<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	3		Lack of variety in cultures/differently abled.  May need additional support for English Learners; while this is embedded within the program the type of support may not be enough to support educators with students who are at differing levels of English acquisition.
<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.	4			Materials provide multiple opportunities for students to work cooperatively and share their learning experiences.

	E2. Materials provide learning and tasks that are predominantly student-centered.	4			Materials are student centered. Could use a bit of support to be learner responsive.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			35	Average 8.75

Big Ideas Learning LLC.

Big Ideas Learning, LLC - Kindergarten Math

Details:

<b>Company Name</b>	Big Ideas Learning, LLC
<b>Instructional Material Title and Edition</b>	Math & You Grade K 1st Edition
<b>Grade Level Course</b>	Kindergarten Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Kindergarten: ISBN Volume 1: 979-8-88698-158-2; ISBN Volume 2: 979-8-88698-167-4
<b>Grade Band</b>	Kindergarten

Status: NOT RECOMMENDED

Justification:

Big Ideas Learning, LLC – Although there are no errors noted the reviewers expressed concern that there is content that is beyond grade level. There is concern that some ideas that may not be as developmentally appropriate are included at the beginning of the year. The program overall is weaker on further exploration. Not as many play-based approaches to support further exploration of the mathematical ideas. Some concern that Kindergarteners will be able to manage the pages in the student materials. Some of the pages may be overly scaffolded and lead to a direct instruction approach at this grade level. There is little opportunity for collaborative work. There is some concern that cultures, languages, values and customs are not integrated.



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	2		Materials target the most critical and impactful content. Some content is included that may be considered beyond grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	2		No errors noted. Some concern regarding representations connected to conceptual understanding; teacher content knowledge would need to be stronger to facilitate these connections. Videos and excerpts in the teacher's edition are available to support teacher content knowledge. Some concern that the approach and connection to the student book may support a more direct instruction approach. Little opportunities for play and exploration of the mathematical ideas.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2	1		Materials include a clear trajectory, scope and sequence. Some concern that some ideas that may not be as developmentally appropriate are included at the beginning of the year.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2	1		There are opportunities for teachers to engage students in deep academic discussion around mathematical ideas. Support is included in the teacher edition through questioning, teacher directions, and also additional sections that focus just on supporting dialogue. This is a bit weaker at this grade level than in other grades.
	B2. Materials help students think more critically about a topic.	2	1		There are opportunities for students to engage in DOK 1-3 reasoning. DOK 1 & 2 are a primary focus of the materials.
	B3. Materials spark student dialogue and support further exploration.	2	1		Each chapter opens with a connection to real life and career pathways with a video option. Additionally, there are multiple places for students to engage in dialogue regarding the big idea in the mathematics. The program overall is weaker on further exploration. Not as many play based approaches to support further exploration of the mathematical ideas.

<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	1	2	Student materials are clear and well thought out. Some concern that Kindergarteners will be able to manage the pages in the student materials. Some of the pages may be overly scaffolded and lead to a direct instruction approach at this grade level.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	2	Throughout the chapter and apparent in the chapter opener. Other places within the chapter focus just on this aspect. While there are limited opportunities for collaborative work, there are few opportunities that foster the creative aspect of this.
	C3. Materials are relevant to students' lives.	2	1	Topics, representations, and situations appear to be varied and reflective of situations students may encounter in life.
<b>Column Totals</b>				
<b>OVERALL SCORE</b>			41	Average 13.6

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 students' strengths and needs.	2	1		The materials provide multiple opportunities for students to demonstrate their understanding using various models and strategies. Some concern that cultures, languages, values and customs are not integrated. The focus is on mathematical representations and most situations will be familiar to many students.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	3			Each chapter begins with a real-life career connection. The materials consistently incorporate a variety of real-life connections that for the most part are relevant and meaningful to many 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	1		The materials do not reference more than ten authors; yet according to the biographies the authors do reflect diversity in culture, educational strengths that may better support student diversity in mathematics learning.
<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	1		The materials provide discourse and perspectives are presented in a variety of inclusive ways that honor more of historically underserved mathematics learners. At this grade there are fewer center type activities or ways for students to play with the mathematics. In some situations the illustrations may depict a situation that might not be within student schema. Rubric score of 2 is given as the support for multi-lingual learners is strong and authentic. Providing realistic ways for teachers to support students in a way that honors their language levels.

<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	2		While there are some opportunities within the teacher edition to support some collaborations. Many of the lessons appear more directed at this grade level.
	E2. Materials provide learning and tasks that are predominantly student-centered.	1	2		The materials as written are primarily student centered and teacher facilitated. There is a need to provide more exploration and play so students can own the ideas. Some concern that the student materials will just become whole class direct instruction.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	29			Average 9.6

<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>	Grade 1 Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 1: ISBN Volume 1: 979-8-88698-159-9; ISBN Volume 2: 979-8-88698-168-1
<b>Grade Band</b>	Grade 1 Math

Big Ideas Learning, LLC – 1st Grade Math

Status: RECOMMENDED

Justification:

Materials target the most critical and impactful content. Some imbalances between the proportion of content in the program and the critical content areas. Materials include a clear trajectory, scope and sequence. There are opportunities for teachers to engage students in academic discussion around mathematical ideas. Support is included in the teacher edition through questioning, teacher directions, and additional sections that focus just on supporting dialogue.

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.	3	1		
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	2		No errors noted. Materials appear to be accurate and well written. Some concern regarding the number and number of pages in the first grade student materials. These may be difficult to navigate. There is also some concern that teachers will just have students work through the book and fail to provide the hands-on experiences that also build these understandings. Some of the images are outdated. For example, in multiple places the coins represented show the old versions instead of the new.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4			
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	1		
	B2. Materials help students think more critically about a topic.	2	2		There are opportunities for students to engage in DOK 1-3 reasoning. DOK 1 & 2 are the primary focus of the printed materials. Opportunities for DOK 3 reasoning are limited in this grade level.
	B3. Materials spark student dialogue and support further exploration.	3	1		Each chapter opens with a connection to real life and career pathways with a video option. Additionally, there are multiple places for students to engage in dialogue regarding the big idea in the mathematics. The program overall is weaker on “further exploration”. Not as many play based approaches to support further exploration of the mathematical ideas.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	2		Student materials are clear and well thought out. Some concern with the number of pages students need to navigate in the book. Some of the pages may be overly scaffolded and lead to a direct instruction approach at this grade level.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	Real-life application is referenced throughout the chapter and apparent in the chapter opener. Other places within the chapter focus just on this aspect. While there are limited opportunities for collaborative work, there are few opportunities that foster the creative aspect of this.
	C3. Materials are relevant to students' lives.	3	1	. Topics, representations, and situations appear to be varied and reflective of situations students may encounter in life.
	<b>Column Totals</b>			
	<b>OVERALL SCORE</b>	60	Average 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 that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	3	1		The materials provide multiple opportunities for students to demonstrate their understanding using various models and strategies. Some concern that cultures, languages, values and customs are not integrated. The focus is on mathematical representations and most situations will be familiar to many students.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	4			The materials consistently incorporate a variety of real-life connections that for the most part are relevant and meaningful to many 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, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	2		The materials do not reference more than ten authors; yet according to the biographies the authors do reflect diversity in culture, educational strengths that may better support student diversity in mathematics learning.
<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.	3	1		The materials provide discourse and perspectives are presented in a variety of inclusive ways that honor more of historically underserved mathematics learners. At this grade there are fewer center type activities or ways for students to play with mathematics. In some situations, the illustrations may depict a situation that might not be within the students schema or may represent something that is not part of their culture (jack-o-lanterns). There is support for multi-lingual learners.



<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	2	While there are some opportunities within the teacher edition to support some collaborations. Many of the lessons appear more directed at this grade level.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2	2	The materials as written are primarily student centered and teacher facilitated. There is a need to provide more exploration and play so students can own the ideas. Some concern that the student materials will just become whole class direct instruction
<b>Column Totals</b>				
<b>OVERALL SCORE</b>			40	Average 10

Big Ideas Learning, LLC – 2nd Grade Math

Details:

<b>Company Name</b>	Big Ideas Learning, LLC
<b>Instructional Material Title and Edition</b>	Math & You Grade 2 1st Edition
<b>Grade Level Course</b>	Grade 2 Math
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 2: ISBN Volume 1: 979-8-88698-160-5; ISBN Volume 2: 979-8-88698-169-8
<b>Grade Band</b>	Grade 2 Math

Status: RECOMMENDED

Justification:

Big Ideas Learning, LLC – The IM addresses all of the Critical Content areas with no errors noted. The trajectory makes sense and there are ample and differing opportunities for teachers to engage students in deep academic discussion around the big mathematical ideas. Support is included in the teacher edition through questioning, teacher directions, and also additional sections that focus just on supporting dialogue. Topics, representations, and situations appear to be varied and reflective of situations students may encounter in life or are made to be generic enough to be applicable to all. For example, there is one contextual situation with a horse and an English rider. Instead of focusing on the English rider (which could be an experience beyond many students' schema) the problem just focused on the horse making the situation more applicable to all.

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.	3	1		It appears that all standards are addressed in proportion to the Critical content areas. Written methods for calculations are still prescriptive, perhaps more on the algorithmic side of thinking instead of students recording their thinking.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3	1		No errors noted. Some concern regarding representations connected to conceptual understanding; teacher content knowledge would need to be stronger to facilitate these connections. Videos are available to support teacher content knowledge. Most approaches are developmentally appropriate, and strategies do reflect research based best practices. Would recommend when working with bar graphs to have a stronger delineation between categories
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2	2		The trajectory makes sense. There are many places for strong formative assessment practices embedded within the chapter. Additionally, "Supporting All Learners" focuses on this as well. The Chapter practice could be used as a summative if necessary. Online opportunities to engage in self-assessment are noted in the materials; yet not reviewed by this reviewer due to a lack of access. Differentiation is strong and consistent throughout each lesson and chapter. Varied assessments available in digital tool per demonstration, yet quality was not assessed as reviews did not have access.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	1		There are ample and differing opportunities for teachers to engage students in deep academic discussion around the big mathematical ideas. Support is included in the teacher edition through questioning, teacher directions, and also additional sections that focus just on supporting dialogue.

	B2. Materials help students think more critically about a topic.	2	2		There are opportunities for students to engage in DOK 1-3 reasoning. DOK 1 & 2 are a primary focus of the materials and also the performance task. Limited opportunities for DOK 3, yet these are present within the materials. Connecting the Big Ideas and the connections to real life support making these connections.
	B3. Materials spark student dialogue and support further exploration.	2	2		Each chapter opens with a connection to real life and career pathways with a video option. Additionally, there are multiple places for students to engage in dialogue regarding the big idea in the mathematics. Weaker on further exploration.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	1		Student materials appear to be strong. Did not have access to technological side of skills practice to review. Unsure regarding manipulatives. There are clear places for students to engage with manipulatives and record their thinking. Mathematics appears to be authentic, there are opportunities for self-assessment and reflection, although these appear to be referenced as part of the online tools and are not included in the student book. Multiple tools and representations are included.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	3		Real-life application is referenced throughout the chapter and apparent in the chapter opener. Other places within the chapter focus just on this aspect. While there are opportunities for collaborative work, there are few opportunities that foster the creative aspect of this.
	C3. Materials are relevant to students' lives.	3	1		Topics, representations, and situations appear to be varied and reflective of situations students may encounter in life or are made to be generic enough to be applicable to all. For example, there is one contextual situation with a horse and an English rider. Instead of focusing on the English rider (which could be an experience beyond many students' schema) the problem just focused on the horse making the situation more applicable to all.
	<b>Column Totals</b>				
		<b>OVERALL SCORE</b>		58	Average 14.5

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.	3	1		The Teacher's Edition is a bit cluttered; yet it does address many of the areas in this rubric. Language is clear and inclusive. Use of tools is referenced. Diversity is represented in visuals. Many of the contexts tend to be devoid of culture yet situated contextual problems do occur throughout the program. Some of the non-science-based images may target middle class ideals. The program is more inclusive to diversity in learning than diversity in cultures, customs, languages (other than Spanish). Color contrast seems to be appropriate in most cases allowing students with visual differences to understand the color is meant to differentiate mathematical ideas. Unsure if the videos have closed captioning options.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	4			Each chapter begins with a real-life career connection. While the materials themselves rarely reference cultures, the materials have a dialogue box that does provide cultural connections to assist teachers in supporting students. The materials consistently incorporate a variety of real-life connections that for the most part are relevant and meaningful to all 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	2		The materials do not reference more than ten authors; yet according to the biographies the authors do reflect some diversity in culture and educational strengths that may better support student diversity in mathematics learning.

<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.	3	1	The materials provide discourse and perspectives are presented in a variety of inclusive ways that honor historically underserved mathematics learners. The materials are for the most part cultural bias-free or stereotype free. In some cases, the illustrations may depict a situation that might not be within student schema, yet the problems are often written in a manner that focuses instead on the mathematical idea. This support provided realistic ways for teachers to support students who are at various levels of English proficiency.
<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	2	There are many opportunities within the teacher edition to support strong collaborative learning that focuses on problem solving.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	1	The materials as written are primarily student centered and teacher facilitated. Better opportunities are included to be learner responsive allowing stronger connection to meeting the needs of all learners. These occur within the lessons themselves, through the formative processes, and also in the tools provided to teachers. Students do have opportunities for self-reflection.
<b>Column Totals</b>				
<b>OVERALL SCORE</b>			41	Average 10.25

Big Ideas Learning, LLC – 3<sup>rd</sup> Grade Math

Details:

<b>Company Name</b>	Big Ideas Learning, LLC
<b>Instructional Material Title and Edition</b>	Math & You Grade 3 1st Edition
<b>Grade Level Course</b>	Grade 3
<b>Course Number Description</b>	Math & You Grade 3 1st Edition
<b>ISBN</b>	Grade 3: ISBN Volume 1: 979-8-88698-161-2; ISBN Volume 2: 979-8-88698-170-4
<b>Grade Band</b>	Grade 3

Status: RECOMMENDED

Justification:

Big Ideas Learning, LLC – The IM addresses all of the Critical Content areas with no errors noted. The trajectory makes sense and there are ample and differing opportunities for teachers to engage students in deep academic discussion around the big mathematical ideas. Support is included in the teacher edition through questioning, teacher directions, and also additional sections that focus just on supporting dialogue. Materials provide multiple opportunities for students to demonstrate their learning in various ways. Visually the materials are strong, include vocabulary support and language acquisition support. Materials provide support for teachers in both differentiation and equity considerations. This includes concrete, representational, and abstract notations. Support is also provided leveraging student watching with differentiated next instructional steps. What to anticipate for certain problems/activities are included throughout the program. Lastly, the English Learner support for different levels of language acquisition is strong and provides more guidance for teachers when supporting students at various language acquisition levels.

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.	3	1		Materials are balanced and proportional, targeting the most critical and impactful content reflected in the standards. Multiple representations are used within a lesson to support student understanding and conceptual development. Some concern regarding perimeter and area (together) falling at the end of the year. Teachers will need to ensure that students have access to this to maintain the vertical mathematical trajectory.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3	1		Materials are accurate, well written, and appropriate for the grade. Student materials support students working with manipulatives and then recording their thinking in their mathematics books. Varied instructional approaches are referenced that appear to reflect researched based best practices.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4			The mathematics trajectory is clear, well-reasoned and supported. Assessment is actionable with clear guidance on how to use child-watching and materials analysis to further each child's mathematical development. Differentiation is provided with clear connections to next steps. Differentiation within the lesson is indicated with connections to RtI tiers to support small group next steps tied to the grade level content and learning. There is guidance to support interpretation of student data. It was unclear to this reviewer if there are other resources for educators to use in the collection of the data for the students using print components.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	1		Resources to foster discussion, along with support for the content to help facilitate a deeper discussion. Some support for questioning, yet this is not as strong as it could be consistently throughout the chapters.
	B2. Materials help students think more critically about a topic.	1	3		Most of the problems target DOK 1 & 2; although there are some opportunities for DOK 3 work throughout each chapter.



					Students are generally given opportunities to work with tools and then notate their thinking, such practices as well as problem solving opportunities support students in thinking more critically about the mathematics.
	B3. Materials spark student dialogue and support further exploration.	4			Students are given opportunities within the lesson and also in the sections labeled “investigate” to explore by themselves and with others the key mathematical ideas. Students have access to videos to connect mathematics to careers and teachers have access to videos to support content development; although reviewers did not have access to these to review depth and accuracy of content. Academic vocabulary and multi-lingual strategies are supported throughout with stronger EL connections at the various levels of English acquisition and proficiency.
<b>Applicat ion</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	1		Student materials are clear and easy for students to interact with. Most of the contexts are realistic and accessible to most students. Online self-assessment is available; yet little opportunity for students for student self-reflection (writing) connected to the chapter practice.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	1		Real-life application is part of the chapter opener and embedded throughout the chapter. Typically, these connections are through problem contexts.
	C3. Materials are relevant to students’ lives.	3	1		Materials are relevant to students’ lives; including topics of relevance, multiple representations, and varied contexts. Some concern with the contexts of the problems as these may target higher socioeconomic and be less relevant for some learners.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			63	Average 15.75



<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 that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	3	1		Materials provide multiple opportunities for students to demonstrate their learning in various ways. Visually the materials are strong, include vocabulary support and language acquisition support. Some concern regarding the color contrast ratio or the choice of colors when trying to differentiate mathematical ideas; yet many examples in this grade provide other documentation to support the idea beyond color such as arrows or headings.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	4			More than three real-life connections are made within each chapter. This includes career explorations in the chapter opener. In addition, the program includes "real-life" connection sections to support explorations. Problem solving contexts are also included, yet may not be as relevant to all students in the classroom.
<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	2		Materials provide varying authors with differing perspectives and mathematics education strengths. These authors do not meet the expectations indicated in the rubric.
<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.	3	1		Materials provide support for teachers in both differentiation and equity considerations. This includes concrete, representational, and abstract notations. Support is also provided leveraging student watching with differentiated next instructional steps. What to anticipate for certain problems/activities are included throughout the program. Lastly, the English Learner support for

					different levels of language acquisition is strong and provides more guidance for teachers when supporting students at various language acquisition levels.
<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	3		Materials provide the opportunity for teachers to facilitate cooperative learning. This is within the lesson and in certain aspects of the lesson itself
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	1		Materials are primarily student centered with some opportunities for learner responsive practices.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			40	Average 10

Big Ideas Learning, LLC – 4<sup>th</sup> Grade

Details:

<b>Company Name</b>	Big Ideas Learning, LLC
<b>Instructional Material Title and Edition</b>	Math & You Grade 4 1st Edition
<b>Grade Level Course</b>	Grade 4
<b>Course Number Description</b>	Math & You Grade 4 1st Edition
<b>ISBN</b>	Grade 4: ISBN Volume 1: 979-8-88698-162-9; ISBN Volume 2: 979-8-88698-171-1
<b>Grade Band</b>	Grade 4

Status: RECOMMENDED

Justification:

Big Ideas Learning, LLC - The materials target the most critical and impactful content in the grade level. Materials are accurate, well written, and appropriate for the grade. No errors noted, representations are clear. Materials appear to be developmentally appropriate and include research based best practices. The tasks that are predominantly student centered. They also provide opportunities at times to be learner responsive.

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.	3	1		
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3	1		
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2	2		Materials include a clear scope and sequence. Multiple opportunities to assess student learning formatively. Support is included for teachers to use the data to respond and advance student understanding. Some concern regarding summative assessment if not utilizing the technology. There also appears to be less support for non-technology-based data tracking and analysis for paper assessments.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	1		Materials provide educators with tools to support academic discussions at various levels. Videos help support depth of mathematical ideas that can be used to leverage discussions.
	B2. Materials help students think more critically about a topic.	3	1		Materials assist students in thinking more critically about a topic through multiple representations and some contextual opportunities. Most of the materials focus on DOK 1 & 2; although there are some opportunities for DOK 3 connections.
	B3. Materials spark student dialogue and support further exploration.	4			Students have opportunities for exploration independently and with others. English language supports are provided and delineated to support students at various language acquisition levels. Videos are available to support connections between the mathematics and careers. Academic vocabulary is supported within the student materials and also highlighted within the lessons.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	1		Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Student materials are overall clear, yet some pages in 4 <sup>th</sup> grade appear cluttered with little room to show student work. Technology is available to leverage

					instruction and differentiation. Self-assessment is available within the online tool yet appears to be lacking in the print materials.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	3		Materials foster collaborative problem solving at times. Connections to career/workplace skills are made. Some concern regarding depth of explorations and non-teacher facilitated collaboration and cooperative learning opportunities. Limited DOK 4 opportunities for further exploration.
	C3. Materials are relevant to students' lives.	3	1		
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	61			Average 15.25

<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 that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	3	1		Materials provide multiple opportunities for students to demonstrate their learning. Interactions include working with multiple models and representations. Most of the content is devoid of content that reflects cultures, languages, values. Differentiated opportunities are incorporated in a variety of ways throughout the program. Some concern that out of the first four career explorations in this grade the first three spotlight males. Some concern that the mechanic is a male as this supports some stereotypical ideologies.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	3	1		The chapters provide more than three real-life connections. This includes the career chapter opener which includes a video. Authentic contextual opportunities are included throughout the chapter and in special sections for exploration as well. Some of the contextual situations seem contrived, others appear to spotlight stereotypical American activities.
<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	2		Materials do not provide ten or more varying authors; yet the authors within the program appear to provide varied strengths to contribute to the program.
<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	2		Materials provide discourse and perspectives primarily for the teacher to consider and leverage. Cultural and equity connections are varied in their content and in the ways they support teachers and students. These are in the teacher materials exclusively.



<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	2		Materials provide opportunities for students to work cooperatively and share mathematical ideas. Little opportunities to connect mathematical ideas to their culture are included without teacher facilitation. Cooperative learning opportunities are embedded throughout.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2	2		
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			37	Average 9.25

Big Ideas Learning, LLC – 5<sup>th</sup> Grade

Details:

<b>Company Name</b>	Big Ideas Learning, LLC
<b>Instructional Material Title and Edition</b>	Math & You Grade 5 1st Edition
<b>Grade Level Course</b>	Grade 5
<b>Course Number Description</b>	Math & You Grade 5 1st Edition
<b>ISBN</b>	Grade 5: ISBN Volume 1: 979-8-88698-163-6; ISBN Volume 2: 979-8-88698-172-8
<b>Grade Band</b>	Grade 5

Status: RECOMMENDED

Justification:

Big Ideas Learning, LLC – The materials target grade level standards. Materials include a clear scope and sequence. Materials are accurate, well written, and appropriate for the grade. No errors noted, representations are clear. Materials appear to be developmentally appropriate and include research based best practices. Materials provide educators with tools to support academic discussions at various levels. Videos help support depth of mathematical ideas that can be used to leverage discussions. Materials provide multiple opportunities for students to demonstrate their learning. Differentiated opportunities are incorporated in a variety of ways throughout the program.

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.	3	1		While the materials target grade level standards, there is some concern regarding the critical content areas and the progression of the standards across the grade
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	2		
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2	2		Materials include a clear scope and sequence, yet the instructional pathway of the materials seems a bit disjointed. This build may make it difficult to build strong conceptual connections. The build may also make it difficult for learners to bridge representations and mathematical ideas that are related. Multiple opportunities to assess student learning formatively. Supports are included for teachers to use the data to respond and advance student understanding. Some concern regarding summative assessment if not utilizing the technology. There also appears to be less support for non-technology based data tracking and analyzing.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	1		
	B2. Materials help students think more critically about a topic.	2	2		
	B3. Materials spark student dialogue and support further exploration.	4			Materials assist students in thinking more critically about a topic through multiple representations and some contextual opportunities. Most of the materials focus on DOK 1 & 2; although there are some opportunities for DOK 3 connections.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	1		Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content. Student materials are clear. Technology is available to leverage instruction and differentiation. Self-assessment is available within the online tool, yet

				appears to be lacking in the print materials.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	3	Materials foster collaborative problem solving at times. Connections to career/workplace skills are made. Some concern regarding depth of explorations and non-teacher facilitated collaboration and cooperative learning opportunities. Limited DOK 4 opportunities for further exploration.
	C3. Materials are relevant to students' lives.	2	2	
	<b>Column Totals</b>			
	<b>OVERALL SCORE</b>	58	Average 14.5	

<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 that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual student's strengths and needs.	3	1		Materials provide multiple opportunities for students to demonstrate their learning. Interactions include working with multiple models and representations. Most of the content is devoid of content that reflects cultures, languages, values
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by a variety of cultures and life experiences.	4			The chapters provide more than three real-life connections. This includes the career chapter opener which includes a video. Authentic contextual opportunities are included throughout the chapter and in special sections for exploration as well.
<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	2		Materials do not provide ten or more varying authors; yet the authors within the program appear to provide varied strengths to contribute to the program.
<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.	3	1		Materials provide discourse and perspectives primarily for the teacher to consider and leverage. These cultural and equity connections are varied in their content and in the ways they support teachers and 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	2		Materials provide opportunities for students to work cooperatively and share mathematical ideas. Little opportunities to connect mathematical ideas to their culture are included without teacher facilitation. Cooperative learning opportunities are embedded throughout.

