

Publisher: Pearson Education, Inc.

Title of Material: Pearson Algebra 1 Common Core Edition

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Reviewers: \_\_\_\_\_

Meets Content Standards Alignment: \_\_\_\_\_ Yes \_\_\_\_\_ No

Meets Literacy Standards Alignment: \_\_\_\_\_ Yes \_\_\_\_\_ No

Meets Material Analysis Evaluation: \_\_\_\_\_ Yes \_\_\_\_\_ No

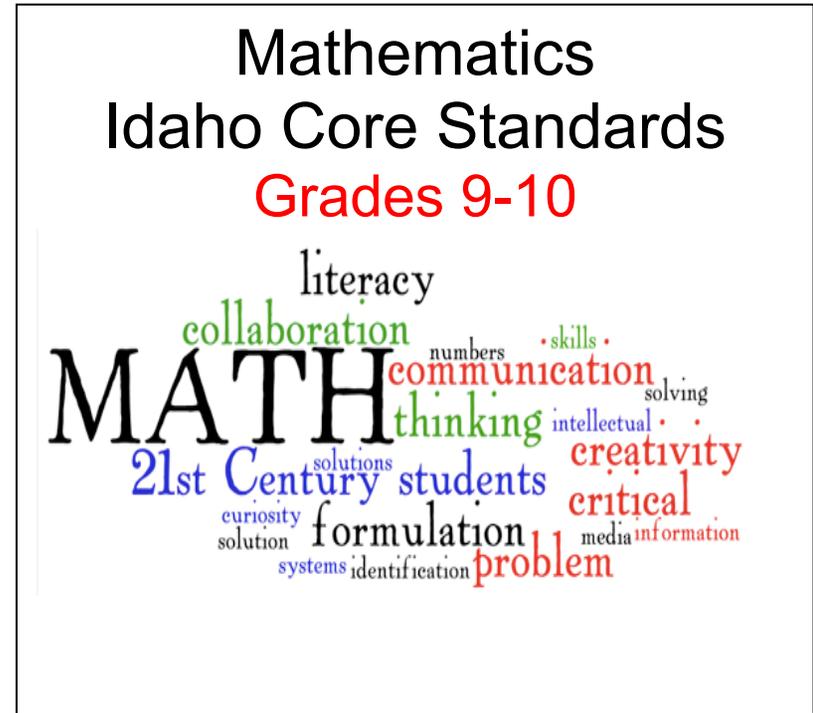
\_\_\_\_\_ **Recommended as a:** (See notes at the end of the evaluation.)

\_\_\_\_\_ **Core Program**      \_\_\_\_\_ **Component Program**

\_\_\_\_\_ **Intervention Program**      \_\_\_\_\_ **Supplemental/Resource**

\_\_\_\_\_ **NOT Recommended – Please explain** \_\_\_\_\_

(See additional notes page at end of the evaluation.)



<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p><b>NN1: Focus and Coherence- Materials must focus coherently on the Widely Applicable Prerequisites in a way that is consistent with the progressions in the Standards.</b></p>	<p>Focus and coherence are the two major evidence-based design principles of the Common Core State Standards for Mathematics (CCSSM, p. 3). Focus is necessary in order to fulfill the ambitious promise the states have made to their students by adopting the Standards: greater achievement at the college and career-ready level; greater depth of understanding of mathematics; and a rich classroom environment in which reasoning, sense-making, applications, and a range of mathematical practices flourish. In high school courses, narrowing and deepening the curriculum creates a structure that ties topics together. Thus, materials must focus coherently on the Widely Applicable Prerequisites in a way that is consistent with the progressions in the Standards.</p> <p><b>Required Materials:</b></p> <ul style="list-style-type: none"> <li>• Common Core State Standards for Mathematics (<a href="http://www.corestandards.org/wpcontent/uploads/Math_Standards.pdf">www.corestandards.org/wpcontent/uploads/Math_Standards.pdf</a>)</li> <li>• Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (<a href="http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf">http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf</a>)</li> <li>• Widely Applicable Prerequisites for College and Careers (<a href="http://achievethecore.org/prerequisites">http://achievethecore.org/prerequisites</a>)</li> <li>• From the materials being evaluated: teacher guides, student texts and workbooks</li> </ul>	<p><b>Rating this Criterion:</b></p> <p>Non-Negotiable 1 is rated as Meets or Does Not Meet. To rate Non-Negotiable 1, first rate Metrics 1A–1H. Each of these eight metrics must be rated as Meets in order for Non-Negotiable 1 to be rated as Meets. Rate each metric 1A–1H as Meets or Does Not Meet/Insufficient Evidence. If the evidence examined shows that the Criterion is met, then mark the Criterion as Meets. If the evidence examined shows that the Criterion is not met—or if there is insufficient evidence to make a determination—then mark the Criterion as Does Not Meet/Insufficient Evidence. Support all ratings with evidence.</p>
<p><b>Metric NN1A:</b></p> <p>In any single course, students spend at least 50% of their time on Widely Applicable Prerequisites.</p> <p><b>How to Find the Evidence:</b></p> <p>Familiarize yourself with the Widely Applicable Prerequisites. Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, lessons, homework assignments, and assessments. (Evaluate both student and teacher materials.) Consider time spent on the Widely Applicable Prerequisites and judge qualitatively whether students and teachers using the materials as designed will devote the majority of time to the Widely Applicable Prerequisites</p> <p>For context, read Criterion #1 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p><b>Evidence-</b></p> <p>Throughout the Algebra 1 text, students spend at least 50% of their time on Widely Applicable Prerequisites. See, for example the following Chapter Sections and Concept Bytes:</p> <p><b>SE/TE:</b> 1-1, 1-2, 1-7, 2-5, 2-6, 3-7, 4-5, 4-7, 5-3, 5-4, 5-5, 7-7, 7-8, 8-1, 8-2, 8-3, 8-5, 8-6, 8-7, 8-8, 9-3, 9-4, 9-5; Concept Bytes: 1-6, 2-6, 2-7, 4-4, 5-7, 7-2, 7-3, 7-4, 7-5, 9-3, 9-4, 9-5, 10-4, 10-5, 11-6, 11-7, 12-3</p>	<p>____ <b>Meets</b></p> <p>____ <b>Does Not Meet Insufficient Evidence</b></p>

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p><b>Metric NN1B:</b> Student work in Geometry involves significant work with applications/modeling and problems that use algebra skills.</p> <p><b>How to Find the Evidence:</b> Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, lessons, homework assignments, and assessments. (Evaluate both student and teacher materials.)</p> <p>NOTE: Since Geometry contains relatively fewer Widely Applicable Prerequisites, this Criterion is important to help foster students' college and career readiness. Problems that use algebra skills might include, for example, algebraic geometry problems in a coordinate setting, or problems of measurement involving unknown quantities.</p>	<p><b>Evidence-</b> Throughout the Algebra 1 course, students are expected to apply algebra skills to solve geometric measurement problems and exercises. Many problems also require application of modeling of geometry concepts.</p> <p><b>SE/TE:</b> 14 (#36), 15 (#60), 51 (#71, 72, 73), 92 (#54, 55), 92 (#54, 55), 99 (#61, 62, 63), 107 (#46), 111, 112 (#32), 113 (#46), 143 (#51), 149 (#23, 24), 150 (#40), 176 (#74), 187, 190 (#16), 192 (#55), 265 (#19, 20, 21), 304 (#26), 319 (#28), 327 (#59), 335 (#36), 375 (#25), 376 (#32), 404 (#32), 437 (#52), 444 (#70), 490 (#42), 496 (#42, 43), 502 (#29), 507 (#17, 18), 519, 532 (#30), 533 (#44), 563, 565 (#53, 54), 566 (#57), 571 (#26), 581 (#48), 600 (#35), 614-618, 625 (#77), 631 (#61, 63), 636 (#18), 637 (#39), 666, 667 (#29, 30), 676 (#64, 65), 682 (#49)</p>	<p>____ <b>Meets</b></p> <p>____ <b>Does Not Meet Insufficient Evidence</b></p>
<p><b>Metric NN1C:</b> There are problems at a level of sophistication appropriate to high school (beyond mere review of middle school topics) that involve the application of knowledge and skills from grades 6-8.</p> <p><b>How to Find the Evidence:</b> Evaluate lessons, chapter/unit assessments, and homework assignments.</p> <p>NOTE: Problems should include application of the following topics from grades 6-8:</p> <ul style="list-style-type: none"> <li>• Ratios and proportional relationships.</li> <li>• Percentage and unit conversions, e.g., in the context of complex measurement problems involving quantities with derived or compound units (such as mg/mL, kg/ m<sup>3</sup>, acre-feet, etc.).</li> <li>• Basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem.</li> <li>• Concepts and skills of geometric measurement e.g., when analyzing a diagram or schematic.</li> <li>• Concepts and skills of basic statistics and probability (see grades 6–8.SP)</li> <li>• Performing rational number arithmetic fluently.</li> </ul> <p>For context, read Table 1 on Page 8 of the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p><b>Evidence-</b> Throughout the Algebra 1 text, students apply the knowledge and skills from grades 6-8 at the sophistication level of high school (beyond) mathematics.</p> <p><b>SE/TE:</b> 12, 13 (#35), 35 (#56, 61, 63), 42 (#24-29), 43 (#51-57), 46-49, 51 (#75-80), 116-118, 119 (#25-30), 122-123 (Concept Byte), 124-126, 127 (#26-33), 130-133, 134 (#8-18), 137-140, 141 (#29, 30), 142 (#48, 49 50), 144-147, 148 (#18, 19), 149 (#20-24, 31-33), 234-236, 237 (#2-7), 239 (#19, 20), 242, 243 (#11-14), 246-247, 250 (#12), 253-256, 257 (#21, 22, 23), 259 (#40-41), 263-364, 265 (#16-21), 270, 272 (#22, 23, 28), 274-278, 279-280, 738-741, 742-744, 745 (Concept Byte), 746-749, 750-751, 762-765, 766-767, 768 (#56-61), 769-772, 773-774, 775 (Concept Byte), 776-779, 780-782, 783-784 (Concept Byte)</p>	<p>____ <b>Meets</b></p> <p>____ <b>Does Not Meet Insufficient Evidence</b></p>

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p><b>Metric NN1D:</b> Materials base courses on the content specified in the Standards.</p> <p><b>How to Find the Evidence:</b> Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, and lessons in both student and teacher materials.</p> <p>For context, read Criterion #3a in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p><b>Evidence-</b> The Pearson High School Mathematics Common Core lessons in the Algebra 1 text develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards and clusters. At the beginning of each chapter and section the Common Core State Standards are identified. Mathematical Practices and Pacing Guide are found in the Teacher materials at the beginning of each chapter. Mathematical Practices are also supported the exercises found at the end of each section. See, for example:</p> <p><b>SE/TE:</b> 2-3, 4, 14, 21, 43, 51, 57, 78-79, 81, 102, 162-163, 362-363, 364, 378</p> <p><b>TE:</b> 3A-3D, 79A-79D, 163A-163D, 336A-336D</p>	<p>___ <b>Meets</b></p> <p>___ <b>Does Not Meet</b> <b>Insufficient Evidence</b></p>
<p><b>Metric NN1E:</b> Materials give all students extensive work with course-level problems.</p> <p><b>How to Find the Evidence:</b> Evaluate both student and teacher materials.</p> <p>If the materials provide resources for differentiated learning, consider whether lower-performing students have opportunities to engage with course-level problems. Also consider whether higher-performing students are given opportunities to learn current course-level content in greater depth.</p> <p>For context, read Criterion #3b in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p><b>Evidence-</b> The Pearson High School Mathematics Common Core lessons in the Algebra 1 includes many opportunities for students to maintain fluency with rational number arithmetic. See, for example:</p> <p><b>SE/TE:</b> 10-13, 16-20, 23-25, 30-33, 38-41, 46-49, 53-55, 61-63, 81-84, 85, 89-90, 94-97</p> <p><b>TE:</b> 15A-15B, 22A-22B, 28A-28B, 36A-36B, 44A-44B, 52A-52B, 58A-58B, 66A-66B, 87A-87B, 93A-93B, 100A-100B</p>	<p>___ <b>Meets</b></p> <p>___ <b>Does Not Meet</b> <b>Insufficient Evidence</b></p>

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p><b>Metric NN1F:</b></p> <p>Materials relate course-level concepts explicitly to prior knowledge from earlier grades or courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.</p> <p><b>How to Find the Evidence:</b></p> <p>Evaluate student and teacher materials, looking for problems that involve extending the knowledge learned in earlier grades and courses. NOTE: An example of evaluating this Criterion might be to look at whether materials connect the equation of a circle with the distance formula and the Pythagorean theorem.</p> <p>For context, read Criterion #3c in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p><b>Evidence-</b></p> <p>Problem-solving exercises are embedded within each lesson and provide a wealth of opportunities for students to work with engaging applications related to major content work. See, for example:</p> <p><b>SE/TE:</b> 116-118, 121 (#43-44), 121 (Apply What You've Learned), 122-123 (Concept Byte), 124-126, 127 (#26-33), 128 (#42-50), 129 (#55-57), 130-133, 136 (#29, 30), 137-140, 143 (#52, 53), 144-147, 150 (#40, 41), 582-586, 588 (#45, 46), 589-591, 600 (#35), 614-616, 618 (#39-42), 626-628, 633-636, 638 (#51, 52), 645-648, 650 (#39-42), 738-741, 745 (Concept Byte), 746-749, 751 (Apply What You've Learned), 760 (Concept Byte), 775 (Concept Byte), 776-780, 782 (Apply What You've Learned), 783 (Concept Byte)</p> <p><b>TE:</b> 121A-121B, 129A-129B, 136A-136B, 143A-143B, 150A-150B, 158A-158B, 594A-594B, 601A-601B, 618A-618B, 631A-631B, 638A-638B, 651A-651B, 744A-744B, 751A-751B, 782A-782B</p>	<p><u>    </u> <b>Meets</b></p> <p><u>    </u> <b>Does Not Meet Insufficient Evidence</b></p>
<p><b>Metric NN1G:</b></p> <p>Materials include learning objectives that are visibly shaped by CCSSM cluster and domain headings.</p> <p><b>How to Find the Evidence:</b></p> <p>Select several clusters from the course being evaluated. Evaluate teacher and student materials in relation to these clusters.</p> <p>For context, read Criterion #4a in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p><b>Evidence-</b></p> <p>The Pearson High School Mathematics Common Core ©2015 program has been built to incorporate the Standards for Mathematical Practice in the overall instructional design. Students have multiple opportunities to engage in the use of the Standards for Mathematical Practice. For example, in the Solve It!, Concept Bytes and Pull It All Together, students not only make sense of the problem presented and persevere in finding a solution; they also construct arguments and critique the reasoning of their classmates. Students also propose models that can be used to solve the problem presented. Throughout the program, students are expected to use precise and accurate language and identify appropriate units. See, for example:</p> <p><b>SE/TE:</b> 37, 45, 59, 67, 80, 102, 122-123, 124, 171, 194, 234, 260-261, 282, 344-345, 352, 523, 529, 534, 559, 576, 602, 619, 626, 639, 713, 714, 762, 776</p>	<p><u>    </u> <b>Meets</b></p> <p><u>    </u> <b>Does Not Meet Insufficient Evidence</b></p>