	E2. Materials provide learning and tasks that are predominantly student-centered.	4			The materials provide learning and tasks that are predominantly student centered. They also provide opportunities at times to be learner responsive.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	42		10.5	

Curriculum Associates LLC.

Curriculum Associates, LLC - Kindergarten

Details:

<b>Company Name</b>	Curriculum Associates LLC
<b>Instructional Material Title and Edition</b>	i-Ready Classroom 2024 Mathematics, Edition 1
<b>Grade Level Course</b>	Kindergarten
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Kindergarten

Status: RECOMMENDED

Justification: Materials target critical content areas for the kindergarten grade level. Strong focus is placed on counting and cardinality. The second critical content area, geometry is given substantial attention with geometry explorations interwoven throughout units. Problem-based tasks help students think more critically about the mathematical topics being studied. Math reflection is included in lesson closure. Materials provide hands-on activities and other components such as Centers, Connect to Culture, and Discuss It that could foster creative, collaborative problem solving. Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input (self-reflection) and also cultures (STEM Stories, Connect to Culture). Differentiation and English Language acquisition supports are built in consistently through the program materials.

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	2		Materials fail to proportionally target the most critical and impactful content as the grade as indicated by the critical content areas in the Nevada Academic Content Standards.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	2		<p>Materials are mostly accurate, easy-to-read and appropriate for the grade level. Inaccuracy found in Teacher's Guide Page 223d that states "circles have 0 sides." Circles have one curved side. Another inaccuracy was found in Student Worktext on page 169. This page includes a musical triangle that is to be paired with a 2d triangle. The musical triangle does not have 3 vertices (the metal is bent and rounded). One of the triangle legs does not connect, creating a non-polygon shape. The street sign also has rounded corners and does not match the square shape on the answer key.</p> <p>Teacher background knowledge sections are brief and limited. In Unit 3, Math Background for teacher provides some information about shapes including flat vs solid but does not address why shapes are called 2dimensional and 3 dimensional. Shape attributes such as corners, vertices, and sides are not explained or defined in the teacher background or within the lessons. Math vocabulary featured does not describe the nuances of squares being also called rectangles (a very important foundational understanding for future work with quadrilaterals).</p>



	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	1	2	<p>Scope and Sequence includes approximately 158 days of instruction. Most NV school years include 180 days of instruction. Unit Introductions include a video and diagram for teachers to understand instructional pathways. Teacher mathematical background knowledge sections are brief and limited. Math concepts and student misconceptions, models used, teaching/management strategies, skills across grade levels and assessment opportunities throughout the unit are outlined.</p> <p>Ideas and strategies for differentiation to scaffold or extend student learning are included in most lessons.</p>
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2	1	<p>Materials have strong attention to language. Materials provide language objectives and differentiation ideas for multilingual learners by level of language acquisition and type (speaking, listening, writing, reading). Support for teachers to develop academic and domain-specific vocabulary is included in each lesson.</p> <p>For example, lesson structures such as Try-Discuss-Connect include guiding questions that relate to the specific task and to the overarching math concepts. Discussion opportunities allow students to share thinking with a partner and compare strategies. Teacher then facilitates students to make connections and apply thinking to a new problem. Teacher Guide is limited in sample student responses that can be especially helpful to novice teachers working on developing student reasoning. Guide describes what to “listen for” in generalities using content area/educator language. This general nature then results in less follow up questions provided in the guide.</p>
	B2. Materials help students think more critically about a topic.	2	1	<p>Materials help students think more critically about a topic through hands-on activities, reflections, math journal prompts, real world connections.</p>

	B3. Materials spark student dialogue and support further exploration.	2	1	hole group and partner tasks are included. Partner tasks are typically two player games and encourage conversation between two students. Academic vocabulary (e.g. defining active listening, noticing, etc) and strategies for multilingual learners including are provided. Strategies are leveled by language acquisition and make suggestions at the words, phrase and sentence levels. Language routines include Three Reads, Notice and Wonder, Say it Another Way, and Act It Out. Visuals/scenes are used to support students in sharing thinking with partner.
<b>Applicat ion</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	Some opportunities to engage in meaningful learning activities with some of the contexts provided in the learning materials. Other activities are less meaningful such as match the shapes and color the sums in to create a picture. Literature connection and worksheet provided by the program are loosely connected to the mathematics topic.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	Group tasks with assigned purposeful roles are rare. Students engage in partner tasks in which turn taking and cooperation are practices.  Applied “Math in Action” projects are included in the units and somewhat connect to the mathematics being studied in the chapter(s). Some examples include planning a playground, building a house for birds, designing a dance, growing a garden and making a mobile.
	C3. Materials are relevant to students’ lives.	3		Materials are somewhat relevant to students’ lives. Some examples are planning a playground, comparing heights, sorting objects, and building a house for birds. Other contexts that might not connect to students based on varied backgrounds, eg. ocean/beach scenes, designing a dance and rainforest contexts.
	<b>Column Totals</b>			
	<b>OVERALL SCORE</b>	43		Average 14.3

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		Multiple opportunities for students to express their learning are present in the materials. This includes pictorial representations, use of models, active learning through games and written activities. Conversation starters for families and family activities encourage students to connect their home knowledge to the classroom. SEL type prompts invite student input. Connect to Culture activities support building knowledge of students by eliciting students to share personal connections to scene. One example is in Unit 1 in which students are asked, "What are some things that you have done or that you know people do at the beach? Would you rather play at the beach or on a playground?"
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	3			More than 3 real-life connections are made within the materials. Connections to culture and life experiences are evident in the program materials.
<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.	3			Four main authors with various specialties (culturally responsive math teaching, special education, equity) are listed. Authors' cultural backgrounds are not explicitly stated. Author associations note teaching and work experience from multiple states including California, Connecticut and Florida. Eight special advisors (individuals and groups) are included to address various foci (universal design for learning, cultural responsiveness, academic language and discourse, etc.) Eight educator advisors from six states (across US) are also included.

<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	1	Materials provide discourse and perspectives that are inclusive and honor students of various backgrounds. One example is in Unit 1 in which students are asked, "What are some things that you have done or that you know people do at the beach? It is not assumed that all students have access to visit the beach. Another example in Unit 6 shows a butterfly house and asks "What kinds of places have you been to learn about animals or plants?" Some tasks have potential for social justice topics. In Unit 1, a scene is displayed with students picking up trash on the beach. The prompt states "What are these children doing?" Why is what they are doing important?" Caring for the natural environment... The limited opportunities for students to use mathematics as a tool to understand and critique the world.
<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	1	Protocols for engagement provide multiple ways for students to share their learning experiences, interests, backgrounds, and work together. Data collection routines often collect information on student choices/math work to share with the class.
	E2. Materials provide learning and tasks that are predominantly student-centered.		3	There are opportunities for students to work cooperatively in pairs. Activities and tasks incorporate student interests/topics. Tasks on writing story problems provide random images (e.g. dog, strawberry, soccer ball, robot, chick). This could be more student-centered by allowing students to generate ideas of quantities and contexts.
	<b>Column Totals</b>			
	<b>OVERALL SCORE</b>	30	Average 10	

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.		3		Materials target most of the critical content areas for this grade level. Strong focus is placed on addition and subtraction within 20. Several units/lessons focus on whole number relationships and place value, another critical content area. Measurement is only allotted 10 days and 2d geometry is allotted 10 days.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1		Materials are mostly accurate. Guidance and support to collect, interpret and act on data is provided. One example is the prerequisites report for the unit. This report uses student performance data from the diagnostic assessment to group students based on prior skills needed for the unit.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.		3		Scope and Sequence includes approximately 162 days of instruction. Most NV school years include 180 days of instruction.  Unit Introductions include a video and diagram for teachers to understand instructional pathways. Teacher mathematical background knowledge sections are brief and limited. Math concepts and student misconceptions, models used, teaching/management strategies, skills across grade levels and assessment opportunities throughout the unit are outlined.  Ideas and strategies for differentiation to scaffold or extend student learning are included in most lessons.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2	1		Materials have strong attention to language. Materials provide language objectives and differentiation ideas for multilingual learners by level of language acquisition and type (speaking, listening, writing, reading). Support for teachers to develop academic and domain-specific vocabulary is included in each lesson.

				For example, lesson structures such as Try-Discuss-Connect include guiding questions that relate to the specific task and to the overarching math concepts. Discussion opportunities allow students to share thinking with a partner and compare strategies. Teacher then facilitates students to make connections and apply thinking to a new problem. Teacher Guide is limited in sample student responses that can be especially helpful to novice teachers working on developing student reasoning. Guide describes what to “listen for” in generalities using content area/educator language. This general nature then results in less follow up questions provided in the guide.
	B2. Materials help students think more critically about a topic	2	1	Materials include open-ended tasks with more than one solution, allowing students to compare multiple solutions presented by classmates. Yet, when independent practice occurs, work texts tend to direct students to use a specific strategy (number bond, number chart (instead of number line or skip count). Problem-based tasks help students think more critically about the mathematical topics being studied. Math reflection is found before and after the unit and included in lesson closure activities
	B3. Materials spark student dialogue and support further exploration.	2	1	Whole group and partner tasks are included. Partner tasks are typically two player games and encourage conversation between two students. Academic vocabulary (e.g. defining active listening, noticing, etc) and strategies for multilingual learners including are provided. Strategies are leveled by language acquisition and make suggestions at the words, phrase and sentence levels. Language routines include Three Reads, Notice and Wonder, Say it Another Way, and Act It Out. Visuals/scenes are used to support students in sharing thinking with partner.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	1	2	Some opportunities to engage in meaningful learning activities with some of the contexts provided in the learning materials. Other activities are less meaningful such as match the shapes and connect the dots. Often, practice worktext pages have scaffolding in which

				models (number of counters in two colors already preprinted, number bond drawn and containing most quantities, or objects already lined up for measurement) done for the student, taking away from the student applying the knowledge or using strategic thinking (DOK 2 or 3). This can also lead to students “copying” the example, engaging in rote practice, and repeating the procedures from the previous problem(s). Literature connection and worksheet provided by the program are loosely connected to the mathematics topic.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	Students engage in partner tasks in which turn taking and cooperation are practices. Applied “Math in Action” projects are included in the units and somewhat connect to the mathematics being studied in the chapter(s). Some examples include planning a park, designing camp activities, making fruit kebab, growing a pollinator garden and making a kite. While these encourage the use of small groups, the use of assigned purposeful roles are not evident. These tasks have potential to build collaborative problem solving.
	C3. Materials are relevant to students’ lives.	2	1	Materials are somewhat relevant to students’ lives. Some examples are game design, planning a park, making snacks, measuring objects, and growing a pollinator garden.
	<b>Column Totals</b>			
	<b>OVERALL SCORE</b>	43	Average 14.3	

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		Multiple opportunities for students to express their learning are present in the materials. This includes pictorial representations, use of models, active learning through games and written activities. Conversation starters for families and family activities encourage students to connect their home knowledge to the classroom. SEL type prompts invite student input. Connect to Culture activities support building knowledge of students by eliciting students to share personal connections to scene. One example is in Unit 6, "When people make video games, they think about how they will use shapes to show the characters' faces. They also think about how to show the characters' feelings. Students are asked" How do you think this character feels? Which emoji represents how you feel today? What makes a video game fun to play?"
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	3			More than 3 real-life connections are made within the materials. Connections to culture and life e experiences are evident in the program materials.



<p><b>C. Culturally Centered</b></p>	<p>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.</p>	<p>3</p>		<p>Four main authors with various specialties (culturally responsive math teaching, special education, equity) are listed. Authors' cultural backgrounds are not explicitly stated. Author associations note teaching and work experience from multiple states including California, Connecticut and Florida. Eight special advisors (individuals and groups) are included to address various foci (universal design for learning, cultural responsiveness, academic language and discourse, etc.) Eight educator advisors from six states (across US) are also included.</p>
<p><b>D. Equity</b></p>	<p>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.</p>	<p>2</p>	<p>1</p>	<p>Materials provide discourse and perspectives that are inclusive and honor students of various backgrounds. One example is using notice and wonder scenes to elicit how many (counting, sorting) and their kitchens at home. Additional scenes discuss how some families set a table so that everyone has the things they need to eat. Then, comparisons are made on how different families get ready for a meal. Some tasks have potential for social justice topics. In Unit 4, the pollinator garden Math in Action project has students consider: "how can math help you plan a pollinator garden for the school?" In Unit 5, the donate pet toys project has students consider what kinds of toys to donate to a pet shelter. These limited opportunities have potential for students to use mathematics as a tool to understand and critique the world as well as make informed decisions.</p>
<p><b>E. Student Voice</b></p>	<p>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.</p>	<p>2</p>	<p>1</p>	<p>Protocols for engagement provide multiple ways for students to share their learning experiences, interests, backgrounds, and work together. Data collection routines often collect information on student choices/math work to share with the class.</p>

	E2. Materials provide learning and tasks that are predominantly student-centered.		3		There are opportunities for students to work cooperatively in pairs. Activities and tasks incorporate student interests/topics. Tasks on word problems would be improved by allowing students to generate ideas of quantities and contexts rather than limiting to the contexts provided.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			30	Average 10

Curriculum Associates, LLC – 2nd Grade

Details:

<b>Company Name</b>	Curriculum Associates, LLC
<b>Instructional Material Title and Edition</b>	i-Ready Classroom 2024 Mathematics, Edition 1
<b>Grade Level Course</b>	Grade 2
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 2

Status: RECOMMENDED

Justification: Printed materials are accurate, well written, and appropriate for the grade level span. The IM addresses all NVACS, although more emphasis could be placed on measurement and geometry. Materials help students think more critically about a topic through hands-on activities, reflections, math journal prompts, real world connections. The printed materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content. While not indicated in the rubric score, there is some concern with the digital pieces as some of the content is contrived (adding two different sized length granola bars for no reason). Math in Action provide DOK 2-4 opportunities at this grade level.

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			iReady has a number focus;
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			Some concern for the digital component.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.		2		Printed materials include lessons and sessions within those lessons. The trajectory across the year appears sound. Some lessons connect representations better than others. Lesson quizzes are available in print or digital format. Some of the teacher edition material reference the online iReady MyPath for practice and also for analyzing reports. There are printed assessments available; yet little direction is given to teachers just using the printed materials on collecting, analyzing, and making decisions about data.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			Print material indicates several opportunities to foster academic discussion. Some provide teacher look fors. In several places questions are provided to support teachers.
	B2. Materials help students think more critically about a topic.	2			Materials help students think more critically about a topic through hands-on activities, reflections, math journal prompts, real world connections.
	B3. Materials spark student dialogue and support further exploration.	2			STEM stories and real world connections provide opportunities for students to explore mathematical ideas in other places. The hands-on explorations and some of the supplemental materials also support this. Student questioning is primarily DOK 1 & 2, yet many of the extend activities do get to a DOK 3 and sometimes 4.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The printed materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content. While not indicated in the rubric score, there is some concern with the digital pieces as some of the content

				is contrived (adding two different sized length granola bars for no reason). Math in Action provide DOK 2-4 opportunities at this grade level.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	1	Materials provide hands-on activities and other components such as the STEM stories, connect to culture, and discuss it that could foster creative, collaborative problem solving. Some lessons are stronger than others in the opportunities for cooperative learning or collaboration.  Online materials appear to be primarily independent.
	C3. Materials are relevant to students' lives.	2		Materials are relevant to students' lives or provide support for teachers to make the content more relevant to students' lives
	<b>Column Totals</b>			
	<b>OVERALL SCORE</b>		33	Average 16.5

<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			Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input (self reflection) and also cultures (STEM Stories), and languages. Differentiation and English Language acquisition supports are built in consistently through the program materials.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			Materials provide more than three real-life connections made. Some contexts are stronger and make more sense than others. These are integrated through the problem contexts and also a featured highlight in some sessions.
<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	1		Authors appear to have a wide and diverse experience. Individuals have varied backgrounds and provide several different aspects of expertise
<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			Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor historically underserved students. Family letters are available in 11 different languages.
<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 materials provide some opportunities for cooperative learning or sharing.

	E2. Materials provide learning and tasks that are predominantly student-centered.		2		Materials provided scaffolded learning and tasks that are more direct instruction based.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			19	Average 9.5

Curriculum Associates, LLC – 3rd Grade

Details:

<b>Company Name</b>	Curriculum Associates, LLC
<b>Instructional Material Title and Edition</b>	i-Ready Classroom 2024 Mathematics, Edition 1
<b>Grade Level Course</b>	Grade 3
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 3

Status: RECOMMENDED

Justification: The materials target the most critical and impactful content in the grade level. The materials appear to be proportional to the critical content areas. No errors or misrepresentations were noted in this grade level. The materials include a clear scope and sequence. The instructional pathway includes lesson assessments, mid unit, and unit assessments. Online components are available for diagnostic and online support. There is support for teachers to record data and analyze data by standard and DOK levels. The materials include a clear scope and sequence. The instructional pathway includes lesson assessments, mid unit, and unit assessments. Online components are available for diagnostic and online support. There is support for teachers to record data and analyze data by standard and DOK levels. Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input (self-reflection) and also cultures (STEM Stories, Connect to Culture), and languages. Differentiation and English Language acquisition supports are built in consistently through the program materials.



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			Most of the resources are integrated into an online platform. Significant digging to get to printed resources and materials. These resources appear disconnected on the review site; yet there appears to be a trajectory of learning that makes sense. Districts looking at this resource will need to supplement with problem solving, reasoning, writing and “doing mathematics”. Districts should also have an abundance of working technology and be 1-1 with solid and static internet.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			The scope provides some sequencing for previous grades to current grades but for some reason there are no recommendations for measurement.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			Materials provide educators with tools to foster deep academic discussion. Most questions are DOK 1 & 2. Lessons often do have opportunities for some DOK 3 thinking. Math in Action lessons provide some DOK 3-4 opportunities.
	B2. Materials help students think more critically about a topic.	2			Some of the materials help students think more critically about a topic. There are places for students to respond and reflect on learning. Within lesson sequencing helps build concepts across the lesson. This sometimes seems redundant. Math in Action lessons also support this.
	B3. Materials spark student dialogue and support further exploration.	1	1		Materials provide real life connections and provide dialogue and discussion explorations. There are hands-on explorations included within the units. The program offers application and further exploration (DOK 4) level of inquiry, yet the Math in Action lessons do offer this opportunity.

<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			Materials offer students opportunities to engage in meaningful and mathematically focused learning activities. These may be situated in realistic content.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		2		Materials have the ability to foster collaborative problem solving. There are suggestions for teachers in every lesson for whole group or small group discussions. Less or inconsistent opportunities for collaborative problem solving.
	C3. Materials are relevant to students' lives.	2			Materials appear relevant to students' lives and will prepare the students mathematically.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			33	Average 16.5

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			
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			Materials provide more than three real-life connections made. Some contexts are stronger and make more sense than others. These are integrated through the problem contexts and also a featured highlight in some sessions.
<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	1		Authors appear to have a wide and diverse experience. Individuals have varied backgrounds and provide several different aspects of expertise.
<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			Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor historically underserved students. Family letters are available in 11 different languages. Engagement and prompts and supports are built into most 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 materials provide some opportunities for cooperative learning or sharing.
	E2. Materials provide learning and tasks that are predominantly student-centered.	1	1		Materials provided scaffolded learning and tasks that are more are a mix of student centered but

					can be interpreted at times as direct instruction.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			20	Average 10

Curriculum Associates, LLC – 4th Grade

Details:

<b>Company Name</b>	Curriculum Associates, LLC
<b>Instructional Material Title and Edition</b>	i-Ready Classroom 2024 Mathematics, Edition 1
<b>Grade Level Course</b>	Grade 4
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 4

Status: RECOMMENDED

Justification:

Materials target critical content areas for this grade level. Materials are accurate, easy-to-read and appropriate for the grade level. Student workbooks and visuals are well organized and laid out for elementary age learners. Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input (self-reflection) and also cultures (STEM Stories, Connect to Culture). Differentiation and English Language acquisition supports are built in consistently through the program materials. Program provides family letters in multiple languages. Instructional materials also available in Spanish. Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor historically underserved students. Family letters are available in 11 different languages. Engagement and prompts are built into most lessons.

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	1		Materials target critical content areas for this grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	1		Formative and summative assessment tasks are included. Assessments include observations, written tasks, digital assessments and performance style assessments. Guidance to score assessments using rubrics is provided. Diagnostic computer assessment given 3 times per year is also included in the program. Some support to interpret and act on specific data collected from assessment is provided.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	1	1		<p>Scope and Sequence includes approximately 154 days of instruction. Most NV school years include 180 days of instruction.</p> <p>Brief content support for teachers to understand instructional pathways include key points in Teacher's Guide and a Unit Flow and Progression video. Teacher mathematical background knowledge sections are brief and limited. Math concepts and student misconceptions, models used, engagement strategies, progression across grade levels and assessment opportunities throughout the unit are outlined.</p> <p>Ideas and strategies for differentiation to scaffold or extend student learning are included in most lessons. Enrichment activities are also provided for each lesson.</p>
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	1	1		Materials have strong attention to language. Materials provide language objectives and differentiation ideas for multilingual learners by level of language acquisition and type (speaking, listening, writing, reading). Support for teachers to develop academic and domain-specific vocabulary is included in each lesson.

					For example, lesson structures such as Try-Discuss-Connect include guiding questions that relate to the specific task and to the overarching math concepts. Discussion opportunities allow students to share thinking with a partner and compare strategies. Teacher then facilitates students to make connections and apply thinking to a new problem. Teacher Guide is limited in sample student responses that can be especially helpful to novice teachers working on developing student reasoning. Guide describes what to “listen for” in generalities using content area/educator language. This general nature then results in less follow up questions provided in the guide.
	B2. Materials help students think more critically about a topic.	1	1		Materials include open-ended tasks with more than one solution, allowing students to compare multiple solutions presented by classmates. Problem-based tasks help students think more critically about the mathematical topics being studied. Math reflection is found before and after the unit and included in lesson closure activities
	B3. Materials spark student dialogue and support further exploration.	1	1		Whole group and partner tasks are included. Partner tasks are typically two player games and encourage conversation between two students. Academic vocabulary (e.g. defining active listening, noticing, etc) and strategies for multilingual learners including are provided. Strategies are leveled by language acquisition and make suggestions at the words, phrase and sentence levels. Language routines such as Three Readers are used to support students in making sense of problems. STEM Comic Style Stories about individuals’ contributions using mathematics are used to spark student discussions. Real World Connections are used to discuss ways those in various occupations (entomologist, crop scientist, accountant, surveyor, graphic designer, etc) use mathematics studied in the lesson.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course	1	1		Some opportunities to engage in meaningful learning activities with some of the contexts provided in the learning materials. A large variety of contexts is

	content.				used. While there is support to help students understand contexts (teacher notes, visuals), it can be difficult for students to switch between many contexts in one session (lesson) when solving problems (e.g. tomatoes for rice, chickens/sheep on a farm, walking dogs to earn money, planting flowers in pots, making omelets, length walked in weeks, books in various languages). All of these contexts were found in Lesson 10 Session 4 student problems.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2			Students engage in partner tasks in which turn taking and cooperation are practices. Applied “Math in Action” projects are included in the units and somewhat connect to the mathematics being studied in the chapter(s). Some examples include recycling campaign, wood mosaics, animal hospital design, and sand art. While these encourage the use of small groups, the use of assigned purposeful roles are not evident. These tasks have potential to build collaborative problem solving.
	C3. Materials are relevant to students’ lives.	2			Materials are relevant to students’ lives or provide support/adjustment ideas for teachers to make the content more relevant to students’ lives.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	29			Average 14.5



<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			Multiple opportunities for students to express their learning are present in the materials. This includes pictorial representations, use of models, active learning through games and written activities. Conversation starters for families and family activities encourage students to connect their home knowledge to the classroom. Connect to Culture activities support building knowledge of students.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2			More than 3 real-life connections are made within the materials. Connections to culture and life experiences are evident in the program materials. One example in Unit 1 describes mathematicians in India as first to use symbol 0 for place value.
<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			Four main authors with various specialties (culturally responsive math teaching, special education, equity) are listed. Authors' cultural backgrounds are not explicitly stated. Author associations note teaching and work experience from multiple states including California, Connecticut and Florida. Eight special advisors (individuals and groups) are included to address various foci (universal design for learning, cultural responsiveness, academic language and discourse, etc.) Fifteen educator advisors from eight states (across US) are also included.
<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	1		Materials provide discourse and perspectives that are inclusive and honor students of various backgrounds. Some tasks, such as the recycling campaign and animal hospital have potential for social justice topics. Limited opportunities in the materials

					exist for students to use mathematics as a tool to understand and critique the world as well as make informed decisions.
<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			Protocols for engagement provide multiple ways for students to share their learning experiences, interests, backgrounds, and work together.
	E2. Materials provide learning and tasks that are predominantly student-centered.	1	1		Partner and small group activities in materials invite students to practice skills. Lesson tasks ask students to share strategies and reasoning but the strategy focus is heavily directed by the teacher and materials.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	22			Average 11

Curriculum Associates, LLC – 5th Grade

Details:

<b>Company Name</b>	Curriculum Associates, LLC
<b>Instructional Material Title and Edition</b>	i-Ready Classroom 2024 Mathematics, Edition 1
<b>Grade Level Course</b>	Grade 5
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 5

Status: RECOMMENDED

Justification: According to the Nevada Academic Content Standards the critical and impactful content is addressed in the program materials. Printed materials include lessons and sessions within those lessons. The trajectory across the year appears sound. Some lessons connect representations better than others. Lesson quizzes are available in print or digital format. Some of the teacher edition material reference the online iReady MyPath for practice and also for analyzing reports. There are printed assessments available; with some direction provided to teachers on using the printed materials (collecting, analyzing, and making decisions about data). Print material indicates several opportunities to foster academic discussion. Some provide teacher look fors and student misconceptions. In several places questions are provided to support teachers. Every lesson has multiple opportunities for educators to foster discussion. Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input (self-reflection) and also cultures (STEM Stories, Connect to Culture). Differentiation and English Language acquisition supports are built in consistently through the program materials. Family letters available in 11 different languages.