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p><b>Metric NN1H:</b></p> <p>Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a category, or two or more categories, in cases where these connections are natural and important.</p> <p><b>How to Find the Evidence:</b></p> <p>In the course being evaluated, choose two or more clusters, two or more domains, or two or more categories for which connections are natural and important. Evaluate the units, chapters, and lessons that deal with the chosen topics, looking for problems and activities that serve to connect the chosen clusters or domains. NOTE: An example of evaluating this Criterion might be to look at whether materials include problems in which students analyze a situation by building a function, graphing it, and using it to create and solve an equation.</p> <p>For context, read Criterion #4b in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p><b>Evidence-</b></p> <p>Throughout the Algebra 1 course, problems and activities make connections that are natural and important. See, for example:</p> <p><b>SE/TE:</b> 109-111, 112 (#28-32), 116-118, 119 (#11-30), 121 (Apply What You've Learned), 122-123 (Concept Byte), 147, 149 (#20-22, 31-33), 254-255, 259 (Apply What You've Learned), 336-343, 344-345 (Concept Byte), 732-737, 746-750, 751 (Apply What You've Learned)</p>	<p>____ <b>Meets</b></p> <p>____ <b>Does Not Meet Insufficient Evidence</b></p>
<p>If all metrics 1A–1H were rated as Meets, then rate Non-Negotiable 1 as Meets. If one or more metrics were rated as Does Not Meet/Insufficient Evidence, then rate Non-Negotiable 1 as Does Not Meet. Check the final rating. Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.</p>		<p>____ <b>Meets</b></p> <p>____ <b>Does Not Meet</b></p>
<p><b>Comments: (Be Specific)</b></p>		

**Criterion- Adapted from Instructional Materials  
Evaluation Toolkit (IMET)**

**Evidence- Publisher/Provider: List units with specific examples of  
where standards are Introduced/Taught/Assessed.  
Include a narrative explanation. Be specific.**

**Rating: (Reviewer)**

**Strengths:**

**Weaknesses:**

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p><b>Alignment Criterion 1:</b>  <b>Rigor and Balance- Materials must reflect the balances in the Standards and help students meet the Standards’ rigorous expectations.</b></p>	<p>The Standards set expectations for attention to all three aspects of rigor: conceptual understanding, procedural skill and fluency, and applications. Thus, materials must reflect the balances in the Standards and help students meet the Standards’ rigorous expectations.</p> <ul style="list-style-type: none"> <li>• Common Core State Standards for Mathematics (<a href="http://corestandards.org/wp-content/uploads/Math_Standards.pdf">http://corestandards.org/wp-content/uploads/Math_Standards.pdf</a>)</li> <li>• Publishers’ Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (<a href="http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf">http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf</a>)</li> <li>• Widely Applicable Prerequisites for College and Careers (<a href="http://achievethecore.org/prerequisites">http://achievethecore.org/prerequisites</a>)</li> <li>• From the materials being evaluated: teacher guides, student texts and workbooks</li> <li>• Choose a cluster/Standard from the Widely Applicable Prerequisites that is aligned to each aspect of rigor and use it to evaluate these metrics. It is most helpful if the same clusters and Standards are chosen for all of the programs being evaluated. (Guidance in choosing clusters/Standards is included in “How to Find the Evidence” below.)</li> </ul>	<p><b>Rating this Criterion:</b>  Alignment Criterion 1 is rated as Meets or Does Not Meet.  To rate Alignment Criterion 1, first rate metrics 1A, 1B, and 1C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points). For each metric, guiding questions are provided to aid in gathering evidence.  Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 1 if the materials rate 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as rigor and balance, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.</p>
<p><b>AC Metric 1A:</b>  The materials support the development of students’ conceptual understanding of key mathematical concepts, especially where called for in specific content Standards or cluster headings.</p> <p><b>How to Find the Evidence:</b>  Select one or more cluster(s) or Standard(s) from the Widely Applicable Prerequisites that relate specifically to conceptual understanding to use throughout the questions associated with this metric.</p> <p>NOTE: Some examples of clusters or Standards that call for conceptual understanding include: N-RN.A.1, A-APR.B, A-REI.A.1, A-REI.D.10, A-REI.D.11, F-IF.A.1, F-LE.A.1, G-SRT.A.2, G-SRT.C.6, S-ID.C.7  For context, read Criterion #2a in the Publishers’ Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Is conceptual understanding attended to thoroughly where the Standards set explicit expectations for understanding or interpreting?</p> <p>Do the materials feature high-quality conceptual problems and conceptual discussion questions?</p> <p>Do the materials feature opportunities to identify correspondences across mathematical representations?</p>	<p>___ <b>Meets</b></p> <p>___ <b>Partially Meets</b></p> <p>___ <b>Does Not Meet</b></p>