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			Most of the resources are integrated into an online platform. Significant digging to get to printed resources and materials. Since there appears to be a connection between the online tool and the printed materials, Districts should also have an abundance of working technology and be 1-1 with solid and static internet.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2			Printed materials are accurate, well written, and appropriate for the grade level span. Some concern for the digital component and some of the visuals should have support for what they represent and why.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2			
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2			
	B2. Materials help students think more critically about a topic.	2			Materials help students think more critically about a topic through hands-on activities, reflections, math journal prompts, real world connections.
	B3. Materials spark student dialogue and support further exploration.	2			STEM stories and real world connections provide opportunities for students to explore mathematical ideas in other places. The hands-on explorations and some of the supplemental materials also support this. Student questioning is primarily DOK 1 & 2, yet many of the extend activities do get to a DOK 3 and sometimes 4 (Math in Action Lessons)
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2			The printed materials offer 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.,		2		Materials provide hands-on activities and other components such as the STEM stories, Connect to Culture, and Discuss It that could foster creative, collaborative

	cooperation, teamwork, negotiation, consensus-building).			problem solving. Some lessons are stronger than others in the opportunities for cooperative learning or collaboration.  Online materials appear to be primarily independent.
	C3. Materials are relevant to students' lives.	2		Materials are relevant to students' lives or provide support for teachers to make the content more relevant to students' lives.
	<b>Column Totals</b>			
	<b>OVERALL SCORE</b>		34	Average 17

<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			Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input (self-reflection) and also cultures (STEM Stories, Connect to Culture). Differentiation and English Language acquisition supports are built in consistently through the program materials. Family letters available in 11 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			Materials provide more than three real-life connections made. Some contexts are stronger and make more sense than others. These are integrated through the problem contexts and also a featured highlight in some sessions. Nice balance of multicultural experiences featured in word problems throughout the program.
<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	1		Authors appear to have a wide and diverse experience. Individuals have varied backgrounds and provide several different aspects of expertise
<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			Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor historically underserved students. Family letters are available in 11 different languages. Engagement and prompts and supports are built into most 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 materials provide some opportunities for cooperative learning or sharing.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2			The 5 <sup>th</sup> grade materials are predominately student centered and can also be learner responsive.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			21	Average 10.5

Great Minds PBC

Great Minds PBC - Kindergarten

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade K Learn & Digital Bundle: Part-Part-Total Modules 1-6
<b>Grade Level Course</b>	Kindergarten
<b>Course Number Description</b>	Level K: 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 K Learn & Digital Bundle (ISBN# 978-1-64929-023-6)
<b>Grade Band</b>	Kindergarten

Status: NOT RECOMMENDED

Justification:

Great Minds PBC - Kindergarten Math meets content alignment criteria and targets the critical NVACS content. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences without any intentional inclusion of Latinx, Black or Native American cultures. All photos showed white hands. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.



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.	6			
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5	1		Includes observational (formative) assessments Follows standards for grade level
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3	3		Lessons in Kindergarten are 50 minutes. Standards include achievement descriptors Includes teacher notes with connections to upper grade content material
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	6			Includes questions like “Why doesn’t it belong?” Then suggests class discussion. Has suggestions for pairing students for Student to Student Discourse. Sample dialogue is provided Talking tools provided in front cover of student book
	B2. Materials help students think more critically about a topic.	5	1		Did not see the consistent use of concrete objects (manipulatives). Think-pair-share is used consistently throughout the curriculum.
	B3. Materials spark student dialogue and support further exploration.	5	1		Content is presented through many real world situations. One example is name trains where students use comparison vocabulary to describe who name is shorter/longer.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	6			Curriculum includes scavenger hunts, partner work, and work with classroom objects
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, and consensus-building).	5	1		Curriculum involves partner work and think-pair-share, but strong collaboration work is not present elsewhere

	C3. Materials are relevant to students' lives.	2	4		Name trains, shop signs, real-world examples are used throughout curriculum
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			97	Average 16.1

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	3	1	The contextual situations and activities are general. Margin notes prompt teachers to have students provide input about their cultures and values, but this is not embedded with rigor in the actual curriculum.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	4	1	Real-life connections are embedded, however, they do not appear to be from a variety of cultures. More than three real-life connections are made (using classroom objects, etc), however a variety of cultures is not present in the daily curriculum
<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	4	1	Implementation Guide - Instructional routines and structures of lessons are consistent; routines for student to student discourse listed; Launch Learn Land Routine of a lesson; Problem Solving Routines (Read, Draw, Write)
<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	4	1	Talking Tools; Suggestions for partner talk in margins/teacher notes; is not directly defined for these idea, but implied. There are links to video representations of diverse perspectives, however this is not embedded in the curriculum and may not be easily accessible by all teachers or 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.	4	2		Talking Tools; Partner work is suggested in the teacher directions and teacher notes. While there are opportunities such as scavenger hunts and partner work, the opportunity to share life and learning experiences is not "deeply" interwoven into the curriculum

	E2. Materials provide learning and tasks that are predominantly student-centered.	4	2		Students engage in tasks such as Comparison Bags with partners. Use of manipulatives, partner work, think-pair-share, etc
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	45			Average 7.5

Great Minds PBC -1<sup>st</sup> Grade

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade 1 Learn & Digital Bundle: Units of Ten Modules 1-6
<b>Grade Level Course</b>	1st Grade Math
<b>Course Number Description</b>	Level 1: 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>	Multiple
<b>Grade Band</b>	Grade 1

Status: NOT RECOMMENDED

Justification:

Grade 1 Math meets content alignment criteria and targets the critical NVACS content. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences without any intentional inclusion of Latinx, Black or Native American cultures. All photos showed white hands. The Social Justice aspect is not embedded with the content. The social justice component in this curriculum seems to be lacking a strong foundation and the rationale in supporting documentation does not have strong evidence to support.

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.	6			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.	5	1		Includes observational (formative) assessments Follows standards for grade level
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3	3		Standards include achievement descriptors Includes teacher notes with connections to upper grade content material
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	6			Scripted content with possible student responses - look fors, talking tools etc.
	B2. Materials help students think more critically about a topic.	5	1		Think-pair-share is used consistently throughout the curriculum
	B3. Materials spark student dialogue and support further exploration.	5	1		CM Cubes, Unifix cubes, rekenreks, etc
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	6			Curriculum includes scavenger hunts, partner work, and work with classroom objects as well as incorporated body movements
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	5	2		Curriculum involves partner work and think-pair-share, but strong collaboration work is not present elsewhere
	C3. Materials are relevant to students' lives.	2	4		Real-world examples are used throughout curriculum
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				97	Average 16.1

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	4	1	The representation of diverse people is limited. Predominately white/European representation.  Single positive example found in Module 3, Lesson 10. The cultural aspect of this single lesson is only evident IF the teacher reads the teacher note.
	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	3	1	More than three real-life connections are made (using classroom objects, etc), however a variety of cultures is not present in the daily curriculum. A variety of cultures and life experiences are not evident. Differently abled representation is also missing.
<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	4	1	
<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	4	1	There are links to video representations of diverse perspectives, however this is not embedded in the curriculum and may not be easily accessible by all teachers or 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.	3	3		While there are opportunities such as scavenger hunts and partner work, the opportunity to share life and learning experiences is not "deeply" interwoven into the curriculum
	E2. Materials provide learning and tasks that are predominantly student-centered.	1	5		

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	41	Average 6.83		



Great Minds PBC – 2<sup>nd</sup> Grade

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade 2 Learn & Digital Bundle: 10 Tens Modules 1-6
<b>Grade Level Course</b>	2 <sup>nd</sup> Grade
<b>Course Number Description</b>	Level 2: 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>	Multiple
<b>Grade Band</b>	2 <sup>nd</sup> Grade

Status: NOT RECOMMENDED

Justification:

Great Minds PBC - Grade 2 Math meets content alignment criteria and targets the critical NVACS content. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences without any intentional inclusion of Latinx, Black or Native American cultures. All photos showed white hands. The Social Justice aspect is not embedded with the content. the social justice component in this curriculum seems to be lacking a strong foundation and the rationale in supporting documentation does not have strong evidence to support.

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.	7			
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	6	1		Lessons include a variety of strategies for students to use. These are drawings (pictorial/representational). No consistent use of concrete materials (i.e. place-value blocks so students can see each of the smaller units inside a larger unit.)
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4	3		The scope and sequence is evident.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	7			Talking Tools; Instructional Routines to get students engaged
	B2. Materials help students think more critically about a topic.	4	3		
	B3. Materials spark student dialogue and support further exploration.	3	4		Teacher Notes provide opportunity for discussion; partner activities are designed for students to talk mathematically (i.e. Numbers Up, pg. 145). Teachers may need to embed the explanation/reasoning portion.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	7			
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	4		Partner work is embedded. Students complete tasks, problem-solving to build skills is not fully embedded  Problem Solving Routine - Read, Draw, Write
	C3. Materials are relevant to students' lives.	3	4		The Launch portion of each lesson tries to make connections to student lives. It would vary based on student, see

					concerns about social justice and lack of a variety of cultures.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			107	Average 15.28

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.	5	1	1	The materials do provide multiple opportunities for students to explain/show their thinking. Cannot determine if it the materials 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	4	2	Materials provide real-life connections; do not see a variety of cultures
<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	4	2	A variety of philosophies with diversity in culture, languages, traditions and beliefs are not evident.
<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	4	2	Talking tools, work with a partner  Not identified -"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.	6	1		Students are able to work with partners in a variety of activities, however "backgrounds, interests, and needs are deeply interwoven throughout the lesson" is not evident.
	E2. Materials provide learning and tasks that are predominantly student-centered.	7			

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	56	Average 8		

Great Minds PBC – 3<sup>rd</sup> Grade

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade 3 Learn & Digital Bundle: Units of Any Number Modules 1-6
<b>Grade Level Course</b>	Grade 3
<b>Course Number Description</b>	Level 3: 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>	Multiple
<b>Grade Band</b>	Grade 3

Status: NOT RECOMMENDED

Justification:

Great Minds PBC – 3<sup>rd</sup> grade meets content alignment criteria and targets the critical NVACS content. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences without any intentional inclusion of Latinx, Black or Native American cultures. All photos showed white hands. The Social Justice aspect is not embedded with the content. the social justice component in this curriculum seems to be lacking a strong foundation and the rationale in supporting documentation does not have strong evidence to support.

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.	7			Grade-level standards are addressed
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	6	1		
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4	3		Scope and sequence is not clear on how and when instruction is standards aligned.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	7			Margins include - Teacher Notes, UDL Notes, Language Supports, Differentiation, SMPs, and Math Past Talking Tools are listed, Instructional Routines, and partner work during lessons.
	B2. Materials help students think more critically about a topic.	4	3		Concrete materials used
	B3. Materials spark student dialogue and support further exploration.	4	3		Talking Tools are listed, Instructional Routines, and partner work during lessons.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	7			
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	4	3		Problem Solving Routine - Read, Draw, Write
	C3. Materials are relevant to students' lives.	4	3		Limited connection to student lives. See concerns in category 2 regarding relevance to a variety of lives outside of the dominant culture.

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	110	Average 15.7		



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.	4	1	2	The materials do provide multiple opportunities for students to explain/show their thinking. No evidence that the materials 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	4	2	Single example in grade 3: Land - Debrief (page 29) has a painting to try to connect equal groups
<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	4	2	No evidence of meeting the criteria of this item on the rubric, multiple works are cited.
<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	4	2	Talking tools, work with a partner  Not identified - "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.	6	1		Students are able to work with partners in a variety of activities, however "backgrounds, interests, and needs are deeply interwoven throughout the lesson" is not evident.
	E2. Materials provide learning and tasks that are predominantly student-centered.	6	1		

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	53	Average 7.57		

Great Minds PBC – 4<sup>th</sup> Grade

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade 4 Learn & Digital Bundle: Fractional Units Modules 1-6
<b>Grade Level Course</b>	Grade 4
<b>Course Number Description</b>	Level 4: 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>	Multiple
<b>Grade Band</b>	Grade 4

Status: NOT RECOMMENDED

Justification:

Great Minds PBC – 4<sup>th</sup> grade meets content alignment criteria and targets the critical NVACS content. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences without any intentional inclusion of Latinx, Black or Native American cultures. All photos showed white hands. The Social Justice aspect is not embedded with the content. The social justice component in this curriculum seems to be lacking a strong foundation and the rationale in supporting documentation does not have strong evidence to support.

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.	6	1		Some lessons are targeted to the SMPs (i.e. Module 1, Lesson 1)
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	4	3		
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4	3		Progression of learning is included for each topic. Proficiency indicators are included.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	7			Margins include - Teacher Notes, UDL Notes, Language Supports, Differentiation, SMPs, and Math Past Talking Tools are listed, Instructional Routines, and partner work during lessons.
	B2. Materials help students think more critically about a topic.	6	1		Not all materials lead to critical thinking. Note that in Module 4 I see students identifying decimals on grids rather than coloring in the grids themselves.
	B3. Materials spark student dialogue and support further exploration.	5	2		Opportunities are embedded for student discourse through partner work and structures such as Numbered Heads and Think Pair Share. Instructional Routines encourage student dialogue
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	7			A variety of ways to engage in content is utilized. SMPs are suggested within lessons.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	7			Problem Solving Routine - Read, Draw, Write  Students work with partners to discuss

	C3. Materials are relevant to students' lives.	3	4		Limited connection to student lives. See concerns in category 2 regarding relevance to a variety of lives outside of the dominant culture.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	112			Average 16

<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	3	2	The materials do provide multiple opportunities for students to explain/show their thinking. No evidence that the materials 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	3	2	Connections are limited and do little variety in cultures or 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	4	2	No evidence of meeting the criteria of this item on the rubric, multiple works are cited.
<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	3	2	Talking tools, work with a partner  Not identified -"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.	6	1		Students are able to work with partners in a variety of activities, however "backgrounds, interests, and needs are deeply interwoven throughout the lesson" is not evident.
	E2. Materials provide learning and tasks that are predominantly student-centered.	7			

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	54	Average 7.71		

Great Minds PBC – 5<sup>th</sup> Grade

Details:

<b>Company Name</b>	Great Minds PBC
<b>Instructional Material Title and Edition</b>	Eureka Math Squared Grade 5 Teacher Edition Set: Fractions are Numbers Modules 1-6
<b>Grade Level Course</b>	Grade 5
<b>Course Number Description</b>	Level 5: 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>	Multiple
<b>Grade Band</b>	Grade 5

Status: NOT RECOMMENDED

Justification:

Great Minds PBC - 5th Grade Math meets content alignment criteria and targets the critical NVACS content. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences without any intentional inclusion of Latinx, Black or Native American cultures. All photos showed white hands. The Social Justice aspect is not embedded with the content. The social justice component in this curriculum seems to be lacking a strong foundation and the rationale in supporting documentation does not have strong evidence to support.



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.	6			
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	4		
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4	2		Progression of learning is included for each topic. Proficiency indicators are included.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	6			Margins include - Teacher Notes, UDL Notes, Language Supports, Differentiation, SMPs, and Math Past Talking Tools are listed, Instructional Routines, and partner work during lessons.
	B2. Materials help students think more critically about a topic.	6			SMP questions in margin help support critical thinking (i.e. Module 2, Lesson 1, pg. 23)
	B3. Materials spark student dialogue and support further exploration.	4	2		Opportunities are embedded for student discourse through partner work and structures such as Numbered Heads and Think Pair Share. Instructional Routines encourage student dialogue
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	6			A variety of ways to engage in content is utilized. SMPs are suggested within lessons.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	6			Problem Solving Routine - Read, Draw, Write  Students work with partners to discuss
	C3. Materials are relevant to students' lives.	2	4		Limited connection to student lives. See concerns in category 2 regarding

					relevance to a variety of lives outside of the dominant culture.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	96	Average	16	

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	3	1	The materials do provide multiple opportunities for students to explain/show their thinking. No evidence that the materials 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	3	3	Connections are limited and do little variety in cultures or 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	4	1	No evidence of meeting the criteria of this item on the rubric, multiple works are cited.
<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.	3	2	1	Talking tools, work with a partner  Not identified - "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.	5	1		Students are able to work with partners in a variety of activities, however "backgrounds, interests, and needs are deeply interwoven throughout the lesson" is not evident.
	E2. Materials provide learning and tasks that are predominantly student-centered.	4	2		

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	52	Average 8.6		

Heinemann, a division of Greenwood Publishing Group LLC

Heinemann, a division of Greenwood Publishing Group LLC - Kindergarten

Details:

<b>Company Name</b>	Heinemann, a division of Greenwood Publishing Group LLC
<b>Instructional Material Title and Edition</b>	Math Expressions, 2018 STA Edition
<b>Grade Level Course</b>	Kindergarten
<b>Course Number Description</b>	Mathematics K
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Kindergarten

Status: NOT RECOMMENDED

Justification:

Heinemann, a division of Greenwood Publishing Group LLC did not meet the criteria for alignment to the Nevada Academic Content Standards. 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 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 additionally not met. 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.

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	2	1	The majority of the target is on critical content, however, the emphasis at times does not align to the most impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	1	3	Materials are minimally aligned/not aligned to the Nevada Academic Content Standards
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2		3	The scope makes the alignment unclear to a majority of reviewers.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2		3	Math Talk is a strength, but educators might need additional tools to foster the deep academic discussion.
	B2. Materials help students think more critically about a topic.	2	2	1	Math Talk routines contribute to critical thinking.
	B3. Materials spark student dialogue and support further exploration.	2	2	1	Math Talk routines can deepen understanding of concepts
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	4		1	
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	1	There are opportunities for problem solving, this could be improved to build college and career workplace skills.
	C3. Materials are relevant to students' lives.	2	1	2	Reviewers expressed concern about the materials relevance to a variety of lived experiences.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				45	Average 9.2

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
<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.	1	2	2	Representation of cultural diversity and/or differently abled students is lacking.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	3		2	There are many real life connections, however they do not necessarily represent a variety.
<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		4	No evidence cited to meet this criteria of this rubric item.
<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.	1	2	2	There are limited diverse perspectives. This needs improvement to serve 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.	4		1	Materials provide opportunities for students to share experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	4		1	Materials provide tasks.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				32	Average 6.4

Heinemann, a division of Greenwood Publishing Group LLC - 1<sup>st</sup> Grade

Details:

<b>Company Name</b>	Heinemann, a division of Greenwood Publishing Group LLC
<b>Instructional Material Title and Edition</b>	Math Expressions, 2018 STA Edition
<b>Grade Level Course</b>	Grade 1
<b>Course Number Description</b>	Mathematics 1
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 1

Status: NOT RECOMMENDED

Justification:

Heinemann, a division of Greenwood Publishing Group LLC did not meet the criteria for alignment to the Nevada Academic Content Standards. 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 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 additionally not met. 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.



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	2	1	The majority of the target is on critical content, however, the emphasis at times does not align to the most impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	1	3	Materials are minimally aligned/not aligned to the Nevada Academic Content Standards
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2		3	The scope makes the alignment unclear to a majority of reviewers.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2		3	Math Talk is a strength, but educators might need additional tools to foster the deep academic discussion.
	B2. Materials help students think more critically about a topic.	2	2	1	Math Talk routines contribute to critical thinking.
	B3. Materials spark student dialogue and support further exploration.	2	2	1	Math Talk routines can deepen understanding of concepts
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	4		1	
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	1	There are opportunities for problem solving, this could be improved to build college and career workplace skills.
	C3. Materials are relevant to students' lives.	2	1	2	Reviewers expressed concern about the materials relevance to a variety of lived experiences.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				45	Average 9.2

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
<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.	1	2	2	Representation of cultural diversity and/or differently abled students is lacking.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	3		2	There are many real life connections, however they do not necessarily represent a variety.
<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		4	No evidence cited to meet this criteria of this rubric item.
<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.	1	2	2	There are limited diverse perspectives. This needs improvement to serve 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.	4		1	Materials provide opportunities for students to share experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	4		1	Materials provide tasks.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				32	Average 6.4

Heinemann, a division of Greenwood Publishing Group LLC - 2<sup>nd</sup> Grade

Details:

<b>Company Name</b>	Heinemann, a division of Greenwood Publishing Group LLC
<b>Instructional Material Title and Edition</b>	Math Expressions, 2018 STA Edition
<b>Grade Level Course</b>	Grade 2
<b>Course Number Description</b>	Mathematics 2
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 2

Status: NOT RECOMMENDED

Justification:

Heinemann, a division of Greenwood Publishing Group LLC did not meet the criteria for alignment to the Nevada Academic Content Standards. 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 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 additionally not met. 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.

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	2	1	The majority of the target is on critical content, however, the emphasis at times does not align to the most impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	1	3	Materials are minimally aligned/not aligned to the Nevada Academic Content Standards
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2		3	The scope makes the alignment unclear to a majority of reviewers.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2		3	Math Talk is a strength, but educators might need additional tools to foster the deep academic discussion.
	B2. Materials help students think more critically about a topic.	2	2	1	Math Talk routines contribute to critical thinking.
	B3. Materials spark student dialogue and support further exploration.	2	2	1	Math Talk routines can deepen understanding of concepts
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	4		1	
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	1	There are opportunities for problem solving, this could be improved to build college and career workplace skills.
	C3. Materials are relevant to students' lives.	2	1	2	Reviewers expressed concern about the materials relevance to a variety of lived experiences.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				45	Average 9.2

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
<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.	1	2	2	Representation of cultural diversity and/or differently abled students is lacking.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	3		2	There are many real life connections, however they do not necessarily represent a variety.
<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		4	No evidence cited to meet this criteria of this rubric item.
<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.	1	2	2	There are limited diverse perspectives. This needs improvement to serve 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.	4		1	Materials provide opportunities for students to share experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	4		1	Materials provide tasks.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				32	Average 6.4

Heinemann, a division of Greenwood Publishing Group LLC - 3<sup>rd</sup> Grade

Details:

<b>Company Name</b>	Heinemann, a division of Greenwood Publishing Group LLC
<b>Instructional Material Title and Edition</b>	Math Expressions, 2018 STA Edition
<b>Grade Level Course</b>	Grade 3
<b>Course Number Description</b>	Mathematics 3
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 3

Status: NOT RECOMMENDED

Justification:

Heinemann, a division of Greenwood Publishing Group LLC did not meet the criteria for alignment to the Nevada Academic Content Standards. 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 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 additionally not met. 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.

<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	2	1	The majority of the target is on critical content, however, the emphasis at times does not align to the most impactful content. Specific to third grade, there is not adequate coverage of fractions. A major work in this grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	1	3	Materials are minimally aligned/not aligned to the Nevada Academic Content Standards
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2		3	The scope makes the alignment unclear to a majority of reviewers.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2		3	Math Talk is a strength, but educators might need additional tools to foster the deep academic discussion.
	B2. Materials help students think more critically about a topic.	2	2	1	Math Talk routines contribute to critical thinking.
	B3. Materials spark student dialogue and support further exploration.	2	2	1	Math Talk routines can deepen understanding of concepts
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	4		1	
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	1	There are opportunities for problem solving, this could be improved to build college and career workplace skills.
	C3. Materials are relevant to students' lives.	2	1	2	Reviewers expressed concern about the materials relevance to a variety of lived experiences.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				<b>45</b>	<b>Average 9.2</b>

<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 that have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	1	2	2	Representation of cultural diversity and/or differently abled students is lacking.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	3		2	There are many real life connections, however they do not necessarily represent a variety.
<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		4	No evidence cited to meet this criteria of this rubric item.
<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.	1	2	2	There are limited diverse perspectives. This needs improvement to serve 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.	4		1	Materials provide opportunities for students to share experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	4		1	Materials provide tasks.
<b>Column Totals</b>					



	<b>OVERALL SCORE</b>	32	Average 6.4
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Heinemann, a division of Greenwood Publishing Group LLC - 4<sup>th</sup> Grade

Details:

<b>Company Name</b>	Heinemann, a division of Greenwood Publishing Group LLC
<b>Instructional Material Title and Edition</b>	Math Expressions, 2018 STA Edition
<b>Grade Level Course</b>	Grade 4
<b>Course Number Description</b>	Mathematics 4
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 4

Status: NOT RECOMMENDED

Justification:

Heinemann, a division of Greenwood Publishing Group LLC did not meet the criteria for alignment to the Nevada Academic Content Standards. 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 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 additionally not met. 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.

<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	2	1	The majority of the target is on critical content, however, the emphasis at times does not align to the most impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	1	3	Materials are minimally aligned/not aligned to the Nevada Academic Content Standards
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2		3	The scope makes the alignment unclear to a majority of reviewers.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2		3	Math Talk is a strength, but educators might need additional tools to foster the deep academic discussion.
	B2. Materials help students think more critically about a topic.	2	2	1	Math Talk routines contribute to critical thinking.
	B3. Materials spark student dialogue and support further exploration.	2	2	1	Math Talk routines can deepen understanding of concepts
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	4		1	
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	1	There are opportunities for problem solving, this could be improved to build college and career workplace skills.
	C3. Materials are relevant to students' lives.	2	1	2	Reviewers expressed concern about the materials relevance to a variety of lived experiences.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				45	Average 9.2

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
<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.	1	2	2	Representation of cultural diversity and/or differently abled students is lacking.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	3		2	There are many real life connections, however they do not necessarily represent a variety.
<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		4	No evidence cited to meet this criteria of this rubric item.
<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.	1	2	2	There are limited diverse perspectives. This needs improvement to serve 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.	4		1	Materials provide opportunities for students to share experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	4		1	Materials provide tasks.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				32	Average 6.4

Heinemann, a division of Greenwood Publishing Group LLC - 5<sup>th</sup> Grade

Details:

<b>Company Name</b>	Heinemann, a division of Greenwood Publishing Group LLC
<b>Instructional Material Title and Edition</b>	Math Expressions, 2018 STA Edition
<b>Grade Level Course</b>	Grade 5
<b>Course Number Description</b>	Mathematics 5
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 5

Status: NOT RECOMMENDED

Justification:

Heinemann, a division of Greenwood Publishing Group LLC did not meet the criteria for alignment to the Nevada Academic Content Standards. 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 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 additionally not met. 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.

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	2	1	The majority of the target is on critical content, however, the emphasis at times does not align to the most impactful content.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	1	3	Materials are minimally aligned/not aligned to the Nevada Academic Content Standards
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2		3	The scope makes the alignment unclear to a majority of reviewers.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2		3	Math Talk is a strength, but educators might need additional tools to foster the deep academic discussion.
	B2. Materials help students think more critically about a topic.	2	2	1	Math Talk routines contribute to critical thinking.
	B3. Materials spark student dialogue and support further exploration.	2	2	1	Math Talk routines can deepen understanding of concepts
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	4		1	
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	1	There are opportunities for problem solving, this could be improved to build college and career workplace skills.
	C3. Materials are relevant to students' lives.	2	1	2	Reviewers expressed concern about the materials relevance to a variety of lived experiences.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				45	Average 9.2

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
<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.	1	2	2	Representation of cultural diversity and/or differently abled students is lacking.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	3		2	There are many real-life connections, however they do not necessarily represent a variety.
<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		4	No evidence cited to meet this criterion of this rubric item.
<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.	1	2	2	There are limited diverse perspectives. This needs improvement to serve 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.	4		1	Materials provide opportunities for students to share experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	4		1	Materials provide tasks.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				32	Average 6.4

Houghton Mifflin Harcourt Publishing Company (HMH)

Houghton Mifflin Harcourt Publishing Company (HMH) - Kindergarten

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>	Kindergarten
<b>Course Number Description</b>	Grade K Math
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Kindergarten

Status: NOT RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - did not meet the criteria for alignment to the Nevada Academic Content Standards. Although many of the most impactful standards are included, there was also considerable content identified that was not aligned to standards. The strength of this program is the depth of mathematical thought. Social justice criteria are additionally not met. 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. Much of the lessons appear to be directed by the teacher rather than providing learning that is predominately 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.	4	3		Some of the work targets the most critical content, however, there is also much additional content that is not aligned to the standards. Vertical alignment is evident. SMPs are embedded in questioning and tasks.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3	1	2	Includes considerable materials that are not aligned to the grade level standards.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4		3	There is a pacing guide, but not all sequencing was considered actionable. Guidance is missing for instruction during the lesson. It appears teacher have to make instructional decisions using the components in the margin. This could lead the pages being turned into worksheets.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	7			Discussion prompts are a strength.
	B2. Materials help students think more critically about a topic.	7			Conceptual understanding development is a strength.
	B3. Materials spark student dialogue and support further exploration.	6	1		Spark your learning could explore further learning.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	4		
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	4		Some problem solving is over scaffolded and would limit creativity and problem solving skill development. STEM tasks - not sure of the relationship to the mathematics of the grade-level Unit Project Card - Volume Standard Turn and Talk embedded Sample Guided Questions for discussion

	C3. Materials are relevant to students' lives.	3	4		Materials might not relate to the variety of lived experiences of students.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			97	Average 13.8

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	2	3	Minimal diversity is evident. There is no representation of students that are differently abled. Students can engage in and express their learning but it is not 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	5		Math careers and connections are in each unit. These might not represent a variety of cultures and lived 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	2	3	6 authors, 7 consultants
<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.	3	4		Spanish teacher and student edition. Discourse opportunities (Turn and Talk, Guided Discussions) are available. Not 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.	6	1		Discussion prompts are a strength.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	4		The main portions of the lesson appear to be directed by the teacher.

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	54	Average 7.7		

Houghton Mifflin Harcourt Publishing Company (HMH) – 1st Grade

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>	Grade 1
<b>Course Number Description</b>	Grade 1 Math
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 1

Status: NOT RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - did not meet the criteria for alignment to the Nevada Academic Content Standards. Although many of the most impactful standards are included, there was also considerable content identified that was not aligned to standards. The strength of this program is the depth of mathematical thought. Social justice criteria are additionally not met. 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. Much of the lessons appear to be directed by the teacher rather than providing learning that is predominately 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.	4	3		Some of the work targets the most critical content, however, there is also much additional content that is not aligned to the standards. Vertical alignment is evident. SMPs are embedded in questioning and tasks.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3	1	2	Includes considerable materials that are not aligned to the grade level standards.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4		3	There is a pacing guide, but not all sequencing was considered actionable. Guidance is missing for instruction during the lesson. It appears teacher have to make instructional decisions using the components in the margin. This could lead the pages being turned into worksheets.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	7			Discussion prompts are a strength.
	B2. Materials help students think more critically about a topic.	7			Conceptual understanding development is a strength.
	B3. Materials spark student dialogue and support further exploration.	6	1		Spark your learning could explore further learning.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	4		
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	4		Some problem solving is over scaffolded and would limit creativity and problem solving skill development. STEM tasks - not sure of the relationship to the mathematics of the grade-level Unit Project Card - Volume Standard Turn and Talk embedded Sample Guided Questions for discussion

	C3. Materials are relevant to students' lives.	3	4		Materials might not relate to the variety of lived experiences of students.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			97	Average 13.8

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	2	3	Minimal diversity is evident. There is no representation of students that are differently abled. Students can engage in and express their learning but it is not 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	5		Math careers and connections are in each unit. These might not represent a variety of cultures and lived 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	2	3	6 authors, 7 consultants
<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.	3	4		Spanish teacher and student edition. Discourse opportunities (Turn and Talk, Guided Discussions) are available. Not 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.	6	1		Discussion prompts are a strength.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	4		The main portions of the lesson appear to be directed by the teacher.



	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	54	Average 7.7		

Houghton Mifflin Harcourt Publishing Company (HMH) – 2nd Grade

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>	Grade 2
<b>Course Number Description</b>	Grade 2 Math
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 2

Status: NOT RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - did not meet the criteria for alignment to the Nevada Academic Content Standards. Although many of the most impactful standards are included, there was also considerable content identified that was not aligned to standards. The strength of this program is the depth of mathematical thought. Social justice criteria are additionally not met. 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. Much of the lessons appear to be directed by the teacher rather than providing learning that is predominately 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.	4	3		Some of the work targets the most critical content, however, there is also much additional content that is not aligned to the standards. Vertical alignment is evident. SMPs are embedded in questioning and tasks.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3	1	2	Includes considerable materials that are not aligned to the grade level standards.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4		3	There is a pacing guide, but not all sequencing was considered actionable. Guidance is missing for instruction during the lesson. It appears teacher have to make instructional decisions using the components in the margin. This could lead the pages being turned into worksheets.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	7			Discussion prompts are a strength.
	B2. Materials help students think more critically about a topic.	7			Conceptual understanding development is a strength.
	B3. Materials spark student dialogue and support further exploration.	6	1		Spark your learning could explore further learning.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	4		
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	4		Some problem solving is over scaffolded and would limit creativity and problem solving skill development. STEM tasks - not sure of the relationship to the mathematics of the grade-level Unit Project Card - Volume Standard Turn and Talk embedded Sample Guided Questions for discussion

	C3. Materials are relevant to students' lives.	3	4		Materials might not relate to the variety of lived experiences of students.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			97	Average 13.8

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	2	3	Minimal diversity is evident. There is no representation of students that are differently abled. Students can engage in and express their learning but it is not 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	5		Math careers and connections are in each unit. These might not represent a variety of cultures and lived 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	2	3	6 authors, 7 consultants
<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.	3	4		Spanish teacher and student edition. Discourse opportunities (Turn and Talk, Guided Discussions) are available. Not 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.	6	1		Discussion prompts are a strength.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	4		The main portions of the lesson appear to be directed by the teacher.

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	54	Average 7.7		

Houghton Mifflin Harcourt Publishing Company (HMH) – 3rd Grade

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>	Grade 3
<b>Course Number Description</b>	Grade 3 Math
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 3

Status: NOT RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - did not meet the criteria for alignment to the Nevada Academic Content Standards. Although many of the most impactful standards are included, there was also considerable content identified that was not aligned to standards. The strength of this program is the depth of mathematical thought. Social justice criteria are additionally not met. 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. Much of the lessons appear to be directed by the teacher rather than providing learning that is predominately 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.	4	3		Some of the work targets the most critical content, however, there is also much additional content that is not aligned to the standards. Vertical alignment is evident. SMPs are embedded in questioning and tasks.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3	1	2	Includes considerable materials that are not aligned to the grade level standards.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4		3	There is a pacing guide, but not all sequencing was considered actionable. Guidance is missing for instruction during the lesson. It appears teacher have to make instructional decisions using the components in the margin. This could lead the pages being turned into worksheets.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	7			Discussion prompts are a strength.
	B2. Materials help students think more critically about a topic.	7			Conceptual understanding development is a strength.
	B3. Materials spark student dialogue and support further exploration.	6	1		Spark your learning could explore further learning.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	4		
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	4		Some problem solving is over scaffolded and would limit creativity and problem solving skill development. STEM tasks - not sure of the relationship to the mathematics of the grade-level Unit Project Card - Volume Standard Turn and Talk embedded Sample Guided Questions for discussion



	C3. Materials are relevant to students' lives.	3	4		Materials might not relate to the variety of lived experiences of students.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			97	Average 13.8

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	2	3	Minimal diversity is evident. There is no representation of students that are differently abled. Students can engage in and express their learning but it is not 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	5		Math careers and connections are in each unit. These might not represent a variety of cultures and lived 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	2	3	6 authors, 7 consultants
<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.	3	4		Spanish teacher and student edition. Discourse opportunities (Turn and Talk, Guided Discussions) are available. Not 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.	6	1		Discussion prompts are a strength.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	4		The main portions of the lesson appear to be directed by the teacher.

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	54	Average 7.7		

Houghton Mifflin Harcourt Publishing Company (HMH) – 4th Grade

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>	Grade 4
<b>Course Number Description</b>	Grade 4 Math
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 4

Status: NOT RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - did not meet the criteria for alignment to the Nevada Academic Content Standards. Although many of the most impactful standards are included, there was also considerable content identified that was not aligned to standards. The strength of this program is the depth of mathematical thought. Social justice criteria are additionally not met. 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. Much of the lessons appear to be directed by the teacher rather than providing learning that is predominately 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.	4	3		Some of the work targets the most critical content, however, there is also much additional content that is not aligned to the standards. Vertical alignment is evident. SMPs are embedded in questioning and tasks.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3	1	2	Includes considerable materials that are not aligned to the grade level standards.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4		3	There is a pacing guide, but not all sequencing was considered actionable. Guidance is missing for instruction during the lesson. It appears teacher have to make instructional decisions using the components in the margin. This could lead the pages being turned into worksheets.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	7			Discussion prompts are a strength.
	B2. Materials help students think more critically about a topic.	7			Conceptual understanding development is a strength.
	B3. Materials spark student dialogue and support further exploration.	6	1		Spark your learning could explore further learning.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	4		
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	4		Some problem solving is over scaffolded and would limit creativity and problem solving skill development. STEM tasks - not sure of the relationship to the mathematics of the grade-level Unit Project Card - Volume Standard Turn and Talk embedded Sample Guided Questions for discussion

	C3. Materials are relevant to students' lives.	3	4		Materials might not relate to the variety of lived experiences of students.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			97	Average 13.8

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	2	3	Minimal diversity is evident. There is no representation of students that are differently abled. Students can engage in and express their learning but it is not 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	5		Math careers and connections are in each unit. These might not represent a variety of cultures and lived 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	2	3	6 authors, 7 consultants
<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.	3	4		Spanish teacher and student edition. Discourse opportunities (Turn and Talk, Guided Discussions) are available. Not 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.	6	1		Discussion prompts are a strength.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	4		The main portions of the lesson appear to be directed by the teacher.

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	54	Average 7.7		



Houghton Mifflin Harcourt Publishing Company (HMH) – 5th Grade

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>	Grade 5
<b>Course Number Description</b>	Grade 5 Math
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 5

Status: NOT RECOMMENDED

Justification:

Houghton Mifflin Harcourt Publishing Company (HMH) - did not meet the criteria for alignment to the Nevada Academic Content Standards. Although many of the most impactful standards are included, there was also considerable content identified that was not aligned to standards. The strength of this program is the depth of mathematical thought. Social justice criteria are additionally not met. 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. Much of the lessons appear to be directed by the teacher rather than providing learning that is predominately 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.	4	3		Some of the work targets the most critical content, however, there is also much additional content that is not aligned to the standards. Vertical alignment is evident. SMPs are embedded in questioning and tasks.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3	1	2	Includes considerable materials that are not aligned to the grade level standards.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	4		3	There is a pacing guide, but not all sequencing was considered actionable. Guidance is missing for instruction during the lesson. It appears teacher have to make instructional decisions using the components in the margin. This could lead the pages being turned into worksheets.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	7			Discussion prompts are a strength.
	B2. Materials help students think more critically about a topic.	7			Conceptual understanding development is a strength.
	B3. Materials spark student dialogue and support further exploration.	6	1		Spark your learning could explore further learning.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	4		
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	4		Some problem solving is over scaffolded and would limit creativity and problem solving skill development. STEM tasks - not sure of the relationship to the mathematics of the grade-level Unit Project Card - Volume Standard Turn and Talk embedded Sample Guided Questions for discussion

	C3. Materials are relevant to students' lives.	3	4		Materials might not relate to the variety of lived experiences of students.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			97	Average 13.8

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	2	3	Minimal diversity is evident. There is no representation of students that are differently abled. Students can engage in and express their learning but it is not 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	5		Math careers and connections are in each unit. These might not represent a variety of cultures and lived 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	2	3	6 authors, 7 consultants
<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.	3	4		Spanish teacher and student edition. Discourse opportunities (Turn and Talk, Guided Discussions) are available. Not 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.	6	1		Discussion prompts are a strength.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	4		The main portions of the lesson appear to be directed by the teacher.

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	54	Average 7.7		

Imagine Learning LLC

Imagine Learning LLC - Kindergarten

Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Kindergarten
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Kindergarten: Student User License 9781638706632 Student Print 9781638708476 Student Print (Spanish) 9781638706878 Teacher Print 9781638706854 Teacher Resource Pack 9798885221597 Class Manipulative Kit 9781648859243
<b>Grade Band</b>	Kindergarten

Status: RECOMMENDED

Justification:

Imagine Learning LLC - Kindergarten 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, with a particular focus on inquiry and student voice.

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.	3			Materials target critical content areas for the kindergarten grade level. Strong focus is placed on counting and cardinality. Eight weeks are dedicated to building geometric understandings.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1		Materials are accurate. No errors noted. Materials reflect a developmentally appropriate approach in which students engage in many exploration tasks to construction and build conceptual ideas.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			Scope and sequence includes 180 days of instruction matching the number of instructional days in most NV schools. Scope and sequence follows mathematical trajectories on how students develop understanding of number, including subitizing, anchors to 5, anchors to 10 and counting 10 and some more.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3			Tasks include opportunities to discuss mathematical ideas as a whole-class. Questions and sample student responses are included. Question DOK levels are not provided.
	B2. Materials help students think more critically about a topic.	3			Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates. Limited opportunities for student self-reflection.
	B3. Materials spark student dialogue and support further exploration.	3			Whole group and partner tasks are included. Partner tasks are typically two player games, explorations and activities. The variety encourages student dialogue and problem solving about big mathematical ideas. Academic vocabulary and strategies for multilingual learners are provided.

<b>Applicat ion</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3			Most tasks and activities are meaningful and authentic learning activities that reinforce course content. Tasks appear to be open-ended and offer multiple solutions. Tasks include the use of hands-on materials and visual representations. Very few less meaningful activities are included that are simply recall.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1		Group tasks with assigned purposeful roles are rare. Students engage in partner tasks in which turn taking and cooperation are practices. Students engage in presentation of ideas, problem solving and justification during whole group tasks.
	C3. Materials are relevant to students' lives.	2	1		Some real-world examples are provided (measuring, number stories, buttons, toys and shapes in art). This is an area that the materials could use strengthening. Career connections are not included in the curriculum. Connections to student interests and backgrounds are limited.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				51	Average 17



<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	1		Multiple opportunities for students to express their learning are present in the materials. This includes pictorial representations, use of models, active learning through games and written activities.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	1		Materials provide some real-life contexts within units; yet this depends on the mathematics and is generally just to situate the mathematics in a broader context. What was observed appears to be appropriate for Kindergarteners.
<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	2		It is hard to determine the actual authorship of the IM materials and the authorship of the Imagine Learning portion of the materials to determine the representation.
<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	2		Within lesson information on the slides provides support for students of differing abilities in a variety of 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	1		Within lesson support indicate many opportunities for students to work cooperatively and share their learning experiences.

	E2. Materials provide learning and tasks that are predominantly student-centered.	2	1		Learning and tasks are predominately student centered.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			28	Average 9.3

Imagine Learning LLC – 1st Grade

Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Grade 1
<b>Course Number Description</b>	NA
<b>ISBN</b>	Grade 1: Student User License 9781638706656 Student Print 9781638708490 Student Print (Spanish) 9781638706922 Teacher Print 9781638706908 Teacher Resource Pack 9798885221603 Class Manipulative Kit 9781648859250
<b>Grade Band</b>	Grade 1

Status: RECOMMENDED

Justification:

Imagine Learning LLC – 1st 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, with a particular focus on inquiry and student voice.

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.	3			Materials target critical content areas for this grade level. Strong focus is placed on addition and subtraction within 20. Two units focus on whole number relationships and place value, another critical content area.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1		Materials are accurate. No errors noted. Materials reflect a developmentally appropriate approach in which students engage in many exploration tasks to construction and build conceptual ideas.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			Scope and Sequence includes approximately 32 weeks of instruction. Scope and sequence follows mathematical trajectories on how students develop strategies for addition (and subtraction) including count all, count on, "friendly number combinations" and derived facts. Place value concepts such as making tens, unitizing and taking leaps of ten on the hundreds chart are developed according to learning trajectories.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3			Tasks include opportunities to discuss mathematical ideas as a whole-class. Questions and sample student responses are included. Question DOK levels are not provided.
	B2. Materials help students think more critically about a topic.	3			Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates. Limited opportunities for student self-reflection.
	B3. Materials spark student dialogue and support further exploration.	3			Whole group and partner tasks are included. Partner tasks are typically two player games, explorations and activities. The variety encourages student dialogue

					and problem solving about big mathematical ideas. Academic vocabulary and strategies for multilingual learners are provided.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3			Most tasks and activities are meaningful and authentic learning activities that reinforce course content. Tasks appear to be open-ended and offer multiple solutions. Tasks include the use of hands-on materials and visual representations. Very few less meaningful activities are included that are simply recall.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3			Group tasks with assigned purposeful roles are rare. Students engage in partner tasks in which turn taking and cooperation are practices. Students engage in presentation of ideas, problem solving and justification during whole group tasks.
	C3. Materials are relevant to students' lives.	2	1		Materials are primarily situated in the mathematics. This is an area that the materials could use strengthening. Some careers are shown in the curriculum but weak connections to mathematics applications (e.g. astronauts and simply counting how many can be on a spaceship). Connections to student interests and backgrounds are limited. Some contexts that might not connect to students based on varied backgrounds due to geographical location, and access eg. ocean/beach or zoo.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	52			Average 17.3

<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	1		Multiple opportunities for students to express their learning are present in the materials. This includes pictorial representations, use of models, active learning through games and written activities.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	1		More than 3 real-life connections are made within the materials, using the Inspire Math Videos. One example of Inspire Math Videos using the historical silk road might be difficult for first graders to grasp. Connections to culture and life experiences are limited in the program materials. Some contexts that might not connect to students based on varied backgrounds due to geographical location, and access eg. ocean/beach or zoo.
<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	2		It is hard to determine the actual authorship of the IM materials and the authorship of the Imagine Learning portion of the materials to determine the representation.
<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	2		Within lesson information on the slides provides support for students of differing abilities in a variety of 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	1	Within lesson support indicate many opportunities for students to work cooperatively and share their learning experiences. Activities are mostly focused around objects or models. Contexts include various games played in different cultures, groups of objects, animals. This does seem to limit stereotypes and bias. Yet, the limited contexts does little to humanize mathematics.
	E2. Materials provide learning and tasks that are predominantly student-centered.	2	1	Learning and tasks are predominately student centered.  Materials invite students to engage in exploration tasks to build and construct knowledge about mathematical topics. Tasks asks students to sort/categorize knowledge, explain ideas and engage in reasoning.
<b>Column Totals</b>				
<b>OVERALL SCORE</b>			28	Average 9.3

Imagine Learning LLC – 2nd Grade

Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Grade 2
<b>Course Number Description</b>	NA
<b>ISBN</b>	Grade 2: Student User License 9781638706670 Student Print 9781638708513 Student Print (Spanish) 9781638706977 Teacher Print 9781638706953 Teacher Resource Pack 9798885221610 Class Manipulative Kit 9781648859267
<b>Grade Band</b>	Grade 2

Status: RECOMMENDED

Justification:

Imagine Learning LLC – 2nd 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, with a particular focus on inquiry and student voice.



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.	3			Materials target the most critical and impactful content. The lesson slides and videos enhance the program materials without compromising the mathematical integrity of the materials. Among the lessons and within the units conceptual understanding around the mathematical ideas are developed.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3			Materials are accurate. No errors noted. Materials reflect a developmentally appropriate approach in which students engage in many exploration tasks to construction and build conceptual ideas.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			The mathematical trajectory makes sense. Online and printed versions of assessment materials are available. The online materials offer tools and question formats in 2 <sup>nd</sup> grade that are like what is in the public resources available for SBAC questions and digital tools for that assessment. Lesson content on the slides provide opportunities for watching children and in some cases anticipating approaches. Although suggested responses to learners based on this is inconsistent across the lessons in the program. Lessons have an exit ticket or cool down to be used as part of the formative process. On the slides instructional next steps are given for how a teacher may respond generally. Some concern regarding print support for documenting student thinking or analyzing results of the formative, checkpoints, and unit assessments when not taken in the digital format.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3			Tasks include opportunities to discuss mathematical ideas as a whole-class. Questions and sample student responses are included. Question DOK levels are not provided.

	B2. Materials help students think more critically about a topic.	3			Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates. Limited opportunities for student self-reflection.
	B3. Materials spark student dialogue and support further exploration.	3			The materials include videos and realia that could sparks student dialogue.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1		Most tasks and activities are meaningful and authentic learning activities that reinforce course content. Tasks appear to be open-ended and offer multiple solutions. Tasks include the use of hands-on materials and visual representations. Very few less meaningful activities are included that are simply recall.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3			Group tasks with assigned purposeful roles are rare. Students engage in partner tasks in which turn taking and cooperation are practices. Students engage in presentation of ideas, problem solving and justification during whole group tasks.
	C3. Materials are relevant to students' lives.		3		Materials are devoid of contexts and primarily situated in the mathematics. Some contexts are included that connect to life situations in videos or images used to enhance the resources.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	53			Average 17.6

<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.	1	2		Multiple opportunities for students to express their learning are present in the materials. This includes pictorial representations, use of models, active learning through games and written activities.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	2		Materials provide some real-life contexts within units; yet this depends on the mathematics and is generally just to situate the mathematics in a broader context.
<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	2		It is hard to determine the actual authorship of the IM materials and the authorship of the Imagine Learning portion of the materials to determine the representation.
<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	1		Within lesson information on the slides provides support for students of differing abilities in a variety of 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.	3			Within lesson support indicate many opportunities for students to work cooperatively and share their learning experiences.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3			Learning and tasks are predominately student centered.
<b>Column Totals</b>					

	<b>OVERALL SCORE</b>	29	Average 9.6
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Imagine Learning LLC – 3rd Grade

Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Grade 3
<b>Course Number Description</b>	NA
<b>ISBN</b>	Grade 3: Student User License 9781638706694 Student Print 9781638708537 Student Print (Spanish) 9781638707035 Teacher Print 9781638707004 Teacher Resource Pack 9798885221627 Class Manipulative Kit 9781648859274
<b>Grade Band</b>	Grade 3

Status: RECOMMENDED

Justification:

Imagine Learning LLC – 3rd 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, with a particular focus on inquiry and student voice.