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p>Is conceptual understanding attended to thoroughly where the Standards set explicit expectations for understanding or interpreting? Evaluate lessons, chapter/unit assessments and homework assignments, paying attention to work aligned to Standards that explicitly call for understanding or interpreting.</p>	<p><b>Evidence-</b>  The Pearson High School Mathematics Common Core ©2015 lessons in the Algebra 1 text develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards and clusters. A Common Core Cumulative Standards Review is found at the end of each chapter. The Standards for Mathematical Practice have incorporated in the overall instructional design. Mathematical Practices are also supported in the exercises found at the end of each section. See, for example:</p> <p><b>SE/TE:</b> 88-90, 92 (#52, 53), 94-97, 98 (#19, 20), 99 (#54, 57, 58), 100 (Apply What You've Learned), 102-105, 106 (#41), 108 (#49-55), 109-111, 112 (#10), 113 (#42), 114 (#48, 49), 115, 158-159, 228-229, 576-578, 580 (#45), 581 (#49), 633-636, 638 (#51, 52), 639-641, 643 (#53, 62), 658-659</p>	
<p>Do the materials feature high-quality conceptual problems and conceptual discussion questions? Evaluate lessons, chapter/unit assessments, and homework assignments.</p> <p>NOTE: Examples of conceptual problems might include such questions as "What is the maximum value of the function <math>f(t) = 5 - t^2</math>?" or "Is <math>\sqrt{2}</math> a polynomial?"</p> <p>How about <math>\frac{1}{2}(x + \sqrt{2}) + \frac{1}{2}(-x + \sqrt{2})</math>?"</p>	<p><b>Evidence-</b>  The Pearson High School Mathematics Common Core ©2015 lessons in the Algebra 1 text foster in-depth understanding in students by including conceptual discussion questions in the instructional pages and in the TE, and high-quality conceptual problems in the problem sets for each lesson and in the review and assessment materials. For example, in a problem introducing a lesson on Patterns, Equations, and Graphs, students are asked to generalize a pattern from the given information and then apply that formula to solve an extension problem. See, for example:</p> <p><b>SE/TE:</b> 61 (Solve It!), 65 (#30), 66 (#33), 240-242, 244 (#18), 251 (#22), 254-255, 259 (#40, 41), 260-261 (Concept Byte), 425 (Solve It!), 429 (#6), 430 (#37, 38), 433 (Solve It!), 437 (#52, 65), 439 (Solve It!), 444 (#68, 81), 445 (#87), 453 (Solve It!), 455, 458 (#43), 599 (#7)</p>	

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p>Do the materials feature opportunities to identify correspondences across mathematical representations? Evaluate lessons, chapter/unit assessments and homework assignments.</p> <p>NOTE: An example of evaluating this metric might include looking at whether materials support students in identifying correspondences among the expression that defines a function, the graph that shows the relationship, and the behavior of the phenomenon being modeled (if any).</p>	<p><b>Evidence-</b> The Pearson High School Mathematics Common Core ©2015 lessons in the Algebra 1 text provides students with several opportunities to analyze the same information using two or more different representations. For example, linear functions are represented with graphs, tables, and equations; with properties such as slope and intercepts; and with verbal descriptions of problem situations. Students are expected to be able to recognize linear functions presented in any of these forms, and to be able to convert between representations. See, for example:</p> <p><b>SE/TE:</b> 294-297, 298-299, 315-317, 318-320, 321, 322-325, 326-328, 357, 358-360, 460-463, 465 (#32), 479 (#23), 589-591, 593, 607 (#20), 614-616, 617-618, 645-648, 650-651, 657, 658-659</p>	
<p><b>AC Metric 1B:</b> The materials are designed so that students attain the fluencies and procedural skills required by the Standards.</p> <p><b>How to Find the Evidence:</b> Select one or more cluster(s) or Standard(s) from the Widely Applicable Prerequisites that relate specifically to fluency and procedural skill to use throughout the questions associated with this metric. NOTE: Some examples of Standards that call for procedural skill and fluency include: A-SSE.A.1b, A-SSE.2, A-APR.A.1, A-APR.C.6, F-BF.B.3, G-GPE.B.4, G-GPE.B.5, G-GPE.B.7, G-CO.A.1, G-SRT.B.5 For context, read Criterion #2b in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Is progress toward fluency and procedural skill interwoven with the student's developing conceptual understanding of the skills in question?</p> <p>Are purely procedural problems and exercises present that include cases in which opportunistic strategies are valuable and generic cases that require efficient and general procedures present?</p>	<p>___ <b>Meets</b></p> <p>___ <b>Partially Meets</b></p> <p>___ <b>Does Not Meet</b></p>
<p>Is progress toward fluency and procedural skill interwoven with the student's developing conceptual understanding of the skills in question? Evaluate lessons, chapter/unit assessments, daily routines, and homework assignments for evidence that the development of fluency and procedural skill is supported by conceptual understanding.</p>	<p><b>Evidence-</b> The Pearson High School Mathematics Common Core ©2015 lessons in the Algebra 1 text interweaves fluency and procedural skills as student's develop a conceptual understanding of key mathematical concepts. See, for example:</p> <p><b>SE/TE:</b> 511 (Concept Byte), 512-514, 515-517, 518-520, 520-522, 522 (Apply What You've Learned), 523-526, 526-528, 529-531, 531-533, 539, 543 (#19-24), 576-578, 580 (#34-42), 607</p>	

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p>Are purely procedural problems and exercises present that include cases in which opportunistic strategies are valuable and generic cases that require efficient and general procedures present? Evaluate lessons, chapter/unit assessments, daily routines, and homework assignments. NOTE: Problems in which opportunistic strategies are valuable might include such examples as solving <math>x^2 + 5 = 49 + 5</math> or <math>(3x - 2)^2 = 6x - 4</math>. Generic cases that require efficient and general procedures might include such problems as solving <math>c + 8 - c^2 = 3(c - 1)^2 - 5</math>.</p>	<p><b>Evidence-</b> Lessons in the Algebra 1 text offer problems and exercises that include opportunistic strategies and generic cases. See, for example:  <b>SE/TE:</b> 511 (Concept Byte), 5220-522, 522 (Apply What You've Learned), 526-528, 562, 564-565, 575, 577-578, 579-580, 607</p>	
<p><b>AC Metric 1C:</b> The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the Widely Applicable Prerequisites.</p> <p><b>How to Find the Evidence:</b> Select one or more cluster(s) or Standard(s) from the Widely Applicable Prerequisites that relate specifically to application to use throughout the questions associated with this metric. NOTE: Some examples of clusters or Standards that call for application include: N-Q.A, A-SSE.B.3, A-REI.D.11, F-IF.B, F-IF.C.7, F-BF.A.1, G-SRT.C.8, S-ID.A.2, S-IC.A.1 For context, read Criterion #2c in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Are there single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the course, afford opportunities for practice, and engage students in problem solving? Do the problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit?</p> <p>Do application problems particularly stress applying the Widely Applicable Prerequisites?</p> <p>Are there ample opportunities for students to engage with modeling problems? Do materials require students to use both individual parts of the modeling cycle as well as the full modeling cycle?</p>	<p>___ <b>Meets</b></p> <p>___ <b>Partially Meets</b></p> <p>___ <b>Does Not Meet</b></p>

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p>Are there single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the course, afford opportunities for practice, and engage students in problem solving? Do the problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit? Evaluate lessons, chapter/unit assessments, and homework assignments.</p>	<p><b>Evidence-</b> Each lesson exercises in the Algebra 1 program are structured to include single- and multi-step contextual problems, including non-routine problems that address the content Standards. See, for example:</p> <p><b>SE/TE:</b> 308-311, 312-314, 315-318, 318-320, 321 (#26), 322-325, 326-328, 346-348, 349-350, 351 (Concept Byte), 453-456, 457-459, 460-463, 465-466, 546-549, 550-552, 553-556, 567</p>	
<p>Do application problems particularly stress applying the Widely Applicable Prerequisites? Evaluate lessons, chapter/unit assessments, and homework assignments.</p>	<p><b>Evidence-</b> The problem sets for each lesson in the Algebra 1 text include Practice, Apply, and Challenge problems and exercises. Some of the Widely Applicable Prerequisites include standards from the Seeing Structure in Expressions domain of the Common Core Standards, including interpreting algebraic expressions in context, and writing equivalent forms of algebraic expressions to solve problems. Since students learn to write and solve linear equations in Chapter 2, they are asked in every subsequent chapter to apply those skills to new and more challenging problems. For example, in Chapter 6, students write explicit formulas for arithmetic sequences represented as real-life problem situations. See, for example:</p> <p><b>SE/TE:</b> 311, 312 (#34-35), 313 (#45, 47, 58), 314 (#62), 319 (#27-29), 321 (#26), 326 (#37, 38, 40), 327 (#58), 328, 349-350, 457 (#18, 19, 28, 29), 458 (#41, 42, 48), 464-466, 550 (#26, 27), 551 (#46), 552 (#49), 557 (#26, 27, 30, 31)</p>	