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.	3			Materials target the most critical and impactful content. The lesson slides and videos enhance the program materials without compromising the mathematical integrity of the materials. Among the lessons and within the units conceptual understanding around the mathematical ideas are developed.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3			Materials are accurate. No errors noted. Materials reflect a developmentally appropriate approach in which students engage in many exploration tasks to construction and build conceptual ideas.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			The mathematical trajectory makes sense. Online and printed versions of assessment materials are available. The online materials offer tools and question formats in 2 <sup>nd</sup> grade that are like what is in the public resources available for SBAC questions and digital tools for that assessment. Lesson content on the slides provide opportunities for watching children and in some cases anticipating approaches. Although suggested responses to learners based on this is inconsistent across the lessons in the program. Lessons have an exit ticket or cool down to be used as part of the formative process. On the slides instructional next steps are given for how a teacher may respond generally. Some concern regarding print support for documenting student thinking or analyzing results of the formative, checkpoints, and unit assessments when not taken in the digital format.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3			Whole class discussions and sharing student ideas are supported in the slides through much of the lesson content. Additional resource support is available that includes question stems and sentence frames to support whole class discussion.

	B2. Materials help students think more critically about a topic.	1	2		Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates. Limited opportunities for student self-reflection.
	B3. Materials spark student dialogue and support further exploration.	3			The materials include videos and realia that could sparks student dialogue.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3			Most tasks and activities are meaningful and authentic learning activities that reinforce course content. Tasks appear to be open-ended and offer multiple solutions. Tasks include the use of hands-on materials and visual representations. Very few less meaningful activities are included that are simply recall.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3			Group tasks with assigned purposeful roles are rare. Students engage in partner tasks in which turn taking and cooperation are practices. Students engage in presentation of ideas, problem solving and justification during whole group tasks.
	C3. Materials are relevant to students' lives.		3		Materials are devoid of contexts and primarily situated in the mathematics. Some contexts are included that connect to life situations in videos or images used to enhance the resources.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	52			Average 17.3

<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.	1	2		Visuals are clear and accurate. Situational contexts are diverse mathematically and tend to be devoid of cultural contexts. Some of the contexts may not be in the schema of some students. Avatars appear to be of different cultures and customs; yet all are able bodied individuals. None appear to have hearing aids, braces, or walkers like some students.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	3			Materials provide some real-life contexts within units; yet this depends on the mathematics and is generally just to situate the mathematics in a broader context.
<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	2		It is hard to determine the actual authorship of the IM materials and the authorship of the Imagine Learning portion of the materials to determine the representation.
<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	1		Within lesson information on the slides provides support for students of differing abilities in a variety of 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.	3			Within lesson support indicate many opportunities for students to work cooperatively and share their learning experiences.



	E2. Materials provide learning and tasks that are predominantly student-centered.	3			Learning and tasks are predominately student centered.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	31			Average 10.3

Imagine Learning LLC – 4th Grade

Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Grade 4
<b>Course Number Description</b>	NA
<b>ISBN</b>	Grade 4: Student User License 9781638706717 Student Print 9781638708551 Student Print (Spanish) 9781638707080 Teacher Print 9781638707066 Teacher Resource Pack 9798885221634 Class Manipulative Kit 9781648859281
<b>Grade Band</b>	Grade 4

Status: RECOMMENDED

Justification:

Imagine Learning LLC – 4th 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, with a particular focus on inquiry and student voice.

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.	3			Materials target the most critical and impactful content. The lesson slides and videos enhance the program materials without compromising the mathematical integrity of the materials. Among the lessons and within the units conceptual understanding around the mathematical ideas are developed.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3			Materials are accurate. No errors noted. Materials reflect a developmentally appropriate approach in which students engage in many exploration tasks to construction and build conceptual ideas.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			The mathematical trajectory makes sense. Online and print versions of the assessment materials are available. The online materials offer tools and question formats similar to the SBAC tools and questions. Lesson content on the slides provide opportunities for watching children and in some cases anticipating approaches. Lessons have an exit ticket or cool down to be used as part of the formative process. On the slides instructional next steps are given for how a teacher may respond generally. Checkpoints are only available in English, yet the Unit assessments are available in English and Spanish.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3			Whole class discussions and sharing student ideas are supported in the slides through much of the lesson content. Additional resource support is available that includes question stems and sentence frames to support whole class discussion.
	B2. Materials help students think more critically about a topic.	1	2		Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates.

					Limited opportunities for student self-reflection.
	B3. Materials spark student dialogue and support further exploration.	3			The materials include videos and realia that could sparks student dialogue.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3			Most tasks and activities are meaningful and authentic learning activities that reinforce course content. Tasks appear to be open-ended and offer multiple solutions. Tasks include the use of hands-on materials and visual representations. Very few less meaningful activities are included that are simply recall.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3			The lesson support on the slides provides teachers resources to foster collaborative problem solving and collaboration.
	C3. Materials are relevant to students' lives.	3			Materials are primarily situated in the mathematical goal of the lesson. Some contexts are included that connect to life situations. These occur in both videos, images, or contextual problems.
	<b>Column Totals</b>				
				<b>OVERALL SCORE</b>	52 Average 17.3

<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.	3			Visuals are clear and accurate. Situational contexts are diverse mathematically and tend to be devoid of cultural contexts. Some of the contexts may not be in the schema of some students. Avatars appear to be of different cultures and customs; yet all are able bodied individuals. None appear to have hearing aids, braces, or walkers like some students.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	3			Materials provide some real-life contexts within units; yet this depends on the mathematics and is generally just to situate the mathematics in a broader context.
<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	2		It is hard to determine the actual authorship of the IM materials and the authorship of the Imagine Learning portion of the materials to determine the representation.
<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	1		Within lesson information on the slides provides support for students of differing abilities in a variety of 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.	3			Within lesson support indicate many opportunities for students to work cooperatively and share their learning experiences.

	E2. Materials provide learning and tasks that are predominantly student-centered.	3			Learning and tasks are predominately student centered.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	33			Average 11

Imagine Learning LLC – 5th Grade

Details:

<b>Company Name</b>	Imagine Learning LLC
<b>Instructional Material Title and Edition</b>	Imagine Learning Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Grade 5
<b>Course Number Description</b>	NA
<b>ISBN</b>	Grade 5: Student User License 9781638706748 Student Print 9781638708575 Student Print (Spanish) 9781638707134 Teacher Print 9781638707110 Teacher Resource Pack 9798885221641 Class Manipulative Kit 9781648859298
<b>Grade Band</b>	Grade 5

Status: RECOMMENDED

Justification:

Imagine Learning LLC – 5th 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, with a particular focus on inquiry and student voice.

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.	3			Materials target the most critical and impactful content. The lesson slides and videos enhance the program materials without compromising the mathematical integrity of the materials. Among the lessons and within the units conceptual understanding around the mathematical ideas are developed.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3			Materials are accurate. No errors noted. Materials reflect a developmentally appropriate approach in which students engage in many exploration tasks to construction and build conceptual ideas.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			The mathematical trajectory makes sense. Online and print versions of the assessment materials are available. The online materials offer tools and question formats similar to the SBAC tools and questions. Lesson content on the slides provide opportunities for watching children and in some cases anticipating approaches. Lessons have an exit ticket or cool down to be used as part of the formative process. On the slides instructional next steps are given for how a teacher may respond generally. Checkpoints are only available in English, yet the Unit assessments are available in English and Spanish.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3			Whole class discussions and sharing student ideas are supported in the slides through much of the lesson content. Additional resource support is available that includes question stems and sentence frames to support whole class discussion.
	B2. Materials help students think more critically about a topic.	2	1		Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates. Limited opportunities for student self-reflection.



	B3. Materials spark student dialogue and support further exploration.	2	1		The materials include videos and realia that could sparks student dialogue.
<b>Applicat ion</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3			Most tasks and activities are meaningful and authentic learning activities that reinforce course content. Tasks appear to be open-ended and offer multiple solutions. Tasks include the use of hands-on materials and visual representations. Very few less meaningful activities are included that are simply recall.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3			The lesson support on the slides provides teachers resources to foster collaborative problem solving and collaboration.
	C3. Materials are relevant to students' lives.	3			Materials are primarily situated in the mathematical goal of the lesson. Some contexts are included that connect to life situations. These occur in both videos, images, or contextual problems.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>		52		Average 17.3

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	2		Visuals are clear and accurate. Situational contexts are diverse mathematically and tend to be devoid of cultural contexts. Some of the contexts may not be in the schema of some students. Avatars appear to be of different cultures and customs; yet all are able bodied individuals. None appear to have hearing aids, braces, or walkers like some students.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	3			Materials provide some real-life contexts within units; yet this depends on the mathematics and is generally just to situate the mathematics in a broader context.
<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	2		It is hard to determine the actual authorship of the IM materials and the authorship of the Imagine Learning portion of the materials to determine the representation.
<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.		3		Within lesson information on the slides provides support for students of differing abilities and what the strategy supports. English Learner support is limited; yet is included generally as strategies to support mathematical language and dialog.
<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.	3			Within lesson support indicates many opportunities for students to work cooperatively and share their learning experiences. This is consistent throughout the 5 <sup>th</sup> grade program.

	E2. Materials provide learning and tasks that are predominantly student-centered.	3			Learning and tasks are predominately student centered with opportunities for students to express their thinking and reasoning and expectations for students to share their thinking and reasoning.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			29	Average 9.6

Kendall Hunt Publishing

Kendall Hunt Publishing - Kindergarten

Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	K-5 Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Kindergarten
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Kindergarten Student Edition Set Edition 1 978-1-7924-6274-0 Kindergarten Teacher Guide Set Edition 1 978-1-7924-6287-0 Kindergarten Teacher Resource Copy Master Set Edition 1 978-1-7924-6294-8 Kindergarten Manipulative Kit Edition 1 978-1-7924-6749-3 Kindergarten Spanish Student Edition Set Edition 1 978-1-7924-7780-5 Kindergarten Spanish Teacher Guide Set Edition 1 978-1-7924-7966-3 Kindergarten Spanish Teacher Resource Copy Master Set Edition 1 979-8-7657-1530-7
<b>Grade Band</b>	Kindergarten

Status: NOT RECOMMENDED

Justification:

Kendall Hunt Publishing - Kindergarten Math meets content alignment criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.

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.	3	2		Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	3	2	Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3	2		Scope and Sequence (includes number of days per unit), Alignment between standards, lessons, and grade-levels (Dependency Diagram) Number of days for unit listed. Some reviewers were concerned about the actionable nature of the scope given the standards below and above grade level.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	4	1		Instructional Routines are included (Warm-up Routines and Lesson Activity Routines) allow for mathematical discussion Open-ended questions have potential to create student discourse Students are paired for discussions based on specific questions
	B2. Materials help students think more critically about a topic.	5			Open-ended questions embedded in the teacher materials which push students to reason.
	B3. Materials spark student dialogue and support further exploration.	5			Open ended questions presented
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	3		Students are paired for discussions based on specific questions. More/varied opportunities would be beneficial.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	1	Limited
	C3. Materials are relevant to students' lives.	2	3		Reflection question for the teacher regarding how they related the materials to their students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			70	Average 14

<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.	3	1	1	EL supports included, Students with Disabilities supports included. Reviewers reported difficulty finding evidence of a variety of cultures and customs. Diversity is limited.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	3	1	Reflection question for the teacher regarding how they related the materials to their students' lives. Opportunities are limited to connect prior and current knowledge.
<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		4	More than 10 writers. Reflection of diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background not evident.
<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.	4	1		Opportunities for students to work with partners. Questions are embedded in the instructional materials for the teacher to pose. Discourse would rely on teacher actions.
<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	3		Partner work is evident. Opportunities to share learning and strengths are available in the partner work, however the other attributes are not evident. None are deeply woven into. Concerns about equitable access to online components.

	E2. Materials provide learning and tasks that are predominantly student-centered.	4	1		This is a strength of this IM
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	39		Average 7.8	



Kendall Hunt Publishing – 1<sup>st</sup> Grade

Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	K-5 Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Grade 1
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 1 Student Edition Set Edition 1 978-1-7924-6275-7 Grade 1 Teacher Guide Set Edition 1 978-1-7924-6289-4 Grade 1 Teacher Resource Copy Master Set Edition 1 978-1-7924-6295-5 Grade 1 Manipulative Kit Edition 1 978-1-7924-6750-9 Grade 1 Spanish Student Edition Set Edition 1 978-1-7924-7781-2 Grade 1 Spanish Teacher Guide Set Edition 1 978-1-7924-9248-8 Grade 1 Spanish Teacher Resource Copy Master Set Edition 1 979-8-7657-1532-1
<b>Grade Band</b>	Grade 1

Status: NOT RECOMMENDED

Justification:

Kendall Hunt Publishing – Grade 1 Math meets content alignment criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.

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.	3	2		Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	3	2	Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3	2		Scope and Sequence (includes number of days per unit), Alignment between standards, lessons, and grade-levels (Dependency Diagram) Number of days for unit listed. Some reviewers were concerned about the actionable nature of the scope given the standards below and above grade level.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	4	1		Instructional Routines are included (Warm-up Routines and Lesson Activity Routines) allow for mathematical discussion Open-ended questions have potential to create student discourse Students are paired for discussions based on specific questions
	B2. Materials help students think more critically about a topic.	5			Open-ended questions embedded in the teacher materials which push students to reason.
	B3. Materials spark student dialogue and support further exploration.	5			Open ended questions presented
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	3		Students are paired for discussions based on specific questions. More/varied opportunities would be beneficial.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	1	Limited
	C3. Materials are relevant to students' lives.	2	3		Reflection question for the teacher regarding how they related the materials to their students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			70	Average 14

<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.	3	1	1	EL supports included, Students with Disabilities supports included. Reviewers reported difficulty finding evidence of a variety of cultures and customs. Diversity is limited.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	3	1	Reflection question for the teacher regarding how they related the materials to their students' lives. Opportunities are limited to connect prior and current knowledge.
<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		4	More than 10 writers. Reflection of diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background not evident.
<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.	4	1		Opportunities for students to work with partners. Questions are embedded in the instructional materials for the teacher to pose. Discourse would rely on teacher actions.
<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	3		Partner work is evident. Opportunities to share learning and strengths are available in the partner work, however the other attributes are not evident. None are deeply woven into. Concerns about equitable access to online components.

	E2. Materials provide learning and tasks that are predominantly student-centered.	4	1		This is a strength of this IM
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	39		Average 7.8	

Kendall Hunt Publishing – 2<sup>nd</sup> Grade

Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	K-5 Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Grade 2
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 2 Student Edition Set Edition 1 978-1-7924-6276-4 Grade 2 Teacher Guide Set Edition 1 978-1-7924-6290-0 Grade 2 Teacher Resource Copy Master Set Edition 1 978-1-7924-6296-2 Grade 2 Manipulative Kit Edition 1 978-1-7924-6751-6 Grade 2 Spanish Student Edition Set Edition 1 978-1-7924-7782-9 Grade 2 Spanish Teacher Guide Set Edition 1 978-1-7924-9249-5 Grade 2 Spanish Teacher Resource Copy Master Set Edition 1 979-8-7657-1533-8
<b>Grade Band</b>	Grade 2

Status: NOT RECOMMENDED

Justification:

Kendall Hunt Publishing – Grade 2 Math meets content alignment criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.

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.	3	2		Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	3	2	Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3	2		Scope and Sequence (includes number of days per unit), Alignment between standards, lessons, and grade-levels (Dependency Diagram) Number of days for unit listed. Some reviewers were concerned about the actionable nature of the scope given the standards below and above grade level.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	4	1		Instructional Routines are included (Warm-up Routines and Lesson Activity Routines) allow for mathematical discussion Open-ended questions have potential to create student discourse Students are paired for discussions based on specific questions
	B2. Materials help students think more critically about a topic.	5			Open-ended questions embedded in the teacher materials which push students to reason.
	B3. Materials spark student dialogue and support further exploration.	5			Open ended questions presented
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	3		Students are paired for discussions based on specific questions. More/varied opportunities would be beneficial.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	1	Limited
	C3. Materials are relevant to students' lives.	2	3		Reflection question for the teacher regarding how they related the materials to their students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			70	Average 14



<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.	3	1	1	EL supports included, Students with Disabilities supports included. Reviewers reported difficulty finding evidence of a variety of cultures and customs. Diversity is limited.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	3	1	Reflection question for the teacher regarding how they related the materials to their students' lives. Opportunities are limited to connect prior and current knowledge.
<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		4	More than 10 writers. Reflection of diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background not evident.
<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.	4	1		Opportunities for students to work with partners. Questions are embedded in the instructional materials for the teacher to pose. Discourse would rely on teacher actions.
<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	3		Partner work is evident. Opportunities to share learning and strengths are available in the partner work, however the other attributes are not evident. None are deeply woven into. Concerns about equitable access to online components.

	E2. Materials provide learning and tasks that are predominantly student-centered.	4	1		This is a strength of this IM
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	39		Average 7.8	

Kendall Hunt Publishing – 3<sup>rd</sup> Grade

Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	K-5 Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Grade 3
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 3 Student Edition Set 978-1-7924-6277-1 Grade 3 Teacher Guide Set 978-1-7924-6291-7 Grade 3 Teacher Resource Copy Master Set 978-1-7924-6297-9 Grade 3 Manipulative Kit Edition 1 978-1-7924-6752-3 Grade 3 Spanish Student Edition Set Edition 1 978-1-7924-7783-6 Grade 3 Spanish Teacher Guide Set Edition 1 978-1-7924-9251-8 Grade 3 Spanish Teacher Resource Copy Master Set Edition 1 979-8-7657-1534-5
<b>Grade Band</b>	Grade 3

Status: NOT RECOMMENDED

Justification:

Kendall Hunt Publishing – Grade 3 Math meets content alignment criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.

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.	3	2		Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level. For example, grade 3 unit 4 provides an example of students using an area to model the decomposition of 26 into 20+6 in order to multiply by 3. This is beyond grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	3	2	Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3	2		Scope and Sequence (includes number of days per unit), Alignment between standards, lessons, and grade-levels (Dependency Diagram) Number of days for unit listed. Some reviewers were concerned about the actionable nature of the scope given the standards below and above grade level.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	4	1		Instructional Routines are included (Warm-up Routines and Lesson Activity Routines) allow for mathematical discussion Open-ended questions have potential to create student discourse Students are paired for discussions based on specific questions
	B2. Materials help students think more critically about a topic.	5			Open-ended questions embedded in the teacher materials which push students to reason.
	B3. Materials spark student dialogue and support further exploration.	5			Open ended questions presented
Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning	2	3		Students are paired for discussions based on specific questions. More/varied opportunities would be beneficial.

	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	2	1	Limited
	C3. Materials are relevant to students' lives.	2	3		Reflection question for the teacher regarding how they related the materials to their students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>	70	Average 14		

<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.	3	1	1	EL supports included, Students with Disabilities supports included. Reviewers reported difficulty finding evidence of a variety of cultures and customs. Diversity is limited.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	3	1	Reflection question for the teacher regarding how they related the materials to their students' lives. Opportunities are limited to connect prior and current knowledge.
<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		4	More than 10 writers. Reflection of diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background not evident.
<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.	4	1		Opportunities for students to work with partners. Questions are embedded in the instructional materials for the teacher to pose. Discourse would rely on teacher actions.
<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	3		Partner work is evident. Opportunities to share learning and strengths are available in the partner work, however the other attributes are not evident. None are deeply woven into. Concerns about equitable access to online components.

	E2. Materials provide learning and tasks that are predominantly student-centered.	4	1		This is a strength of this IM
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			39	Average 7.8

Kendall Hunt Publishing – 4<sup>th</sup> Grade

Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	K-5 Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Grade 4
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 4 Student Edition Set Edition 1 978-1-7924-6278-8 Grade 4 Teacher Guide Set Edition 1 978-1-7924-6292-4 Grade 4 Teacher Resource Copy Master Set Edition 1 978-1-7924-6298-6 Grade 4 Manipulative Kit Edition 1 978-1-7924-6753-0 Grade 4 Spanish Student Edition Set Edition 1 978-1-7924-7784-3 Grade 4 Spanish Teacher Guide Set Edition 1 978-1-7924-9252-5 Grade 4 Spanish Teacher Resource Copy Master Set Edition 1 979-8-7657-1535-2
<b>Grade Band</b>	Grade 4

Status: NOT RECOMMENDED

Justification:

Kendall Hunt Publishing – Grade 4 Math meets content alignment criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.



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.	3	2		Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	3	2	Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3	2		Scope and Sequence (includes number of days per unit), Alignment between standards, lessons, and grade-levels (Dependency Diagram) Number of days for unit listed. Some reviewers were concerned about the actionable nature of the scope given the standards below and above grade level.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	4	1		Instructional Routines are included (Warm-up Routines and Lesson Activity Routines) allow for mathematical discussion Open-ended questions have potential to create student discourse Students are paired for discussions based on specific questions
	B2. Materials help students think more critically about a topic.	5			Open-ended questions embedded in the teacher materials which push students to reason.
	B3. Materials spark student dialogue and support further exploration.	5			Open ended questions presented
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	3		Students are paired for discussions based on specific questions. More/varied opportunities would be beneficial.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	1	Limited
	C3. Materials are relevant to students' lives.	2	3		Reflection question for the teacher regarding how they related the materials to their students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>			70	Average 14

<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.	3	1	1	EL supports included, Students with Disabilities supports included. Reviewers reported difficulty finding evidence of a variety of cultures and customs. Diversity is limited.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	3	1	Reflection question for the teacher regarding how they related the materials to their students' lives. Opportunities are limited to connect prior and current knowledge.
<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		4	More than 10 writers. Reflection of diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background not evident.
<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.	4	1		Opportunities for students to work with partners. Questions are embedded in the instructional materials for the teacher to pose. Discourse would rely on teacher actions.
<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	3		Partner work is evident. Opportunities to share learning and strengths are available in the partner work, however the other attributes are not evident. None are deeply woven into. Concerns about equitable access to online components.

	E2. Materials provide learning and tasks that are predominantly student-centered.	4	1		This is a strength of this IM
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	39		Average 7.8	

Kendall Hunt Publishing – 5<sup>th</sup> Grade

Details:

<b>Company Name</b>	Kendall Hunt Publishing
<b>Instructional Material Title and Edition</b>	K-5 Illustrative Mathematics Edition 1
<b>Grade Level Course</b>	Grade 5
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 5 Student Edition Set Edition 1 978-1-7924-6279-5 Grade 5 Teacher Guide Set Edition 1 978-1-7924-6293-1 Grade 5 Teacher Resource Copy Master Set Edition 1 978-1-7924-6299-3 Grade 5 Manipulative Kit Edition 1 978-1-7924-6754-7 Grade 5 Spanish Student Edition Set Edition 1 978-1-7924-7785-0 Grade 5 Spanish Teacher Guide Set Edition 1 978-1-7924-9253-2 Grade 5 Spanish Teacher Resource Copy Master Set Edition 1 979-8-7657-1537-6
<b>Grade Band</b>	Grade 5

Status: NOT RECOMMENDED

Justification:

Kendall Hunt Publishing – Grade 5 Math meets content alignment criteria. It aligns with the Nevada Academic Content Standards (NVACS) for Mathematics, although this grade level garnered concerns from the committee regarding the sequence. However, there are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers cited a lack of variety of cultures and life experiences. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.

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.	3	2		Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level. Strong concerns about the order of units in grade 5.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	3	2	Standards listed as Building On (previous grade-level) and Building toward. This system includes some standards that are outside of the grade level. Strong concerns about the order of units in grade 5.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3	2		Scope and Sequence (includes number of days per unit), Alignment between standards, lessons, and grade-levels (Dependency Diagram) Number of days for unit listed. Some reviewers were concerned about the actionable nature of the scope given the standards below and above grade level.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	4	1		Instructional Routines are included (Warm-up Routines and Lesson Activity Routines) allow for mathematical discussion Open-ended questions have potential to create student discourse Students are paired for discussions based on specific questions
	B2. Materials help students think more critically about a topic.	5			Open-ended questions embedded in the teacher materials which push students to reason.
	B3. Materials spark student dialogue and support further exploration.	5			Open ended questions presented
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course	2	3		Students are paired for discussions based on specific questions. More/varied opportunities would be beneficial.

	content.				
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	2	1	Limited
	C3. Materials are relevant to students' lives.	2	3		Reflection question for the teacher regarding how they related the materials to their students' lives.
	<b>Column Totals</b>	18			
	<b>OVERALL SCORE</b>	70	Average 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.	3	1	1	EL supports included, Students with Disabilities supports included. Reviewers reported difficulty finding evidence of a variety of cultures and customs. Diversity is limited.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	3	1	Reflection question for the teacher regarding how they related the materials to their students' lives. Opportunities are limited to connect prior and current knowledge.
<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		4	More than 10 writers. Reflection of diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background not evident.
<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.	4	1		Opportunities for students to work with partners. Questions are embedded in the instructional materials for the teacher to pose. Discourse would rely on teacher actions.
<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	3		Partner work is evident. Opportunities to share learning and strengths are available in the partner work, however the other attributes are not evident. None are deeply woven into. Concerns about equitable access to online components.



	E2. Materials provide learning and tasks that are predominantly student-centered.	4	1		This is a strength of this IM
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			39	Average 7.8

## Marshall Cavendish Education

### Marshall Cavendish Education - Kindergarten

Details:

<b>Company Name</b>	Marshall Cavendish Education
<b>Instructional Material Title and Edition</b>	Primary Mathematics
<b>Grade Level Course</b>	Kindergarten
<b>Course Number Description</b>	Math K-5
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Kindergarten

Status: NOT RECOMMENDED

Justification:

Marshall Cavendish Education – Kindergarten – fails to meet content alignment criteria (Category 1 Rubric). Although the materials target the critical content areas there is concern about the proportionality of the materials/content. There are also concerns about the accuracy of the content. Many of the representations and tools support developing understanding about the concept. Some concerns regarding how critically students can think about the topic. There are opportunities for challenge, yet also concern regarding the lack of application. Contextual situations are included and connected to real life. The balance could be stronger. Students have opportunities to draw, write, color and match within the lessons. There are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers state that materials are primarily devoid of culture, language, values, customs. Some concern regarding color and contrast ratio for place value areas for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.

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	1		Materials appear to target the critical content areas with emphasis on counting and cardinality. There is some content outside of the grade level standards.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.		3		Materials are mostly accurate, easy-to-read and appropriate for the grade level. Some shape patterning activities that only address MP 7. Within measurements, clay ropes are presented with curves (not straight end to end) and students are asked to make direct length comparisons
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.		3		Scope and Sequence includes approximately 162 days of instruction. Most NV school years include 180 days of instruction.  Brief content support for teachers to understand instructional pathways include chapter overview, strategies, Concrete, Representation and Abstract. Scope and Sequence across grade levels is provided. Standards alignment is separate in Teacher Resources not in Teacher Guides.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.		3		Lesson activities include questions about the task DOK 1 and DOK 2 explaining/how why around the concepts. Opportunities for written student self-reflection at the end of each section. Content support and within lesson guidance does not discuss common student misconceptions and how to address misconceptions. Questions provided for reflection at the end of lesson activities. These do become repetitive in nature leading to more surface level reflection.
	B2. Materials help students think more critically about a		3		Some concerns regarding how critically students can think about the topic. Many

	topic.				lesson tasks are draw, write, color, and match. Some sorting and categorizing is used in geometry.
	B3. Materials spark student dialogue and support further exploration.		3		Whole group and partner tasks called "Peer to Peer" are included. Partner tasks are typically two player games or explorations and might encourage conversation between two students. One or two questioning ideas are provided for these activities. Academic vocabulary and strategies for multilingual learners are provided.
<b>Applicat ion</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		3		Some opportunities to engage in meaningful learning activities with some of the contexts provided in the learning materials. Other activities are less meaningful such as connect the dots and circle the correct picture.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		3		Group tasks with assigned purposeful roles are rare. Students engage in partner tasks in which turn taking and cooperation are practices.
	C3. Materials are relevant to students' lives.		3		Materials are somewhat relevant to students' lives. Some examples are putting items in backpacks, counting items in bedrooms, collecting items in nature, picnics, sports and grocery stores. Other contexts that might not connect to students based on varied backgrounds, ocean/beach scenes, camping scenes, baking utensils, parties/celebrations.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			29	Average 9.6

<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.	1	1	1	Materials depict individuals with different skin tone and hair types. Names vary. Students are provided opportunities to work with hands-on materials. Representations are accurate and at least one place in each unit help students connect between the concrete, representation, and abstract nature. Some approaches are limited or focus on one tool (number with the chip abacus approach) with limited access to other tools that may have a longer mathematical life. Problems in this grade are better representative of Bloom's taxonomy; although still limited with Gardner's multiple intelligences. Images of humans do occasionally show some differing abilities.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		2	1	There are typically at least one contextual situation in each lesson, yet these are typically reflective of a traditional stereotypical American experience devoid of culture. Situations are often connected to a situation that may occur in life of a upper middle class or higher individual. Some contexts are accessible to all 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	1	Some diversity, but does not meet the rubric requirements.

<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	1	Materials provide clear representations for students to engage. Some concern regarding color and contrast ratio for place value representations. This may impact visual support for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. Family letters appear to be in English only.
<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	1	Teacher manual indicates students work through problems in partners or groups. Some indicators within the materials for students to talk. STEAM projects in this grade appear to be individual and not cooperative.
	E2. Materials provide learning and tasks that are predominantly student-centered.	1	2		The model appears to be more of a I do, we do, you fill in and then you try independently. There are opportunities for students to try to solve problems using tools. Teacher manual does indicate students work together, yet the direction of the learning in the teacher's edition does seem to be more teacher directed then student centered.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				14	Average 4.6

Marshall Cavendish Education – 1<sup>st</sup> Grade

Details:

<b>Company Name</b>	Marshall Cavendish Education
<b>Instructional Material Title and Edition</b>	Primary Mathematics
<b>Grade Level Course</b>	Grade 1
<b>Course Number Description</b>	Math K-5
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 1

Status: NOT RECOMMENDED

Justification:

Marshall Cavendish Education – Grade 1 – fails to meet content alignment criteria (Category 1 Rubric). Although the materials target the critical content areas there is concern about the proportionality of the materials/content. There are also concerns about the accuracy of the content. Many of the representations and tools support developing understanding about the concept. Some concerns regarding how critically students can think about the topic. There are opportunities for challenge, yet also concern regarding the lack of application. Contextual situations are included and connected to real life. The balance could be stronger. Students have opportunities to draw, write, color and match within the lessons. There are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers state that materials are primarily devoid of culture, language, values, customs. Some concern regarding color and contrast ratio for place value areas for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.

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	2		Materials target critical content areas for this grade level. Strong focus is placed on addition and subtraction within 20. Several chapters focus on whole number relationships and place value, another critical content area. Measurement is only allotted 12 days and 2d geometry is allotted 13 days. This is not proportionally reflected in the materials.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.		3		Materials are mostly accurate, easy-to-read and appropriate for the grade level. Student workbooks and visuals are well organized and laid out for young learners.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.			3	Scope and Sequence includes approximately 162 days of instruction. Most NV school years include 180 days of instruction.  Brief content support for teachers to understand instructional pathways include chapter overview, strategies, Concrete, Representation and Abstract. Scope and Sequence across grade levels is provided. Standards alignment is separate in Teacher Resources not in Teacher Guides.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.		3		Lesson activities include questions about the task DOK 1 and DOK 2 explaining/how why around the concepts. Opportunities for written student self-reflection at the end of each section. Content support and within lesson guidance does not discuss common student misconceptions and how to address misconceptions. Questions provided for reflection at the end of lesson activities. These do become repetitive in nature leading to more surface level reflection.



	B2. Materials help students think more critically about a topic.		3	Some concerns regarding how critically students can think about the topic. Many lesson tasks are draw, write, color, answer yes or no, and match. Lesson guides have teachers pass out specific tool instead of having students select appropriate tools. Lesson guides also state how many of each color to use when modeling story problems (e.g. provide 4 yellow cubes and 5 orange cubes). Some sorting and categorizing is used in geometry. STEAM projects involve creating art representations but instructions are very specific and leave little room for creativity or student led thinking (make a picture of flowers with less than 10 petals each, create a paper robot that “tells” time, fill in the number sentences to the paint by number project)
	B3. Materials spark student dialogue and support further exploration.		3	Whole group and small group tasks are included. Partner tasks are typically two player games or explorations and might encourage conversation between two students. One or two questioning ideas are provided for these activities. Academic vocabulary and strategies for multilingual learners are provided.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		3	Some opportunities to engage in meaningful learning activities with some of the contexts provided in the learning materials. Other activities are less meaningful such as connect the dots and circle the correct picture.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		3	Group tasks with assigned purposeful roles are rare. Students engage in partner tasks in which turn taking and cooperation are practices.
	C3. Materials are relevant to students’ lives.		3	Materials are somewhat relevant to students’ lives. Some examples are putting items in backpacks, counting items in bedrooms, collecting items in nature, picnics, sports and grocery stores. Other contexts that might not connect to

					students based on varied backgrounds, ocean/beach scenes, camping scenes, baking utensils, parties/celebrations.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			28	Average 9.3

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	1	1	Materials depict individuals with different skin tone and hair types. Names vary. Students are provided opportunities to work with hands-on materials. Representations are accurate and at least one place in each unit help students connect between the concrete, representation, and abstract nature. Some approaches are limited or focus on one tool (number with the chip abacus approach) with limited access to other tools that may have a longer mathematical life. Problems in this grade are better representative of Bloom's taxonomy; although still limited with Gardner's multiple intelligences. Images of humans do occasionally show some differing abilities.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		2	1	There are typically at least one contextual situation in each lesson, yet these are typically reflective of a traditional stereotypical American experience devoid of culture. Situations are often connected to a situation that may occur in life of a upper middle class or higher individual. Some contexts are accessible to all 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	1	Some diversity, but does not meet the rubric requirements.

<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	1	Materials provide clear representations for students to engage. Some concern regarding color and contrast ratio for place value representations. This may impact visual support for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. Family letters appear to be in English only.
	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.		3		Teacher manual indicates students work through problems in partners or groups. Some indicators within the materials for students to talk. STEAM projects in this grade appear to be individual and not cooperative.
<b>E. Student Voice</b>	E2. Materials provide learning and tasks that are predominantly student-centered.		3		The model appears to be more of a I do, we do, you fill in and then you try independently. There are opportunities for students to try to solve problems using tools. Teacher manual does indicate students work together, yet the direction of the learning in the teacher's edition does seem to be more teacher directed then student centered.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				15	Average 5

Marshall Cavendish Education – 2nd Grade

Details:

<b>Company Name</b>	Marshall Cavendish Education
<b>Instructional Material Title and Edition</b>	Primary Mathematics
<b>Grade Level Course</b>	Grade 2
<b>Course Number Description</b>	Math K-5
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 2

Status: NOT RECOMMENDED

Justification:

Marshall Cavendish Education – Grade 2 – fails to meet content alignment criteria (Category 1 Rubric). Although the materials target the critical content areas there is concern about the proportionality of the materials/content. There are also concerns about the accuracy of the content. Many of the representations and tools support developing understanding about the concept. Some concerns regarding how critically students can think about the topic. There are opportunities for challenge, yet also concern regarding the lack of application. Contextual situations are included and connected to real life. The balance could be stronger. Students have opportunities to draw, write, color and match within the lessons. There are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers state that materials are primarily devoid of culture, language, values, customs. Some concern regarding color and contrast ratio for place value areas for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.

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	2		Much of the content relates to number and operations. Standards identify Number (addition/subtraction), measurement and geometry as the critical content areas. This is not proportionally reflected in the materials, nor is there the depth as indicated by the standards. Many activities focus on DOK 1 processes with limited access to DOK 2 and 3.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	2		Overall, the materials are accurate, well written, and appropriate for the grade level. Some examples of beyond grade level work with multiplication and algorithms. The student book is clear and focused, yet there is a clear lack of authentic problem solving. Most questions are DOK 1 other than a limited amount of performance tasks, some activities, and perhaps a few of the STEAM projects. Representations are strong and clear and appear to be accessible to a wider range of learners. Depth and contextual situations are not consistent throughout the materials.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	1	2		The trajectory appears to progress at a quick pace and is disconnected at times. One example is that there is only one lesson relating addition to subtraction. Another includes linear measurement, then multiplication (equal groups then even and odd), Time and then Data. Clear lack of a balanced assessment approach including helping teachers use lesson check for understandings to differentiate. Summative assessments provide multiple choice, fill in the blank and extended response.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep	1	2		Some opportunities to discuss and share. Some support on questioning throughout

	academic discussion.				the lesson. The lesson debrief does include a focus question. The level of questioning is stronger in some lessons than others. Limited questions to advance student thinking based upon what understandings the students are currently demonstrating. This may limit the teacher's ability to try to leverage or intensify learning opportunities.
	B2. Materials help students think more critically about a topic.	1	2		Many of the representations and tools support developing understanding about the concept. Some concerns regarding how critically students can think about the topic. There are opportunities for challenge, yet also concern regarding the lack of application. Contextual situations are included and connected to real life. The balance could be stronger. Limited opportunities for students to draw or write about their understandings, thus if adopted by a district math journals/notebooks would need to be incorporated at this grade level.
	B3. Materials spark student dialogue and support further exploration.	1	2		Some opportunities for dialogue. The situational contexts in some of the chapters could support further exploration. Some of the activities also support this. Guidance for teachers is limited and often lacks support or background knowledge about the content. Misconceptions are rarely referenced. These may support teachers facilitating student dialogue.
<b>Applicat ion</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	1	2		Some opportunities to engage in meaningful learning activities with some of the contexts provided in the learning materials. Other activities are less meaningful such as connect the dots and circle the correct picture.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	2		STEAM projects are included in the units. Lessons do suggest partner or small group work. Some activities provide a level of problem solving. Yet, there is a clear lack of problem solving at DOK 2-4 levels that directly connects to the content. Collaboration is indicated throughout each lesson. May need more teacher support for building these into the

					materials, yet I am not sure that many teachers will know how to do this on their own.
	C3. Materials are relevant to students' lives.	1	2		The limited situations and the clear representations are relevant to students' lives.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			36	Average 12



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	Materials depict individuals with different skin tone and hair types. Names vary. Students are provided opportunities to work with hands-on materials. Representations are accurate and at least one place in each unit help students connect between the concrete, representation, and abstract nature. Some approaches are limited or focus on one tool (number with the chip abacus approach) with limited access to other tools that may have a longer mathematical life. Problems in this grade are better representative of Bloom's taxonomy; although still limited with Gardner's multiple intelligences. Images of humans do occasionally show some differing abilities.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		2	1	There are typically at least one contextual situation in each lesson, yet these are typically reflective of a traditional stereotypical American experience devoid of culture. Situations are often connected to a situation that may occur in life of a upper middle class or higher individual. Some contexts are accessible to all 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.		1	2	Some diversity, but does not meet the rubric requirements.

<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	1	Materials provide clear representations for students to engage. Some concern regarding color and contrast ratio for place value representations. This may impact visual support for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. Family letters appear to be in English only.
<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.	12			Teacher manual indicates students work through problems in partners or groups.
	E2. Materials provide learning and tasks that are predominantly student-centered.	1	2		The model appears to be more of a I do, we do, you fill in and then you try independently. There are opportunities for students to try to solve problems using tools. Teacher manual does indicate students work together, yet the direction of the learning in the teacher's edition does seem to be more teacher directed than student centered.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	15	Average 5		

Marshall Cavendish Education – 3rd Grade

Details:

<b>Company Name</b>	Marshall Cavendish Education
<b>Instructional Material Title and Edition</b>	Primary Mathematics
<b>Grade Level Course</b>	Grade 3
<b>Course Number Description</b>	Math K-5
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 3

Status: NOT RECOMMENDED

Justification:

Marshall Cavendish Education – Grade 3 – fails to meet content alignment criteria (Category 1 Rubric). Although the materials target the critical content areas there is concern about the proportionality of the materials/content. There are also concerns about the accuracy of the content. Many of the representations and tools support developing understanding about the concept. Some concerns regarding how critically students can think about the topic. There are opportunities for challenge, yet also concern regarding the lack of application. Contextual situations are included and connected to real life. The balance could be stronger. Students have opportunities to draw, write, color and match within the lessons. There are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers state that materials are primarily devoid of culture, language, values, customs. Some concern regarding color and contrast ratio for place value areas for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.

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	1		Materials target the content as indicated by the standards and the critical content areas. Some experiences may not provide enough opportunity to engage with the ideas to form deep conceptual understanding. Some approaches may limit understanding for some students who have partial understandings of certain ideas. This may make it difficult to attain strong conceptual understanding at this grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.		3		Overall, the materials are accurate, well written, and appropriate for the grade level. Contextual situations are embedded throughout the chapters, although some chapters still have “word problems” as a lesson unto itself. Most of the content is DOK 1 & 2, although the performance tasks may provide some access to at least one DOK 3 question. Strong focus on traditional algorithms with less support for connecting these to number sense.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.			3	The materials provide a clear scope and sequence. Some concern regarding the lack of focus or limited opportunities for students to work with some ideas (associative/distributive). Concepts do not appear to be proportional to the critical content areas identified by the standards. While student self-assessment to general non-changing criteria is included, the assessment resources focus primarily on summative and cumulative assessments. Activities are available for below and advanced learners yet are difficult to navigate. These resources often lack the depth that may be required to reach the full intent of the standard. Additionally, little support is provided for teachers to use student data to leverage the differentiated experiences.

<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.		3	Some opportunities to discuss and share. Some support on questioning throughout the lesson. The lesson debrief does include a focus question. The level of questioning is stronger in some lessons than others. Limited questions to advance student thinking based upon what understandings the students are currently demonstrating. This may limit the teacher's ability to try to leverage or intensify learning opportunities.
	B2. Materials help students think more critically about a topic.		3	any of the representations and tools do support developing understanding about the concept. Some concerns regarding how critically students can think about the topic. There are opportunities for challenges within the lessons in the "Think" areas, performance tasks, and other areas. Limited and varying opportunities for students to engage in applications in real life content.
	B3. Materials spark student dialogue and support further exploration.		3	Some opportunities for dialogue. The situational contexts in some of the chapters could support further exploration. Some of the activities also support this. Guidance for teachers is limited and often lacks support or background knowledge about the content. Misconceptions are rarely referenced. These may support teachers facilitating student dialogue.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		3	Students have opportunities to engage in learning activities that are focused on mathematical ideas.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		3	STEAM projects are included in the units. This is a list that require computer use and research in many chapters. Tasks may not be able to be completed independently and may require additional teacher created materials to organize, scaffold and support.
	C3. Materials are relevant to students' lives.		3	The limited situations and the clear representations are relevant to students' lives.

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	29	Average 9.6		

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.		2	1	Materials depict individuals with different skin tone and hair types. Names vary. Students are provided opportunities to work with hands-on materials. Representations are accurate and at least one place in each unit help students connect between the concrete, representation, and abstract nature. Some approaches are limited or focus on one tool (number with the chip abacus approach) with limited access to other tools that may have a longer mathematical life. Problems in this grade are better representative of Bloom's taxonomy; although still limited with Gardner's multiple intelligences. Images of humans do occasionally show some differing abilities.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		2	1	There are typically at least one contextual situation in each lesson, yet these are typically reflective of a traditional stereotypical American experience devoid of culture. Situations are often connected to a situation that may occur in life of a upper middle class or higher individual. Some contexts are accessible to all 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	1	Some diversity, but does not meet the rubric requirements.

<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	1	Materials provide clear representations for students to engage. Some concern regarding color and contrast ratio for place value representations. This may impact visual support for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. Family letters appear to be in English only.
<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.		3		Teacher manual indicates students work through problems in partners or groups. Some indicators within the materials for students to talk. STEAM projects in this grade appear to be individual and not cooperative.
	E2. Materials provide learning and tasks that are predominantly student-centered.		3		The model appears to be more of a I do, we do, you fill in and then you try independently. There are opportunities for students to try to solve problems using tools. Teacher manual does indicate students work together, yet the direction of the learning in the teacher's edition does seem to be more teacher directed then student centered.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				13	Average 4.3



Marshall Cavendish Education – 4th Grade

Details:

<b>Company Name</b>	Marshall Cavendish Education
<b>Instructional Material Title and Edition</b>	Primary Mathematics
<b>Grade Level Course</b>	Grade 4
<b>Course Number Description</b>	Math K-5
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 4

Status: NOT RECOMMENDED

Justification:

Marshall Cavendish Education – Grade 4 – fails to meet content alignment criteria (Category 1 Rubric). Although the materials target the critical content areas there is concern about the proportionality of the materials/content. There are also concerns about the accuracy of the content. Many of the representations and tools support developing understanding about the concept. Some concerns regarding how critically students can think about the topic. There are opportunities for challenge, yet also concern regarding the lack of application. Contextual situations are included and connected to real life. The balance could be stronger. Students have opportunities to draw, write, color and match within the lessons. There are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers state that materials are primarily devoid of culture, language, values, customs. Some concern regarding color and contrast ratio for place value areas for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.

<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.	1	2		Materials target the content as indicated by the standards and the critical content areas. Some experiences may not provide enough opportunity to engage with the ideas to form deep conceptual understanding. Some approaches may limit understanding for some students who have partial understandings of certain ideas. This may make it difficult to attain strong conceptual understanding at this grade level.

	A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	2		Overall, the materials are accurate, well written, and appropriate for the grade level. Some inconsistency with depth and balance of DOK across Chapters and lessons.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.		3		The trajectory is sound across the chapters, some concern regarding the trajectory within lessons and expectations of familiarity with models. Assessments do include multiple choice but not multiple select. Reflection within the chapter is general, although success criteria is posted more specifically. Few supports in the teacher's edition for the formative process, it appears that teachers will naturally be able to do this without support. Thus, there is no connection between child/student watching and the differentiated experiences nor connections to expectations addressed as achievement level descriptions (as described by SBAC).
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.		3		Stronger opportunities for discussion within this grade level. Discussion is built into the teacher's edition. There is some content support and this may assist teachers in facilitating conversation around key mathematical ideas or assist teachers in sequencing a whole class discussion.
	B2. Materials help students think more critically about a topic.		3		Many of the representations and tools do support developing understanding about the concept. Some concerns regarding how critically students can think about the topic. Contextual situations are embedded in this grade throughout the chapter. There are opportunities for students to explain their thinking and reason about the thinking of others, yet these may be limited depending on the lesson and chapter.

	B3. Materials spark student dialogue and support further exploration.		3		Small group/partner explorations are included. Openers are problem based and provide opportunities for discussion. Language tends to be front loaded with little return throughout the lesson.
<b>Applicat ion</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		3		Students engage in meaningful learning opportunities throughout the chapter, yet few realistic opportunities to connect their learning to their lives. STEAM projects are included to support the mathematics. Some projects seem more connected to the mathematics than others.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		3		More opportunities in this grade for creative, collaborative problem solving.
	C3. Materials are relevant to students' lives.		3		Some of the contexts may not be familiar to Nevada students.
	<b>Column Totals</b>				
			<b>OVERALL SCORE</b>	29	Average 9.6

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	1	1	Materials depict individuals with different skin tone and hair types. Names vary. Students are provided opportunities to work with hands-on materials. Representations are accurate and at least one place in each unit help students connect between the concrete, representation, and abstract nature. Some approaches are limited or focus on one tool (number with the chip abacus approach) with limited access to other tools that may have a longer mathematical life. Problems in this grade are better representative of Bloom's taxonomy; although still limited with Gardner's multiple intelligences. Images of humans do occasionally show some differing abilities.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		2	1	There are typically at least one contextual situation in each lesson, yet these are typically reflective of a traditional stereotypical American experience devoid of culture. Situations are often connected to a situation that may occur in life of a upper middle class or higher individual. Some contexts are accessible to all 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.		1	2	Some diversity, but does not meet the rubric requirements.

<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	1	Materials provide clear representations for students to engage. Some concern regarding color and contrast ratio for place value representations. This may impact visual support for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. Family letters appear to be in English only.
	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.		3		Teacher manual indicates students work through problems in partners or groups. Some indicators within the materials for students to talk. STEAM projects in this grade appear to be individual and not cooperative.
<b>E. Student Voice</b>	E2. Materials provide learning and tasks that are predominantly student-centered.		3		The model appears to be more of a I do, we do, you fill in and then you try independently. There are opportunities for students to try to solve problems using tools. Teacher manual does indicate students work together, yet the direction of the learning in the teacher's edition does seem to be more teacher directed than student centered.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				15	Average 5

Marshall Cavendish Education – 5th Grade

Details:

<b>Company Name</b>	Marshall Cavendish Education
<b>Instructional Material Title and Edition</b>	Primary Mathematics
<b>Grade Level Course</b>	Grade 5
<b>Course Number Description</b>	Math K-5
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 5

Status: NOT RECOMMENDED

Justification:

Marshall Cavendish Education – Grade 5 – fails to meet content alignment criteria (Category 1 Rubric). Although the materials target the critical content areas there is concern about the proportionality of the materials/content. There are also concerns about the accuracy of the content. Many of the representations and tools support developing understanding about the concept. Some concerns regarding how critically students can think about the topic. There are opportunities for challenge, yet also concern regarding the lack of application. Contextual situations are included and connected to real life. The balance could be stronger. There are significant concerns regarding the social justice criteria (Category 2 Rubric). Reviewers state that materials are primarily devoid of culture, language, values, customs. Some concern regarding color and contrast ratio for place value areas for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. There was little evidence to indicate that these materials had been informed by student cultures, languages, values or customs. The Social Justice aspect is not embedded with the content. See additional information in the rubrics below.