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p>Are there ample opportunities for students to engage with modeling problems? Do materials require students to use both individual parts of the modeling cycle as well as the full modeling cycle? Read the pages on High School—Modeling in the Standards for Mathematics (pp. 72 and 73). Evaluate lessons, chapter/unit assessments, and homework assignments.</p>	<p><b>Evidence-</b>  Algebra 1 students apply multiple parts of the modeling cycle in several exercises in every problem set in the textbook; in fact, algebra by definition requires modeling by representing quantities as variables and identifying their significance when solving a problem. Performance Tasks at the end of each chapter may require students to complete the entire modeling cycle for some problems. For example, one performance task for Chapter 4 requires students to work within the parameters of the problem to maximize the area enclosed by a picture frame, and to identify the width of the frame. See, for example:</p> <p><b>SE/TE:</b> 91-93, 106-107, 127-129, 141-143, 169-170, 221, 265-266, 279-280, 304-306, 324, 326-327, 357 (#15-16), 550-552, 557-558, 587, 589-594, 623-624, 643, 682, 710-712</p>	
<p>Materials must earn at least 5 of 6 points to meet this Alignment Criterion. If materials earn less than 5 points, the Criterion has not been met. Check the final rating. Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.</p>		<p>___ <b>Meets</b></p> <p>___ <b>Does Not Meet</b></p>
<p><b>Comments: (Be Specific)</b></p>		

**Criterion- Adapted from Instructional Materials  
Evaluation Toolkit (IMET)**

**Evidence- Publisher/Provider: List units with specific examples of  
where standards are Introduced/Taught/Assessed.  
Include a narrative explanation. Be specific.**

**Rating: (Reviewer)**

**Strengths:**

**Weaknesses:**

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<b>Alignment Criterion 2: Standards for Mathematical Practice- Materials must demonstrate authentic connections between content Standards and practice Standards.</b>	<p>The Standards require that designers of instructional materials connect the mathematical practices to mathematical content in instruction. Thus, materials must demonstrate authentic connections between content Standards and practice Standards.</p> <p><b>Required Materials:</b></p> <ul style="list-style-type: none"> <li>• Common Core State Standards for Mathematics (<a href="http://corestandards.org/wp-content/uploads/Math_Standards.pdf">http://corestandards.org/wp-content/uploads/Math_Standards.pdf</a>)</li> <li>• Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (<a href="http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf">http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf</a>)</li> <li>• Widely Applicable Prerequisites for College and Careers (<a href="http://achievethecore.org/prerequisites">http://achievethecore.org/prerequisites</a>)</li> <li>• From the materials being evaluated: teacher guides, student texts and workbooks</li> </ul>	<p><b>Rating this Criterion:</b></p> <p>Alignment Criterion 2 is rated as Meets or Does Not Meet.</p> <p>To rate Alignment Criterion 2, first rate metrics 2A, 2B, and 2C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points). For each metric, guiding questions are provided to aid in gathering evidence.</p> <p>Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 2 if the materials rate 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as mathematical practices, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.</p>

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p><b>AC Metric 2A:</b> Materials address the practice Standards in such a way as to enrich the Widely Applicable Prerequisites; practices strengthen the focus of the course instead of detracting from it, in both teacher and student materials.</p> <p><b>How to Find the Evidence:</b> Familiarize yourself with the Widely Applicable Prerequisites. Evaluate teacher and student materials for evidence that the mathematical practices support and connect to the focus of the course. NOTE: An example of evaluating this Criterion might include looking at whether materials use regularity in repeated reasoning to illuminate formal algebra as well as functions, particularly recursive definitions of functions. For context, read Criterion #6 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p><b>Evidence-</b> Each lesson maintains the same lesson structure, helping to preserve the focus, coherence and rigor of the standards. Further, the organization and sequencing of topics are intentionally structured to promote focus, coherence, and rigor. Students have multiple opportunities to engage in the use of the Standards for Mathematical Practice. For example, in the Solve It!, Concept Bytes and Pull It All Together, students not only make sense of the problem presented and persevere in finding a solution; they also construct arguments and critique the reasoning of their classmates. See, for example:</p> <p><b>SE/TE:</b> 79 (Common Core Performance Task), 80 (Concept Byte), 81 (Solve It!), 81-85, 86, 88 (Solve It!), 89-91, 92, 94 (Solve It!), 94-97, 100 (Apply What You've Learned), 101 (Concept Byte), 102 (Solve It!), 102-105, 107 (#42-43), 408 (#49), 115, 124 (Solve It!), 124-126, 128, 163 (Common Core Performance Task), 171 (Solve It!), 171-174, 176, 177 (Apply What You've Learned), 178 (Solve It!), 178-180, 182 (#49), 183 (#60-62), 184 (Concept Byte), 186 (Solve It!), 186-189, 191, 193 (#28), 200 (Solve It!), 200-204, 205 (#43, 49), 221 (Pull It All Together)</p> <p><b>TE:</b> 79A-79B, 81, 88, 94, 100, 102, 124, 163A-163B, 171, 178, 187, 200</p>	<p>___ <b>Meets</b></p> <p>___ <b>Partially Meets</b></p> <p>___ <b>Does Not Meet</b></p>
<p><b>AC Metric 2B:</b> Materials attend to the full meaning of each practice Standard.</p> <p><b>How to Find the Evidence:</b> For context, read Criterion #7 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Over the course of any given year of instruction, is each mathematical practice Standard meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice Standard?</p> <p>Are teacher-directed materials that explain the role of the practice Standards in the classroom and in students' mathematical development included? Are alignments to practice Standards accurate?</p>	<p>___ <b>Meets</b></p> <p>___ <b>Partially Meets</b></p> <p>___ <b>Does Not Meet</b></p>