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.		3		The content of the standards is explored throughout the resource. 5 <sup>th</sup> grade does a better job of connecting to the practices and process standards. Some concern regarding models being included, with little to no support in the teacher's edition. Without this support some teachers may struggle with the mathematical understandings embedded in the models. They may also struggle in supporting students in engaging with the mathematics in the models. Concern regarding number patterning with place value. Some concern regarding the proportional balance of the critical content with other content within the program. May require supplementation by teachers to reach the depth of the standards, although there are more opportunities for DOK 1-3 thinking in 5 <sup>th</sup> grade than other grades.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1		Overall, the materials are accurate, well written, and appropriate for the grade level. Some inconsistency with depth and balance of DOK across Chapters and lessons.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.			3	The trajectory is sound across the chapters, some concern regarding the trajectory within lessons and expectations of familiarity with models. Assessments do include multiple choice but not multiple select. Reflection within the chapter is general, although success criteria is posted more specifically. Few supports in the teacher's edition for the formative process, it appears that teachers will naturally be able to do this without support. Thus, there is no connection between child/student watching and the differentiated experiences nor

					connections to expectations addressed as achievement level descriptions (as described by SBAC).
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.		3		Stronger opportunities for discussion within this grade level. Discussion is built into the teacher's edition. There is some content support and this may assist teachers in facilitating conversation around key mathematical ideas or assist teachers in sequencing a whole class discussion.
	B2. Materials help students think more critically about a topic.		3		Many of the representations and tools do support developing understanding about the concept. Some concerns regarding how critically students can think about the topic. Contextual situations are embedded in this grade throughout the chapter. There are opportunities for students to explain their thinking and reason about the thinking of others, yet these may be limited depending on the lesson and chapter.
	B3. Materials spark student dialogue and support further exploration.		3		Small group/partner explorations are included. Openers are problem based and provide opportunities for discussion. Language tends to be front loaded with little return throughout the lesson.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.		3		Students engage in meaningful learning opportunities throughout the chapter, yet few realistic opportunities to connect their learning to their lives.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).		3		More opportunities in this grade for creative, collaborative problem solving. Unsure that these will build to career/workplace skills as the contextual situations may be a leap for some students in making this connection.
	C3. Materials are relevant to students' lives.		3		The limited situations and the clear representations are relevant to students' lives.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>			29	Average 9.6	



<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		1	Materials depict individuals with different skin tone and hair types. Names vary. Students are provided opportunities to work with hands-on materials. Representations are accurate and at least one place in each unit help students connect between the concrete, representation, and abstract nature. Some approaches are limited or focus on one tool (number with the chip abacus approach) with limited access to other tools that may have a longer mathematical life. Problems in this grade are better representative of Bloom's taxonomy; although still limited with Gardner's multiple intelligences. Images of humans do occasionally show some differing abilities.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		2	1	There are typically at least one contextual situation in each lesson, yet these are typically reflective of a traditional stereotypical American experience devoid of culture. Situations are often connected to a situation that may occur in life of a upper middle class or higher individual. Some contexts are accessible to all 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.		1	2	Some diversity, but does not meet the rubric requirements.

<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	1	Materials provide clear representations for students to engage. Some concern regarding color and contrast ratio for place value representations. This may impact visual support for students with certain vision problems. Concern regarding the lack and depth of the multi-lingual learner support within the teacher materials. Family letters appear to be in English only.
<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	2		Teacher manual indicates students work through problems in partners or groups. Some indicators within the materials for students to talk. STEAM projects in this grade appear to be individual and not cooperative.
	E2. Materials provide learning and tasks that are predominantly student-centered.	1	2		The model appears to be more of a I do, we do, you fill in and then you try independently. There are opportunities for students to try to solve problems using tools. Teacher manual does indicate students work together, yet the direction of the learning in the teacher's edition does seem to be more teacher directed then student centered.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				16	Average 5.3

McGraw Hill

McGraw Hill - Kindergarten

Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Grades K-5
<b>Grade Level Course</b>	Kindergarten
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade K: 9781265778972
<b>Grade Band</b>	Kindergarten

Status: RECOMMENDED

Justification: The IM addresses all of the Critical Content areas with no errors noted. The trajectory makes sense and differentiation is embedded. Support is included in the teacher edition through questioning, teacher directions, and also additional sections that focus just on supporting dialogue. The materials provide supports for English language learners. This includes concrete, representational, and abstract notations. Although there could be greater and more intentional examples of cultures, languages, values, and customs there are many opportunities for students to express learning and interact with hands on materials.

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.	3	2		Objectives include content, language, and SEL objectives. Materials identify the aspects of rigor (conceptual, procedural, skill, fluency and application) for each lesson. Standards are met.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5			Instructional routines are embedded. Specific ETP questions in each lesson.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	5			Problem based learning and guided exploration are available in each lesson.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	2		There are reflection problems and individual work, but less on deep discussions. SMPs are focused with specific objectives.
	B2. Materials help students think more critically about a topic.	5			Daily exit tickets that summarize thinking and inform teachers. Math is... prompts help students think through problem solving.
	B3. Materials spark student dialogue and support further exploration.	3	2		Math Language Routines have students discussing their thinking throughout the lesson. These are very teacher directed.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	2		Options for differentiation.  Launch helps students engage their curiosity. Workbook problems versus authentic.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	2		Explorations are based on collaboration either with peers or with a teacher facilitated group.
	C3. Materials are relevant to students' lives.	3	2		STEM activities relate to real world content

					Main instruction is somewhat relevant
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			78	Average 15.6

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.	4	1		Daily sense making routines are said to create an equitable classroom culture where all ideas are welcome and respected.  Embedded SEL into daily lessons.  Multiple language supports
	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	2	1	Real-life situations are included but could be improved with a greater reflection of a variety of cultures.
<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.	3	2		13 authors that seem to have a variety of backgrounds. However, some of these authors only provided minimal contributions (like one activity).  Spanish resources ELL supports embedded
<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.	3	2		Discourse opportunities available throughout
<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	3		This is included daily but is not a basis for instruction.  Partner work is embedded
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	2		More teacher directed except for online  There is independent practice.
<b>Column Totals</b>					

	<b>OVERALL SCORE</b>	46	Average 9.2
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McGraw Hill – 1<sup>st</sup> Grade

Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Grades K-5
<b>Grade Level Course</b>	Grade 1
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 1: 9781265780180
<b>Grade Band</b>	Grade 1

Status: RECOMMENDED

Justification: The IM addresses all of the Critical Content areas with no errors noted. The trajectory makes sense and differentiation is embedded. Support is included in the teacher edition through questioning, teacher directions, and also additional sections that focus just on supporting dialogue. The materials provide supports for English language learners. This includes concrete, representational, and abstract notations. Although there could be greater and more intentional examples of cultures, languages, values, and customs there are many opportunities for students to express learning and interact with hands on materials.



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.	3	2		Objectives include content, language, and SEL objectives. Materials identify the aspects of rigor (conceptual, procedural, skill, fluency and application) for each lesson. Standards are met.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5			Instructional routines are embedded. Specific ETP questions in each lesson.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	5			Problem based learning and guided exploration are available in each lesson.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	2		There are reflection problems and individual work, but less on deep discussions. SMPs are focused with specific objectives.
	B2. Materials help students think more critically about a topic.	5			Daily exit tickets that summarize thinking and inform teachers. Math is... prompts help students think through problem solving.
	B3. Materials spark student dialogue and support further exploration.	3	2		Math Language Routines have students discussing their thinking throughout the lesson. These are very teacher directed.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	2		Options for differentiation.  Launch helps students engage their curiosity. Workbook problems versus authentic.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	2		Explorations are based on collaboration either with peers or with a teacher facilitated group.
	C3. Materials are relevant to students' lives.	3	2		STEM activities relate to real world content

					Main instruction is somewhat relevant
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			78	Average 15.6

<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.	4	1		<p>Daily sense making routines are said to create an equitable classroom culture where all ideas are welcome and respected.</p> <p>Embedded SEL into daily lessons.</p> <p>Multiple language supports</p>
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	2	1	<p>Real-life situations are included but could be improved with a greater reflection of a variety of cultures.</p>
<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.	3	2		<p>13 authors that seem to have a variety of backgrounds. However, some of these authors only provided minimal contributions (like one activity).</p> <p>Spanish resources ELL supports embedded</p>
<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.	3	2		<p>Discourse opportunities available throughout</p>
<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	3		<p>This is included daily but is not a basis for instruction.</p> <p>Partner work is embedded</p>
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	2		<p>More teacher directed except for online</p> <p>There is independent practice.</p>

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	46	Average 9.2		

McGraw Hill – 2<sup>nd</sup> Grade

Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Grades K-5
<b>Grade Level Course</b>	Grade 2
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 2: 9781265781200
<b>Grade Band</b>	Grade 2

Status: RECOMMENDED

Justification: The IM addresses all of the Critical Content areas with no errors noted. The trajectory makes sense and differentiation is embedded. Support is included in the teacher edition through questioning, teacher directions, and also additional sections that focus just on supporting dialogue. The materials provide supports for English language learners. This includes concrete, representational, and abstract notations. Although there could be greater and more intentional examples of cultures, languages, values, and customs there are many opportunities for students to express learning and interact with hands on materials.

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.	3	2		Objectives include content, language, and SEL objectives. Materials identify the aspects of rigor (conceptual, procedural, skill, fluency and application) for each lesson. Standards are met.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5			Instructional routines are embedded. Specific ETP questions in each lesson.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	5			Problem based learning and guided exploration are available in each lesson.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	2		There are reflection problems and individual work, but less on deep discussions. SMPs are focused with specific objectives.
	B2. Materials help students think more critically about a topic.	5			Daily exit tickets that summarize thinking and inform teachers. Math is... prompts help students think through problem solving.
	B3. Materials spark student dialogue and support further exploration.	3	2		Math Language Routines have students discussing their thinking throughout the lesson. These are very teacher directed.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	2		Options for differentiation.  Launch helps students engage their curiosity. Workbook problems versus authentic.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	2		Explorations are based on collaboration either with peers or with a teacher facilitated group.
	C3. Materials are relevant to students' lives.	3	2		STEM activities relate to real world content

					Main instruction is somewhat relevant
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			78	Average 15.6

<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.	4	1		<p>Daily sense making routines are said to create an equitable classroom culture where all ideas are welcome and respected.</p> <p>Embedded SEL into daily lessons.</p> <p>Multiple language supports</p>
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	2	1	<p>Real-life situations are included but could be improved with a greater reflection of a variety of cultures.</p>
<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.	3	2		<p>13 authors that seem to have a variety of backgrounds. However, some of these authors only provided minimal contributions (like one activity).</p> <p>Spanish resources ELL supports embedded</p>
<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.	3	2		<p>Discourse opportunities available throughout</p>
<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	3		<p>This is included daily but is not a basis for instruction.</p> <p>Partner work is embedded</p>
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	2		<p>More teacher directed except for online</p> <p>There is independent practice.</p>



	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	46	Average 9.2		

McGraw Hill – 3<sup>rd</sup> Grade

Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Grades K-5
<b>Grade Level Course</b>	Grade 3
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 3: 9781265783532
<b>Grade Band</b>	Grade 3

Status: RECOMMENDED

Justification: The IM addresses all of the Critical Content areas with no errors noted. The trajectory makes sense and differentiation is embedded. Support is included in the teacher edition through questioning, teacher directions, and also additional sections that focus just on supporting dialogue. The materials provide supports for English language learners. This includes concrete, representational, and abstract notations. Although there could be greater and more intentional examples of cultures, languages, values, and customs there are many opportunities for students to express learning and interact with hands on materials.

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.	3	2		Objectives include content, language, and SEL objectives. Materials identify the aspects of rigor (conceptual, procedural, skill, fluency and application) for each lesson. Standards are met.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5			Instructional routines are embedded. Specific ETP questions in each lesson.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	5			Problem based learning and guided exploration are available in each lesson.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	2		There are reflection problems and individual work, but less on deep discussions. SMPs are focused with specific objectives.
	B2. Materials help students think more critically about a topic.	5			Daily exit tickets that summarize thinking and inform teachers. Math is... prompts help students think through problem solving.
	B3. Materials spark student dialogue and support further exploration.	3	2		Math Language Routines have students discussing their thinking throughout the lesson. These are very teacher directed.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	2		Options for differentiation.  Launch helps students engage their curiosity. Workbook problems versus authentic.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	2		Explorations are based on collaboration either with peers or with a teacher facilitated group.
	C3. Materials are relevant to students' lives.	3	2		STEM activities relate to real world content

					Main instruction is somewhat relevant
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			78	Average 15.6

<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.	4	1		<p>Daily sense making routines are said to create an equitable classroom culture where all ideas are welcome and respected.</p> <p>Embedded SEL into daily lessons.</p> <p>Multiple language supports</p>
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	2	1	<p>Real-life situations are included but could be improved with a greater reflection of a variety of cultures.</p>
<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.	3	2		<p>13 authors that seem to have a variety of backgrounds. However, some of these authors only provided minimal contributions (like one activity).</p> <p>Spanish resources ELL supports embedded</p>
<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.	3	2		<p>Discourse opportunities available throughout</p>
<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	3		<p>This is included daily but is not a basis for instruction.</p> <p>Partner work is embedded</p>
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	2		<p>More teacher directed except for online</p> <p>There is independent practice.</p>

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	46	Average 9.2		

McGraw Hill – 4<sup>th</sup> Grade

Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Grades K-5
<b>Grade Level Course</b>	Grade 4
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 4: 9781265757960
<b>Grade Band</b>	Grade 4

Status: RECOMMENDED

Justification: The IM addresses all of the Critical Content areas with no errors noted. The trajectory makes sense and differentiation is embedded. Support is included in the teacher edition through questioning, teacher directions, and also additional sections that focus just on supporting dialogue. The materials provide supports for English language learners. This includes concrete, representational, and abstract notations. Although there could be greater and more intentional examples of cultures, languages, values, and customs there are many opportunities for students to express learning and interact with hands on materials.

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.	3	2		Objectives include content, language, and SEL objectives. Materials identify the aspects of rigor (conceptual, procedural, skill, fluency and application) for each lesson. Standards are met.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5			Instructional routines are embedded. Specific ETP questions in each lesson.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	5			Problem based learning and guided exploration are available in each lesson.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	2		There are reflection problems and individual work, but less on deep discussions. SMPs are focused with specific objectives.
	B2. Materials help students think more critically about a topic.	5			Daily exit tickets that summarize thinking and inform teachers. Math is... prompts help students think through problem solving.
	B3. Materials spark student dialogue and support further exploration.	3	2		Math Language Routines have students discussing their thinking throughout the lesson. These are very teacher directed.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	2		Options for differentiation.  Launch helps students engage their curiosity. Workbook problems versus authentic.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	2		Explorations are based on collaboration either with peers or with a teacher facilitated group.
	C3. Materials are relevant to students' lives.	3	2		STEM activities relate to real world content



					Main instruction is somewhat relevant
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			78	Average 15.6

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.	4	1		Daily sense making routines are said to create an equitable classroom culture where all ideas are welcome and respected.  Embedded SEL into daily lessons.  Multiple language supports
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	2	1	Real-life situations are included but could be improved with a greater reflection of a variety of cultures.
<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.	3	2		13 authors that seem to have a variety of backgrounds. However, some of these authors only provided minimal contributions (like one activity).  Spanish resources ELL supports embedded
<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.	3	2		Discourse opportunities available throughout
<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	3		This is included daily but is not a basis for instruction.  Partner work is embedded
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	2		More teacher directed except for online  There is independent practice.

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	46	Average 9.2		

McGraw Hill – 5<sup>th</sup> Grade

Details:

<b>Company Name</b>	McGraw Hill
<b>Instructional Material Title and Edition</b>	Reveal Math Grades K-5
<b>Grade Level Course</b>	Grade 5
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Grade 5: 9781265758431
<b>Grade Band</b>	Grade 5

Status: RECOMMENDED

Justification: The IM addresses all of the Critical Content areas with no errors noted. The trajectory makes sense and differentiation is embedded. Support is included in the teacher edition through questioning, teacher directions, and also additional sections that focus just on supporting dialogue. The materials provide supports for English language learners. This includes concrete, representational, and abstract notations. Although there could be greater and more intentional examples of cultures, languages, values, and customs there are many opportunities for students to express learning and interact with hands on materials.

<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.	3	2		Objectives include content, language, and SEL objectives. Materials identify the aspects of rigor (conceptual, procedural, skill, fluency and application) for each lesson. Standards are met.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5			Instructional routines are embedded. Specific ETP questions in each lesson.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	5			Problem based learning and guided exploration are available in each lesson.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3	2		There are reflection problems and individual work, but less on deep discussions. SMPs are focused with specific objectives.
	B2. Materials help students think more critically about a topic.	5			Daily exit tickets that summarize thinking and inform teachers. Math is... prompts help students think through problem solving.
	B3. Materials spark student dialogue and support further exploration.	3	2		Math Language Routines have students discussing their thinking throughout the lesson. These are very teacher directed.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	3	2		Options for differentiation.  Launch helps students engage their curiosity. Workbook problems versus authentic.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3	2		Explorations are based on collaboration either with peers or with a teacher facilitated group.
	C3. Materials are relevant to students' lives.	3	2		STEM activities relate to real world content

					Main instruction is somewhat relevant
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			78	Average 15.6

<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.	4	1		<p>Daily sense making routines are said to create an equitable classroom culture where all ideas are welcome and respected.</p> <p>Embedded SEL into daily lessons.</p> <p>Multiple language supports</p>
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	2	2	1	<p>Real-life situations are included but could be improved with a greater reflection of a variety of cultures.</p>
<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.	3	2		<p>13 authors that seem to have a variety of backgrounds. However, some of these authors only provided minimal contributions (like one activity).</p> <p>Spanish resources ELL supports embedded</p>
<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.	3	2		<p>Discourse opportunities available throughout</p>
<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	3		<p>This is included daily but is not a basis for instruction.</p> <p>Partner work is embedded</p>
	E2. Materials provide learning and tasks that are predominantly student-centered.	3	2		<p>More teacher directed except for online</p> <p>There is independent practice.</p>

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	46	Average 9.2		



## Open Up Resources

### Open Up Resources - Kindergarten

Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up Resources K-5
<b>Grade Level Course</b>	Kindergarten
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR MATH GK SDNT COURSE (9781638426752) - Textbook OUR MATH GK TCHR COURSE (9781638427315) - Teacher Resource
<b>Grade Band</b>	Kindergarten

Status: RECOMMENDED

Justification:

Open Up Resources - 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. Lessons include number talks, math language routines, and other structures to support student discussion. Various cultures are represented and students interact with partners and groups every day.

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.	6			Key standards are emphasized.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5	1		Sequencing is clear and as expected for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2	4		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.	5	1		Students make connections to their own lives to engage in critical thinking and mathematical discussions.
	B2. Materials help students think more critically about a topic.	2	4		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.	5	1		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.	6			Lessons could be more authentic, but there are meaningful 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).	6			Teamwork and problem solving are a part of all lessons
	C3. Materials are relevant to students' lives.	4	2		Teachers need to create connections with embedded prompts.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				92	Average 15.3

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.	5		1	
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	4	1	
<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	4	1	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.	4	1	1	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.	5	1		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.	6			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			54	Average 9

Open Up Resources – 1<sup>st</sup> Grade

Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up Resources K-5
<b>Grade Level Course</b>	Grade 1
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR MATH G1 SDNT COURSE (9781638426844) - Textbook OUR MATH G1 TCHR COURSE (9781638427414) - Teacher Resource
<b>Grade Band</b>	Grade 1

Status: RECOMMENDED

Justification:

Open Up Resources - 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. Lessons include number talks, math language routines, and other structures to support student discussion. Various cultures are represented and students interact with partners and groups every day.

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.	6			Key standards are emphasized.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5	1		Sequencing is clear and as expected for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2	4		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.	5	1		Students make connections to their own lives to engage in critical thinking and mathematical discussions.
	B2. Materials help students think more critically about a topic.	2	4		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.	5	1		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.	6			Lessons could be more authentic, but there are meaningful 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).	6			Teamwork and problem solving are a part of all lessons
	C3. Materials are relevant to students' lives.	4	2		Teachers need to create connections with embedded prompts.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				92	Average 15.3

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.	5		1	
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	4	1	
<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	4	1	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.	4	1	1	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.	5	1		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.	6			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>					

	<b>OVERALL SCORE</b>	54	Average 9
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Open Up Resources – 2<sup>nd</sup> Grade

Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up Resources K-5
<b>Grade Level Course</b>	Grade 2
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR MATH G2 SDNT COURSE (9781638426936) - Textbook OUR MATH G2 TCHR COURSE (9781638427513) - Teacher Resource
<b>Grade Band</b>	Grade 2

Status: RECOMMENDED

Justification:

Open Up Resources - 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. Lessons include number talks, math language routines, and other structures to support student discussion. Various cultures are represented and students interact with partners and groups every day.



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.	6			Key standards are emphasized.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5	1		Sequencing is clear and as expected for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2	4		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.	5	1		Students make connections to their own lives to engage in critical thinking and mathematical discussions.
	B2. Materials help students think more critically about a topic.	2	4		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.	5	1		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.	6			Lessons could be more authentic, but there are meaningful 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).	6			Teamwork and problem solving are a part of all lessons
	C3. Materials are relevant to students' lives.	4	2		Teachers need to create connections with embedded prompts.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				92	Average 15.3

<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.	5		1	
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	4	1	
<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	4	1	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.	4	1	1	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.	5	1		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.	6			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>					

	<b>OVERALL SCORE</b>	54	Average 9
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Open Up Resources – 3<sup>rd</sup> Grade

Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up Resources K-5
<b>Grade Level Course</b>	Grade 3
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR MATH G3 SDNT COURSE (9781638427032) - Textbook OUR MATH G3 TCHR COURSE (9781638427629) - Teacher Resource
<b>Grade Band</b>	Grade 3

Status: RECOMMENDED

Justification:

Open Up Resources - 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. Lessons include number talks, math language routines, and other structures to support student discussion. Various cultures are represented and students interact with partners and groups every day.

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.	6			Key standards are emphasized.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5	1		Sequencing could be improved in grade 3.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2	4		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.	5	1		Students make connections to their own lives to engage in critical thinking and mathematical discussions.
	B2. Materials help students think more critically about a topic.	2	4		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.	5	1		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.	6			Lessons could be more authentic, but there are meaningful 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).	6			Teamwork and problem solving are a part of all lessons
	C3. Materials are relevant to students' lives.	4	2		Teachers need to create connections with embedded prompts.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				92	Average 15.3

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.	5		1	
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	4	1	
<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	4	1	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.	4	1	1	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.	5	1		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.	6			The IM meets expectations on providing learning and tasks that are predominantly student-centered.

	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	54	Average 9		

Open Up Resources – 4<sup>th</sup> Grade

Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up Resources K-5
<b>Grade Level Course</b>	Grade 4
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR MATH G4 SDNT COURSE (9781638427124) - Textbook OUR MATH G4 TCHR COURSE (9781638427728) - Teacher Resource
<b>Grade Band</b>	Grade 4

Status: RECOMMENDED

Justification:

Open Up Resources - 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. Lessons include number talks, math language routines, and other structures to support student discussion. Various cultures are represented and students interact with partners and groups every day.



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.	6			Key standards are emphasized.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5	1		Sequencing could be improved in grade 4.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2	4		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.	5	1		Students make connections to their own lives to engage in critical thinking and mathematical discussions.
	B2. Materials help students think more critically about a topic.	2	4		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.	5	1		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.	6			Lessons could be more authentic, but there are meaningful 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).	6			Teamwork and problem solving are a part of all lessons
	C3. Materials are relevant to students' lives.	4	2		Teachers need to create connections with embedded prompts.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				92	Average 15.3

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.	5		1	
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	4	1	
<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	4	1	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.	4	1	1	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.	5	1		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.	6			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>					

	<b>OVERALL SCORE</b>	54	Average 9
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Open Up Resources – 5<sup>th</sup> Grade

Details:

<b>Company Name</b>	Open Up Resources
<b>Instructional Material Title and Edition</b>	Open Up Resources K-5
<b>Grade Level Course</b>	Grade 5
<b>Course Number Description</b>	N/A
<b>ISBN</b>	OUR MATH G5 SDNT COURSE (9781638427223) - Textbook OUR MATH G5 TCHR COURSE (9781638427834) - Teacher Resource
<b>Grade Band</b>	Grade 5

Status: RECOMMENDED

Justification:

Open Up Resources - 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. Lessons include number talks, math language routines, and other structures to support student discussion. Various cultures are represented and students interact with partners and groups every day.

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.	6			Key standards are emphasized.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	5	1		Sequencing is clear and as expected for the grade level.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	2	4		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.	5	1		Students make connections to their own lives to engage in critical thinking and mathematical discussions.
	B2. Materials help students think more critically about a topic.	2	4		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.	5	1		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.	6			Lessons could be more authentic, but there are meaningful 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).	6			Teamwork and problem solving are a part of all lessons
	C3. Materials are relevant to students' lives.	4	2		Teachers need to create connections with embedded prompts.
<b>Column Totals</b>					
<b>OVERALL SCORE</b>				92	Average 15.3

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.	5		1	
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.	1	4	1	
<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	4	1	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.	4	1	1	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.	5	1		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.	6			The IM meets expectations on providing learning and tasks that are predominantly student-centered.
<b>Column Totals</b>					

	<b>OVERALL SCORE</b>	54	Average 9
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The Math Learning Center

The Math Learning Center - Kindergarten

Details:

<b>Company Name</b>	The Math Learning Center
<b>Instructional Material Title and Edition</b>	Bridges in Mathematics Second Edition
<b>Grade Level Course</b>	Kindergarten
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Kindergarten

Status: RECOMMENDED

Justification: The Math Learning Center - Kindergarten 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, with a particular focus on inquiry and student voice. Materials invite students to engage in exploration tasks to build and construct knowledge about mathematical topics. Tasks ask students to sort/categorize knowledge, explain ideas and engage in reasoning.



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.	3			Materials target critical content areas for the kindergarten grade level. Strong focus is placed on counting and cardinality. Eight weeks are dedicated to building geometric understandings, in addition geometry explorations interwoven throughout other units.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1		<p>Materials contain lessons that are not highly aligned to the grade standards. For example, Unit 3 Module 1 Bicycle Doubles and Module 3 includes skip counting by 2s and doubling which is a first grade standard. Unit 1 Module 4's focus on sound and color patterns are also loosely aligned to MP 7. Unit 4 Module 4 counting with money is partially aligned to kindergarten standards as counting by 5s is first grade standard.</p> <p>Inaccuracies found in Shape Poems in September Number Corner. Poem on page T1 states that circles are like the sun and the full moon. Yet, circles are 2dimensional and the sun is a sphere.</p> <p>Formative and summative assessment tasks are included. Assessments include observations, written tasks and performance assessments. Guidance and support to collect, interpret and act on data is provided.</p>
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			<p>Scope and Sequence includes approximately 32 weeks of instruction. Scope and sequence follows mathematical trajectories on how students develop understanding of number, including subitizing, anchors to 5, anchors to 10 and counting 10 and some more.</p> <p>Unit Introductions provide substantial background knowledge for teachers to understand instructional pathways. Concepts and student misconceptions, models used, teaching/management strategies, skills across grade levels and</p>

					assessment opportunities throughout the unit are outlined.  Ideas and strategies for differentiation to support or challenge students are included in most lessons.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2	1		Tasks include opportunities to discuss mathematical ideas as a whole-class. Questions and sample student responses are included. Question DOK levels are not provided.
	B2. Materials help students think more critically about a topic.	3			Activities such as There's a Shape in My Pocket and Hungry Caterpillar support student dialogue with asking questions, using academic vocabulary and exploring strategies to win the game using geometric properties of shapes. Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates. Limited opportunities for student self-reflection.
	B3. Materials spark student dialogue and support further exploration.	2	1		Whole group and partner tasks are included. Partner tasks are typically two player games and encourage conversation between two students. Academic vocabulary and strategies for multilingual learners are provided.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1		Some activities are meaningful learning activities such as building a number rack, measuring and comparing objects, and sorting and classifying shoes by attributes. Other activities are less authentic and meaningful such as Foxes and Dens Work Place and Circles and Squares Race to Twenty.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1		Group tasks with assigned purposeful roles are rare. Students engage in partner tasks in which turn taking and cooperation are practices. Students engage in consensus building during whole group tasks.
	C3. Materials are relevant to students' lives.	1	2		Some real-world examples are provided (measuring, animal number stories, school supply number stories, and wheels on trikes and bikes). Career connections are not included in the curriculum.
	<b>Column Totals</b>				

	<b>OVERALL SCORE</b>	48	Average 16
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<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.	3			Multiple opportunities for students to express their learning are present in the materials. This includes pictorial representations, use of models, active learning through games and written activities. Literature connections from diverse authors are provided on the margins but the texts/stories are not included in the program materials.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		3		More than 3 real-life connections are made within the materials. Connections to culture and life experiences are not evident in the program materials. Activities are mostly focused around objects. Contexts are limited to animals, bugs, shoes, bikes/trikes and school supplies.
<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.	3			Author section shows 6 authors with many more contributors and 8+ editors. Authors' cultural backgrounds are not explicitly stated. Author associations note teaching and work experience from multiple states including Alaska, Oregon and Colorado.
<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.	3			Activities are mostly focused around objects. Contexts are limited to animals, bugs, shoes, bikes/trikes and school supplies. This does seem to limit stereotypes and bias. Yet, the limited contexts does little to humanize mathematics. It does not provide students with opportunities to see how mathematics is a living practice in which people of diverse backgrounds and cultures engage in. The limited contexts does not allow students to see mathematics as a tool to understand and critique the world. In the early grades, students use

					mathematics to make comparisons and consider equity and fairness.
<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.	3			There are opportunities for students to work cooperatively in pairs. Activities that incorporate student interests/topics are rare in program materials.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3			Materials invite students to engage in exploration tasks to build and construct knowledge about mathematical topics. Tasks asks students to sort/categorize knowledge, explain ideas and engage in reasoning.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	33			Average 11

The Math Learning Center – 1<sup>st</sup> Grade

Details:

<b>Company Name</b>	The Math Learning Center
<b>Instructional Material Title and Edition</b>	Bridges in Mathematics Second Edition
<b>Grade Level Course</b>	Grade 1
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 1

Status: RECOMMENDED

Justification: The Math Learning Center - Kindergarten 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, with a particular focus on inquiry and student voice. Materials invite students to engage in exploration tasks to build and construct knowledge about mathematical topics. Tasks ask students to sort/categorize knowledge, explain ideas and engage in reasoning.

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.	3			Materials target critical content areas for this grade level. Strong focus is placed on addition and subtraction within 20. Two units focus on whole number relationships and place value, another critical content area.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1		Materials mostly align to grade level standards. Some measurement tasks utilize standard measurement in inches. A clarification is provided that students are making comparisons to “a fixed number line that happens to be marked at 1-inch intervals.” While the clarification is helpful, the use of inches with the their height and the penguins can cause students to develop misconceptions about inches and use it at as a unit before developing understanding.  Formative and summative assessment tasks are included. Assessments include observations, written tasks and performance assessments. Guidance and support to collect, interpret and act on data is provided.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			Scope and Sequence includes approximately 32 weeks of instruction. Scope and sequence follows mathematical trajectories on how students develop strategies for addition (and subtraction) including count all, count on, “friendly number combinations” and derived facts. Place value concepts such as making tens, unitizing and taking leaps of ten on the hundreds chart are developed according to learning trajectories.  Unit Introductions provide substantial background knowledge for teachers to understand instructional pathways. Concepts and student misconceptions, models used, teaching/management strategies, skills across grade levels and assessment opportunities throughout the unit are outlined.

					Ideas and strategies for differentiation to support or challenge students are included in most lessons.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	2	1		Tasks include opportunities to discuss mathematical ideas as a whole-class and with partners. Questions and sample student responses are included. Question DOK levels are not provided.
	B2. Materials help students think more critically about a topic.	3			Activities such as Counting and Data with Popsicles and Measuring and Comparing with Penguins support student dialogue with asking questions, using academic vocabulary and creating data representations. Fact Families and Fact Strategies tasks allow students to explore number relationships and properties of addition and subtraction. Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates. Limited opportunities for student self-reflection.
	B3. Materials spark student dialogue and support further exploration.	3			Whole group and partner tasks are included. Partner tasks are typically two player games and encourage conversation between two students. Academic vocabulary and strategies for multilingual learners are provided.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1		Some activities are meaningful learning activities such as building a number rack, collecting data with paper gliders and measuring various penguin species. Other activities are less authentic and meaningful such as Cats and Mice Work Place and An Hour or Bust!
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1		Group tasks with assigned purposeful roles are rare. Students engage in partner tasks in which turn taking and cooperation are practices. Students engage in consensus building during whole group tasks.
	C3. Materials are relevant to students' lives.	1	2		Some real-world examples are provided (measuring people and animals, popsicles, hot air balloons). Students have opportunities to create their own number stories based on their interests. Images of coins in Money Scope do not include current faces of coins. This can make it difficult for students to identify



					coins. Multiple examples of career connections are not included in the curriculum.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			49	Average 16.3

<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.	3			Multiple opportunities for students to express their learning are present in the materials. This includes pictorial representations, use of models, active learning through games and written activities. Literature connections from diverse authors are provided on the margins but these texts/stories are not included in the program materials.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		3		More than 3 real-life connections are made within the materials. Connections to culture and life experiences are not evident in the program materials. Activities are mostly focused around objects. Contexts are limited to animals, popsicles and hot air balloons.
<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.	3			Author section shows 5 authors with many more contributors and 5+ editors. Authors' cultural backgrounds are not explicitly stated. Author associations note teaching and work experience from multiple states including Alaska, Oregon and Colorado.
<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.	3			Activities are mostly focused around objects and animals. This does seem to limit stereotypes and bias. Yet, the limited contexts does little to humanize mathematics. It does not provide students with opportunities to see how mathematics is a living practice in which people of diverse backgrounds and cultures engage in. The limited contexts does not allow students to see mathematics as a tool to understand and critique the world. In the early grades, students use mathematics to make comparisons and consider equity and fairness.

<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.	3			There are opportunities for students to work cooperatively in pairs. Some activities incorporate student interests/topics. One example is in number stories for domino addition. Pretend Antarctica trip may also appeal to student interests around penguins.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3			Several tasks include student generated data in which student sort and organize data.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			33	Average 11

The Math Learning Center – 2<sup>nd</sup> Grade

Details:

<b>Company Name</b>	The Math Learning Center
<b>Instructional Material Title and Edition</b>	Bridges in Mathematics Second Edition
<b>Grade Level Course</b>	Grade 2
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 2

Status: RECOMMENDED

Justification: The Math Learning Center - Kindergarten 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, with a particular focus on inquiry and student voice. Materials invite students to engage in exploration tasks to build and construct knowledge about mathematical topics. Tasks ask students to sort/categorize knowledge, explain ideas and engage in reasoning.

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.	3			Materials target critical content areas for this grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3			Materials mostly align to grade level standards.  Formative and summative assessment tasks are included. Assessments include observations, written tasks and performance assessments. Guidance and support to collect, interpret and act on data is provided.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			Scope and Sequence includes approximately 32 weeks of instruction.  Ideas and strategies for differentiation to support or challenge students are included in most lessons.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3			Tasks include opportunities to discuss mathematical ideas as a whole-class and with partners. Questions and sample student responses are included. Question DOK levels are not provided.
	B2. Materials help students think more critically about a topic.	3			Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates. Limited opportunities for student self-reflection.
	B3. Materials spark student dialogue and support further exploration.	3			Whole group and partner tasks are included. Partner tasks are typically two player games and encourage conversation between two students. Academic vocabulary and strategies for multilingual learners are provided.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1		Some activities are meaningful learning activities.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3			Group tasks with assigned purposeful roles are rare. Students engage in partner tasks in which turn taking and cooperation are practices. Students engage in consensus building during whole group tasks.
	C3. Materials are relevant to students' lives.	2	1		Some real-world examples are provided. Multiple examples of career connections are not included in the curriculum.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			52	Average 17.3

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.	3			Multiple opportunities for students to express their learning are present in the materials. This includes pictorial representations, use of models, active learning through games and written activities. Literature connections from diverse authors are provided on the margins but these texts/stories are not included in the program materials.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		3		More than 3 real-life connections are made within the materials. Connections to culture and life experiences are not evident in the program materials. Activities are mostly focused around objects. Contexts are limited to animals, popsicles and hot air balloons.
<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.	3			Author section shows 5 authors with many more contributors and 5+ editors. Authors' cultural backgrounds are not explicitly stated. Author associations note teaching and work experience from multiple states including Alaska, Oregon and Colorado.
<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.	3			Activities are mostly focused around objects and animals. This does seem to limit stereotypes and bias. Yet, the limited contexts does little to humanize mathematics. It does not provide students with opportunities to see how mathematics is a living practice in which people of diverse backgrounds and cultures engage in. The limited contexts does not allow students to see mathematics as a tool to understand and critique the world. In the early grades, students use mathematics to make comparisons and consider equity and fairness.

<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.	3			There are opportunities for students to work cooperatively in pairs. Some activities incorporate student interests/topics. One example is in number stories for domino addition. Pretend Antarctica trip may also appeal to student interests around penguins.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3			Several tasks include student generated data in which student sort and organize data.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			33	Average 11



The Math Learning Center – 3rd Grade

Details:

<b>Company Name</b>	The Math Learning Center
<b>Instructional Material Title and Edition</b>	Bridges in Mathematics Second Edition
<b>Grade Level Course</b>	Grade 3
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 3

Status: RECOMMENDED

Justification: The Math Learning Center - Kindergarten 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, with a particular focus on inquiry and student voice. **Materials** invite students to engage in exploration tasks to build and construct knowledge about mathematical topics. **Tasks** ask students to sort/categorize knowledge, explain ideas and engage in reasoning.

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.	3			Materials target critical content areas for this grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3			Materials mostly align to grade level standards.  Formative and summative assessment tasks are included. Assessments include observations, written tasks and performance assessments. Guidance and support to collect, interpret and act on data is provided.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			Scope and Sequence includes approximately 32 weeks of instruction.  Ideas and strategies for differentiation to support or challenge students are included in most lessons.
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3			Tasks include opportunities to discuss mathematical ideas as a whole-class and with partners. Questions and sample student responses are included. Question DOK levels are not provided.
	B2. Materials help students think more critically about a topic.	3			Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates. Limited opportunities for student self-reflection.
	B3. Materials spark student dialogue and support further exploration.	3			Whole group and partner tasks are included. Partner tasks are typically two player games and encourage conversation between two students. Academic vocabulary and strategies for multilingual learners are provided.
<b>Application</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1		Some activities are meaningful learning activities.

	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3			Group tasks with assigned purposeful roles are rare. Students engage in partner tasks in which turn taking and cooperation are practices. Students engage in consensus building during whole group tasks.
	C3. Materials are relevant to students' lives.	2	1		Some real-world examples are provided. Multiple examples of career connections are not included in the curriculum.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>			52	Average 17.3

<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.	3			Multiple opportunities for students to express their learning are present in the materials.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		3		More than 3 real-life connections are made within the materials. Connections to culture and life experiences are not evident in the program materials.
<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.	3			Author section shows 5 authors with many more contributors and 5+ editors. Authors' cultural backgrounds are not explicitly stated. Author associations note teaching and work experience from multiple states including Alaska, Oregon and Colorado.
<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.	3			Activities are mostly focused around objects and animals. This does seem to limit stereotypes and bias. Yet, the limited contexts does little to humanize 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.	3			There are opportunities for students to work cooperatively in pairs. Some activities incorporate student interests/topics.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3			Several tasks include student generated data in which student sort and organize data.
<b>Column Totals</b>					

	<b>OVERALL SCORE</b>	33	Average 11
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The Math Learning Center – 4th Grade

Details:

<b>Company Name</b>	The Math Learning Center
<b>Instructional Material Title and Edition</b>	Bridges in Mathematics Second Edition
<b>Grade Level Course</b>	Grade 4
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 4

Status: RECOMMENDED

Justification:

The Math Learning Center - Kindergarten 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, with a particular focus on inquiry and student voice. Materials invite students to engage in exploration tasks to build and construct knowledge about mathematical topics. Tasks ask students to sort/categorize knowledge, explain ideas and engage in reasoning.

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.	3			Materials target critical content areas for this grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3			<p>Materials mostly align to grade level standards.</p> <p>Unit 8 Playground Designs includes scale drawings which is a 7<sup>th</sup> grade standard. The daily practice for Scale Factor is listed as optional but the sessions that are around Scale Factors appear to be required.</p> <p>Formative and summative assessment tasks are included. Assessments include observations, written tasks and performance assessments. Guidance and support to collect, interpret and act on data is provided.</p>
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			<p>Scope and Sequence includes approximately 32 weeks of instruction. Scope and sequence follows mathematical trajectories on how students build understanding of multiplication and division and develop strategies.</p> <p>Unit Introductions provide substantial background knowledge for teachers to understand instructional pathways. Concepts and student misconceptions, models used, teaching/management strategies, skills across grade levels and assessment opportunities throughout the unit are outlined.</p> <p>Ideas and strategies for differentiation to support or challenge students are included in most lessons.</p>
<b>Depth</b>	B1. Materials provide educators with tools to foster deep academic discussion.	3			<p>Tasks include opportunities to discuss mathematical ideas as a whole-class, in small groups and with partners. Math Forums are a common practice within the program materials. Questions and sample student responses are included. Question DOK levels are not provided.</p>

	B2. Materials help students think more critically about a topic.	3		Problems and Investigations such as Broken Rulers and Playground Designs include support student dialogue with asking questions, using academic vocabulary and creating representations to share thinking. Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates. Limited opportunities for student self-reflection.
	B3. Materials spark student dialogue and support further exploration.	3		Whole group, small group and partner tasks are included. Small group and partner tasks are not limited to games. Group activities include problem solving tasks and inquiries (e.g. measurement, solve two ways, etc.) that encourage conversation between students. Academic vocabulary and strategies for multilingual learners are provided.
<b>Applicat ion</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	Many activities are meaningful applications to mathematics being taught, such as playground design, arm spans, hand spans and joint angles/movement. A few tasks are less meaningful and authentic such as calculating chool supplies for fictional classroom and Dragon's Gold game.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3		Group work is evident for problem solving and inquiry tasks. Students must present solutions and ideas in math forums, A project-based learning unit called Playground Applications utilizes creative problem solving and collaboration skills. For example, students apply mathematics content in group work to design a new school playground. The unit is structured for groups to make playground layout and equipment decisions using mathematics in various ways, including researching costs and getting input through surveying. Students prepare a presentation of their group ideas through a showcase.
	C3. Materials are relevant to students' lives.	2	1	Materials include many connections to students' lives. Some examples include: baking (bread dough weight, eggs in cartons, fair shares, doubling and halving recipes, buying and measuring ingredients, feeding large groups in cafeteria), measurement (arm spans, joint



				<p>angles, animal wing spans, sports training and races, event planning (table decorating), planning/building (tree fort, playground, bulletin boards, art murals/paintings), classroom measurements, gardening), finances (earning money, sale prices, buying for inventory, buying tickets for an event, feeding animals). Recycling and population comparisons are also topics. Students engage in writing their own story problems. Some career connections are included such as statisticians and physical therapists.</p>
	<b>Column Totals</b>			
	<b>OVERALL SCORE</b>			52
				Average 17.3

<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	1		Multiple opportunities for students to express their learning are present in the materials. This includes pictorial representations, use of models, active learning through games and written activities. Program includes opportunities for student input with writing own number stories and surveying peers.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		3		More than 3 real-life connections are made within the materials. Explicit connections to culture and life experiences are not evident in the program materials.
<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		Author section shows 8 authors with many more contributors and 5+ editors. Authors' cultural backgrounds are not explicitly stated. Author associations note teaching and work experience from multiple states including Alaska, Oregon and Colorado.
<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	1		Activities do not include social justice topics, including issues of power, representation, or inequities. This does seem to limit stereotypes and bias. Yet, the limited contexts does not provide students with opportunities to see how mathematics is a living practice in which people of diverse backgrounds and cultures engage in. The limited contexts of fair shares with baking or playground design provides only a few opportunities for students to see mathematics as a tool to understand and critique the world. Students should have more opportunities especially in fourth grade to use mathematics to make comparisons and consider equity and fairness.

<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.	3			There are many opportunities for students to work cooperatively in pairs or groups. Activities include some topics related to student interests, such as art, sports, baking, etc. Opportunities included for students to write own number stories and survey peers.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3			Many tasks include student-led explorations. Tasks also include student generated data in which student sort and organize data.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	30			Average 10

The Math Learning Center – 5th Grade

Details:

<b>Company Name</b>	The Math Learning Center
<b>Instructional Material Title and Edition</b>	Bridges in Mathematics Second Edition
<b>Grade Level Course</b>	Grade 5
<b>Course Number Description</b>	N/A
<b>ISBN</b>	Multiple
<b>Grade Band</b>	Grade 5

Status: RECOMMENDED

Justification:

The Math Learning Center - Kindergarten 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, with a particular focus on inquiry and student voice. Materials invite students to engage in exploration tasks to build and construct knowledge about mathematical topics. Tasks ask students to sort/categorize knowledge, explain ideas and engage in reasoning.

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.	3			Materials target critical content areas for this grade level.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	3			Materials mostly align to grade level standards.  Formative and summative assessment tasks are included. Assessments include observations, written tasks and performance assessments. Guidance and support to collect, interpret and act on data is provided.
	A3. Materials include clear, actionable, scope and sequence, and instructional pathways.	3			Unit Introductions provide substantial background knowledge for teachers to understand instructional pathways. Concepts and student misconceptions, models used, teaching/management strategies, skills across grade levels and assessment opportunities throughout the unit are outlined.  Ideas and strategies for differentiation to support or challenge students are included in most lessons.
Depth	B1. Materials provide educators with tools to foster deep academic discussion.	3			Tasks include opportunities to discuss mathematical ideas as a whole-class, in small groups and with partners. Math Forums are a common practice within the program materials. Questions and sample student responses are included. Question DOK levels are not provided.
	B2. Materials help students think more critically about a topic.	3			Problems and Investigations such as Broken Rulers and Playground Designs include support student dialogue with asking questions, using academic vocabulary and creating representations to share thinking.  Tasks presented can be solved with more than one solution strategy, allowing students to discuss and compare multiple solutions presented by classmates. Limited opportunities for student self-reflection.

	B3. Materials spark student dialogue and support further exploration.	3			Whole group, small group and partner tasks are included. Small group and partner tasks are not limited to games. Group activities include problem solving tasks and inquiries (e.g. measurement, solve two ways, etc.) that encourage conversation between students. Academic vocabulary and strategies for multilingual learners are provided.
<b>Applicat ion</b>	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1		Many activities are meaningful applications to mathematics being taught.
	C2. Materials foster creative, collaborative problem-solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	3			Group work is evident for problem solving and inquiry tasks.
	C3. Materials are relevant to students' lives.	2	1		Materials include many connections to students' lives. Some examples include: baking (bread dough weight, eggs in cartons, fair shares, doubling and halving recipes, buying and measuring ingredients, feeding large groups in cafeteria), measurement (arm spans, joint angles, animal wing spans, sports training and races, event planning (table decorating), planning/building (tree fort, playground, bulletin boards, art murals/paintings), classroom measurements, gardening), finances (earning money, sale prices, buying for inventory, buying tickets for an event, feeding animals). Recycling and population comparisons are also topics. Students engage in writing their own story problems. Some career connections are included such as statisticians and physical therapists.
	<b>Column Totals</b>				
		<b>OVERALL SCORE</b>		52	Average 17.3

<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	1		Multiple opportunities for students to express their learning are present in the materials. This includes pictorial representations, use of models, active learning through games and written activities. Program includes opportunities for student input with writing own number stories and surveying peers.
<b>B. Connections</b>	B1. Materials provide more than three real-life connections made or represented by various cultures and life experiences.		3		More than 3 real-life connections are made within the materials. Explicit connections to culture and life experiences are not evident in the program materials.
<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		Author section shows 8 authors with many more contributors and 5+ editors. Authors' cultural backgrounds are not explicitly stated. Author associations note teaching and work experience from multiple states including Alaska, Oregon and Colorado.
<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	1		Activities do not include social justice topics, including issues of power, representation, or inequities. This does seem to limit stereotypes and bias. Yet, the limited contexts does not provide students with opportunities to see how mathematics is a living practice in which people of diverse backgrounds and cultures engage in. The limited contexts of fair shares with baking or playground design provides only a few opportunities for students to see mathematics as a tool to understand and critique the world. Students should have more opportunities especially in fourth grade to use mathematics to make comparisons and consider equity and fairness.

<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.	3			There are many opportunities for students to work cooperatively in pairs or groups. Activities include some topics related to student interests, such as art, sports, baking, etc. Opportunities included for students to write own number stories and survey peers.
	E2. Materials provide learning and tasks that are predominantly student-centered.	3			Many tasks include student-led explorations. Tasks also include student generated data in which student sort and organize data.
	<b>Column Totals</b>				
	<b>OVERALL SCORE</b>	30			Average 10



## Appendices

## **Appendix A: Math K-5 Reviewer Committee Profile**

### Reviewers By Organization

Carson City School District – 3 reviewers  
Clark County School District – 1 reviewer  
Doral Academy of Nevada (Las Vegas) – 1 reviewer  
Douglas County School District – 1 reviewer  
Lyon County School District – 2 reviewers  
Washoe County School District – 5 reviewers

## Appendix B: Summary of Committee-Level Review Process & Scoring

Instructional materials submitted by vendors were grouped in a shared drive to provide access to reviewers. The instructional materials that were submitted are grouped according to submission criteria. Each course was assigned multiple reviewers with varying areas of expertise. Reviewers were provided all physical materials and access to live (or recorded) presentations by vendors.

Reviewers evaluated materials based on two rubrics. Reviewers evaluated the course contents alignment with the Nevada Academic Content Standards (NVACS) for Math. They also examined content and related resources (in the digital platform) for the Social Justice Criteria.

Each reviewer completed rubrics for category one and category two. Three norming meetings were held to allow reviewers with the same Instructional Materials to discuss and norm scoring. An average of individual scores was calculated for each instructional material. This average is presented in this report. Individual comments were summarized for reporting.

The Approval for Recommendation is based on the average score for each category rubric.

- **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 category has 18 optional 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 category has 12 optional 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 with a minimum score of **14 points or more** AND **category 2** must have a score must be **9 points or more**. Failure to satisfy either or both of the categories results in the material being not recommended.