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p>Over the course of any given year of instruction, is each mathematical practice Standard meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice Standard? Evaluate lessons, chapter/ unit assessments, and homework assignments for evidence of each mathematical practice being meaningfully present in instruction.</p>	<p><b>Evidence-</b>  The lesson structure in the Algebra 1 program clearly distinguishes between problems and exercises. The Guided Problem Solving phase consists of problems that provide the instructional focus for the lesson. The Practice and Problem Solving exercises of the lesson are designed to provide students with opportunities to apply concepts and skills presented in the Guided Problem Solving phase. See, for example:</p> <p><b>SE/TE:</b> 3 (Common Core Performance Task), 10 (Solve It!), 14 (#36, 43, 53, 54), 16 (Solve It!), 45 (Concept Byte), 46 (Solve It!), 49 (#6-8), 51 (#69, 70, 74, 81), 52 (Apply What You've Learned), 53 (Solve It!), 56 (#5, 6), 57 (#50, 51, 61, 62, 64), 58 (Apply What You've Learned), 59 (Concept Byte), 67 (Pull It All Together), 293 (Common Core Performance Task), 294, 297 (#5-7), 299 (#39, 40, 48), 300 (Apply What You've Learned), 329 (Concept Byte), 330 (Solve It!), 333 (#5, 6), 334 (#31, 32), 335 (#33, 34), 352 (Pull It All Together)</p> <p><b>TE:</b> 3 (Common Core Performance Task), 3A-3B, 10, 16, 45, 46, 50, 52, 53, 57, 58, 59, 67, 293A-293B, 294, 298, 300, 329, 330, 334, 352</p>	
<p>Are teacher-directed materials that explain the role of the practice Standards in the classroom and in students' mathematical development included? Are alignments to practice Standards accurate? Evaluate teacher materials, paying attention to explanations of the role of the practice Standards in the classroom and in students' mathematical development. Evaluate documents aligning lessons to practice Standards for accuracy. NOTE: Examples to look for when evaluating this metric might include the following: a highly scaffolded problem should not be aligned to MP.1; or a problem that directs a student to use a calculator should not be aligned to MP.5; or a problem about merely extending a pattern should not be aligned to MP.8.</p>	<p><b>Evidence-</b>  At the front of the Algebra 1 program, teacher-directed materials provides an overview of the instructional structure of each lesson. It also highlights the many opportunities each lesson presents to help students develop proficiency with the Standards for Mathematical Practice in the Common Core Standards. Practice standards are also identified at the beginning of each new chapter and section along with activities and problem exercises. See, for example:</p> <p><b>TE:</b> T32-T39, 79A-79B, 81, 86, 94, 98, 101, 121, 233A-233B, 234, 244, 245, 545, 545A-545B, 546, 550, 558, 573</p>	

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p><b>AC Metric 2C:</b> Materials support the Standards' emphasis on mathematical reasoning.</p> <p><b>How to Find the Evidence:</b> For context, read Criterion #8 in the Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013).</p>	<p>Do the materials support students in constructing viable arguments and critiquing the arguments of others concerning course-level mathematics that is detailed in the content Standards?</p> <p>Do the materials support students in producing not only answers and solutions, but also, in a course-appropriate way, arguments, explanations, diagrams, mathematical models, etc., especially in the Widely Applicable Prerequisites?</p> <p>Do materials explicitly attend to the specialized language of mathematics? Is the language of argument, problem solving, and mathematical explanations taught rather than assumed?</p>	<p>___ <b>Meets</b></p> <p>___ <b>Partially Meets</b></p> <p>___ <b>Does Not Meet</b></p>
<p>Do the materials support students in constructing viable arguments and critiquing the arguments of others concerning course-level mathematics that is detailed in the content Standards? Read Standard for Mathematical Practice 3. Evaluate teacher and student materials to ensure that students are given opportunities to reason with grade-level mathematics.</p>	<p><b>Evidence-</b> Throughout the program, students encounter different kinds of activities and exercises that require different outputs. Exercises and activities often ask students to produce arguments and explanations to support their solutions. Students are regularly expected to develop mathematical models to describe problem situations. See, for example:</p> <p><b>SE/TE:</b> 81 (Solve It!), 86 (#52), 188 (Solve It!), 92 (#53), 97 (#9), 99 (#56), 105 (#9), 107 (#43), 119 (#7), 120 (#36), 127 (#9), 128 (#51, 53), 135 (#27), 137 (Solve It!), 142 (#47), 148 (#6), 149 (#34, 37), 729 (#6, 7), 742 (#5)</p> <p><b>TE:</b> 81, 86, 92, 106, 120, 128, 134, 137, 149, 730, 742</p>	

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p>Do the materials support students in producing not only answers and solutions, but also, in a course-appropriate way, arguments, explanations, diagrams, mathematical models, etc., especially in the Widely Applicable Prerequisites? Familiarize yourself with the Widely Applicable Prerequisites. Evaluate teacher and student materials to understand the types of work students are expected to produce.</p>	<p><b>Evidence-</b> The Algebra 1 materials support the students by displaying complete solutions for example problems which require mathematical arguments or explanations of mathematical reasoning, and then requiring students to solve similar problems independently. Students are encouraged to use diagrams, equations, or other models, including algebraic expressions written in equivalent forms, as specified in the Widely Applicable Prerequisites. In some cases, problems are labeled with descriptors like Reasoning or Error Analysis, indicating that students will have to explain their thinking as part of the solving the problem.</p> <p><b>SE/TE:</b> 79 (Common Core Performance Task), 91 (#10), 92 (#53), 99 (#54), 100 (Apply What You've Learned), 119 (#8), 120 (#41), 124 (Solve It!), 127 (#9), 128 (#53), 130 (Solve It!), 136 (Apply What You've Learned), 149 (#35), 151 (Pull It All Together), 725 (Common Core Performance Task), 738 (Solve It!), 751 (Apply What You've Learned)</p> <p><b>TE:</b> 79, 92, 100, 120, 124, 136, 151, 725, 738, 751</p>	
<p>Do materials explicitly attend to the specialized language of mathematics? Is the language of argument, problem solving, and mathematical explanations taught rather than assumed? Evaluate teacher and student materials, paying attention to how mathematical language is taught. NOTE: An example of evaluating this Criterion might include looking at whether students are supported in: basing arguments on definitions; using the method of providing a counter example; or recognizing that examples alone do not establish a general statement.</p>	<p><b>Evidence-</b> The instructional pages of the Algebra 1 text explicitly attend to the specialized language of mathematics, clearly identifying, highlighting, and demonstrating the appropriate use of Lesson Vocabulary. The instructional pages of the lesson proceed to teach by example the appropriate mathematical language to use in an argument, in problem solving, and in writing mathematical reasoning or justifications. Then students are given an opportunity to practice using precise mathematical language in classroom discussions and written work, and in the problem sets for each subsequent lesson.</p> <p><b>SE/TE:</b> 85 (#5-9), 98 (#56), 105 (#9), 120 (#41), 133 (#5), 135 (#27, 28), 142 (#48), 726 (Solve It!), 732 (Solve It!), 735 (#5, 6), 736 (#30), 743 (#25, 26), 749 (#6), 750 (#20)</p> <p><b>TE:</b> 86, 105, 134, 726, 732, 736, 743, 750</p>	



<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p><b>Alignment Criterion 3:</b>  <b>Access to the Standards for All Students- Materials must provide supports for English Language Learners and other special populations.</b></p>	<p>Because Standards are for all students, alignment requires thoughtful support to ensure all students are able to meet the Standards. Thus, aligned materials must provide supports for English Language Learners and other special populations.</p> <p><b>Required Materials:</b></p> <ul style="list-style-type: none"> <li>• Common Core State Standards for Mathematics (<a href="http://corestandards.org/wp-content/uploads/Math_Standards.pdf">http:// corestandards.org/wp-content/uploads/Math_Standards.pdf</a>)</li> <li>• Publishers' Criteria for the Common Core State Standards for Mathematics, High School (Spring 2013) (<a href="http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf">http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_HS_Spring_2013_FINAL1.pdf</a>)</li> <li>• From the materials being evaluated: teacher guides, student texts and workbooks</li> </ul>	<p><b>Rating this Criterion:</b>            Alignment Criterion 3 is rated as Meets or Does Not Meet.            To rate Alignment Criterion 3, first rate metrics 3A, 3B, and 3C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).            Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 3 if the materials rate 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as support for special population, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.</p>
<p><b>AC Metric 3A:</b>            Support for English Language Learners and other special populations is thoughtful and helps those students meet the same Standards as all other students. The language in which problems are posed is carefully considered.</p> <p><b>How to Find the Evidence:</b>            Evaluate teacher and student materials, paying attention to supports offered for special populations.</p>	<p><b>Evidence-</b>            One of the foundational design principles of the program is visual learning, which has led to a highly visual design of the program. This visual focus is particularly helpful to English Language Learners as they look to understand the language of the problem. Additional support for ELLs includes ELL Support, Additional Vocabulary Support and Re-teaching activities for each lesson. The lesson exercises are also structured intentionally to provide individual students with ability-appropriate practice. See, for example:</p> <p><b>SE/TE:</b> 13-15, 16-18, 23-25, 161, 164-167, 171-173, 231, 237-238</p> <p><b>TE:</b> 9A-9B, 15A-15B, 22A-22B, 28A-28B, 161, 170A-170B, 177A-177B, 231, 239A-239B, 245A-245B, 248</p>	<p>____ <b>Meets</b></p> <p>____ <b>Partially Meets</b></p> <p>____ <b>Does Not Meet</b></p>

<b>Criterion- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Publisher/Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation. Be specific.</b>	<b>Rating: (Reviewer)</b>
<p><b>AC Metric 3B:</b> Materials provide appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrate their mathematical understanding independently.</p> <p><b>How to Find the Evidence:</b> Evaluate teacher and student materials, paying attention to whether materials provide differentiation that will lead all learners to engage with on-grade-level content.</p>	<p><b>Evidence-</b> Each lesson in the Algebra 1 TE provides the teacher with suggestions for guiding Interactive Learning, giving the teacher an opportunity to conduct ongoing formative assessment to evaluate students' individual learning needs. Scaffolding is supported as each lesson builds upon the previous ones in each chapter and in the text as a whole. Differentiation, intervention, and support for a broad range of learners is facilitated with Lesson Resources in the TE which include Intervention through Reteaching and English Language Learner Support; Practice and Problem Solving for students who are on-level; and Enrichment, Activities, Games, and Puzzles for students requiring more challenge. See, for example:</p> <p><b>SE/TE:</b> 4-6, 16-19, 26-28, 164-167, 171-173, 234-236, 240-243, 245</p> <p><b>TE:</b> 3C, 9A-9B, 15A-15B, 16-21, 23-25, 28A-28B, 163C, 164-167, 171-175, 233C, 239A-239B, 245A-245B, 248</p>	<p>___ <b>Meets</b></p> <p>___ <b>Partially Meets</b></p> <p>___ <b>Does Not Meet</b></p>
<p><b>AC Metric 3C:</b> Design of lessons recommends and facilitates a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).</p> <p><b>How to Find the Evidence:</b> Evaluate teacher materials, noting instructional approaches suggested for whole class and differentiated lessons and activities.</p>	<p><b>Evidence-</b> To facilitate differentiated instruction, even for on-level learners, the Algebra 1 text provides multiple instructional approaches for the material being taught in a particular lesson. For example, to teach students how to solve multi-step inequalities, the main lesson is preceded by a Concept Byte activity which consists of modeling inequalities with algebra tiles. Another Concept Byte extends properties of equality to include properties of inequality. In the primary lesson, inequalities are represented with algebraic sentences and also with verbal application problems. Guided instruction described in the TE margins provides a range of questions and other means for checking student understanding. Many lessons include suggestions for cooperative learning activities, as well. See, for example:</p> <p><b>TE:</b> 4-7, 9A-9B, 10-13, 15A-15B, 16-21, 22A-22B, 28A-28B, 161, 162, 163A-163B, 164-167, 170A-170B, 171-175, 177A-177B, 231, 233A-233B, 236-237, 239A-239B, 242, 245A-245B, 248</p>	<p>___ <b>Meets</b></p> <p>___ <b>Partially Meets</b></p> <p>___ <b>Does Not Meet</b></p>



Indicators of Quality- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Include a narrative explanation. Be specific.	Rating:
<p>1. Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.</p>	<p><b>Evidence-</b> The lesson structure clearly distinguishes between problems and exercises. The Guided Problem Solving phase consists of problems that provide the instructional focus for the lesson. The Practice and Problem Solving exercises of the lesson are designed to provide students with opportunities to apply concepts and skills presented in the Guided Problem Solving phase. See, for example:</p> <p><b>SE/TE:</b> 418-421, 425-429, 433-436, 439-442, 448-450, 453-456, 460-463, 467-469</p>	<p>_____ <b>Yes</b></p> <p>_____ <b>No</b></p>
<p>2. The underlying design of the materials includes both problems and exercises. (In solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery.) Each problem or exercise has a purpose. NOTE: This Criterion does not require that the problems and exercises be labeled as such.</p>	<p><b>Evidence-</b> Throughout the Algebra 1 program, students are asked to explain their solutions and the thinking that led them to these solutions. Students present solution strategies, defend them, and draw comparisons to other strategies by utilizing interactive presentation tools. Solve It! activities always ask students to justify their conclusions or explain their reasoning. Error Analysis and Reasoning exercises ask students to argue for or against a statement. See, for example:</p> <p><b>SE/TE:</b> 417 (Common Core Performance Task), 421-423, 424, 429-431, 432, 436-438, 442-445, 447, 450-452, 453-459, 463-466, 470-472, 473 (Pull It All Together)</p>	<p>_____ <b>Yes</b></p> <p>_____ <b>No</b></p>

<b>Indicators of Quality- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Include a narrative explanation. Be specific.</b>	<b>Rating:</b>
3. Design of assignments is not haphazard: exercises are given in intentional sequences in order to strengthen students' mathematical understanding.	<p><b>Evidence-</b> The sequencing of lessons and topics is based on the careful planning and expert advice of the Pearson High School Mathematics Common Core ©2015 authors. The exercises for these lessons are also structured intentionally to provide individual students with ability-appropriate practice. See, for example:</p> <p><b>SE/TE:</b> 421-423, 424, 429-431, 432, 436-438, 442-445, 446, 450-452, 453-459, 463-466, 470-472</p>	<p>_____ <b>Yes</b></p> <p>_____ <b>No</b></p>
4. There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	<p><b>Evidence-</b> Each chapter includes two pages of Math Background that explains the mathematics of the chapter. At the lesson level, the Preparing to Teach feature situates the mathematics content within a progression of learning. See, for example:</p> <p><b>TE:</b> 417A-417B, 417C-417D, 418-421, 423A-423B, 425-429, 431A-431B, 438, 438A-438B, 445A-445B, 452A-452B, 459A-459B, 466A-466B, 472A-472B</p>	<p>_____ <b>Yes</b></p> <p>_____ <b>No</b></p>
5. Manipulatives suggested in the materials are faithful representations of the mathematical objects they represent and are connected to written methods.	<p><b>Evidence-</b> The program has a suite of 5 digital math tools that students can use to solve problems. These include a graphing utility, number line tool, and algebra tiles. See, for example:</p> <p><b>SE/TE:</b> 59, 60, 80, 101, 185, 260-261, 307, 327 (#45-50), 370, 371, 458 (#49), 497, 511, 576, 775</p>	<p>_____ <b>Yes</b></p> <p>_____ <b>No</b></p>
6. Materials include a variety of curriculum-embedded assessments. Examples include pre-, formative, summative, and self-assessment resources.	<p><b>Evidence-</b> Throughout the Algebra 1 chapters and lessons there are a variety of curriculum embedded assessments. See, for example:</p> <p><b>SE/TE:</b> 483 (Get Ready), 491 (Apply What You've Learned), 496 (Standardized Test Prep), 503 (Apply What You've Learned), 509 (Standardized Test Prep), 510 (Mid-Chapter Quiz), 517 (Standardized Test Prep), 522 (Apply What You've Learned), 528 (Standardized Test Prep), 533 (Standardized Test Prep), 534 (Pull It All Together), 535-538 (Chapter Review), 539 (Chapter Test), 540-542 (Common Core Cumulative Standards Review)</p>	<p>_____ <b>Yes</b></p> <p>_____ <b>No</b></p>

Indicators of Quality- Adapted from Instructional Materials Evaluation Toolkit (IMET)	Evidence- Include a narrative explanation. Be specific.	Rating:
7. Assessments contain aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance.	<p><b>Evidence-</b> Throughout the Algebra 1 text, teachers are provided with answer keys the provide guidance for interpreting student performance. See, for example:</p> <p><b>SE/TE:</b> 231 (Get Ready), 239 (Standardized Test Prep), 245 (Apply What You've Learned), 252 (Mid-Chapter Quiz), 259 (Apply What You've Learned), 267 (Standardized Test Prep), 273 (Standardized Test Prep), 281 (Apply What You've Learned), 282 (Pull It All Together), 283-286 (Chapter Review), 287 (Chapter Test), 288 (Common Core Cumulative Standards Review)</p> <p><b>TE:</b> 300A (Lesson Quiz), 300B (Standardized Test Prep), 306A (Lesson Quiz), 306B (Standardized Test Prep), 314A (Lesson Quiz), 314B (Standardized Test Prep), 320A (Lesson Quiz), 320B (Standardized Test Prep)</p>	<p>_____ <b>Yes</b></p> <p>_____ <b>No</b></p>
8. Materials assess student proficiency using methods that are accessible and unbiased, including the use of course-level language in student prompts.	<p><b>Evidence-</b> Assessment materials in the Algebra 1 program assess student proficiency using methods that are accessible and unbiased, including the use of course-level language in student prompts. See, for example:</p> <p><b>SE/TE:</b> 483 (Get Ready), 491 (Apply What You've Learned), 496 (Standardized Test Prep), 503 (Apply What You've Learned), 509 (Standardized Test Prep), 510 (Mid-Chapter Quiz), 517 (Standardized Test Prep), 522 (Apply What You've Learned), 528 (Standardized Test Prep), 533 (Standardized Test Prep), 534 (Pull It All Together), 535-538 (Chapter Review), 539 (Chapter Test), 540-542 (Common Core Cumulative Standards Review)</p> <p><b>TE:</b> 491B (Standardized Test Prep), 496B (Standardized Test Prep), 503B (Standardized Test Prep), 509B (Standardized Test Prep), 517B (Standardized Test Prep), 522B (Standardized Test Prep), 528B (Standardized Test Prep), 533B (Standardized Test Prep)</p>	<p>_____ <b>Yes</b></p> <p>_____ <b>No</b></p>

<b>Indicators of Quality- Adapted from Instructional Materials Evaluation Toolkit (IMET)</b>	<b>Evidence- Include a narrative explanation. Be specific.</b>	<b>Rating:</b>
9. Materials are carefully evaluated by qualified individuals, whose names are listed, in an effort to ensure freedom from mathematical errors and course-level appropriateness.	<p><b>Evidence-</b> Among the High School Mathematics authorship team are well-respected members of the mathematics education community and active participants in the NCTM and NCSM community: Randall Charles, a well-known and well-respected author of many mathematics programs and professional development books, is the lead author on the program. The reviewers, listed in the front matter of each course, include well-respected mathematicians and mathematics curriculum developers and district supervisors.</p>	<p>_____ <b>Yes</b></p> <p>_____ <b>No</b></p>
10. The visual design supports students in engaging thoughtfully with the subject. Navigation through the text is clear.	<p><b>Evidence-</b> The visual design helps students to focus on the mathematics of the lesson. The design is engaging and interactive while free from distracting colors or images. The use of avatars in specific locations throughout the courses also helps to engage students. See, for example:</p> <p><b>SE/TE:</b> 164, 167, 171, 178, 186, 187, 194, 196, 200, 207, 234, 238, 240, 244, 246, 253, 255, 262, 263, 268, 274, 277</p>	<p>_____ <b>Yes</b></p> <p>_____ <b>No</b></p>

The IMET was developed by Student Achievement Partners. Educators may use or adapt.

## Adapted from Instructional Materials Evaluation Toolkit (IMET)

**Standards Alignment Evaluation Rubric**

**0 = No Alignment– Not Evident:** ELA/Literacy content as described in the Standards is **not evident**.

**.5 = Partial Alignment- Partially Evident:** ELA/Literacy content as described in the Standards is **partially evident** and there are few gaps.

**1 = High Alignment – Clearly Evident:** ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

**N/A** = Not applicable for standard.

**CCSS ELA/Literacy in Science & Technical Subjects Grade 9-10**

ANCHOR STANDARD: Key Ideas and Details Grade 9-10	Objectives	Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer )
<p><b>CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>RST.9-10.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>Throughout the Algebra 1 text, application exercises focus on science and technology. See, for example:  <b>SE/TE:</b> 35 (#56, 61, 63), 66 (#34), 113 (#44, 47), 122-123 (Concept Byte), 128 (#54), 205 (#42, 48, 50), 206 (#51, 52), 305 (#34, 35), 312 (#35)</p>	
<p><b>CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>RST.9-10.2</b> Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>Each new chapter focuses on the students developing answers to the Essential Questions. Throughout the lessons students learn the concepts and skills in order to answer these questions. See, for example:  <b>SE/TE:</b> 233, 234-236, 240-242, 245, 246-249, 253-256, 259, 260-261, 262-264, 268-270, 274-278, 281, 282  <b>TE:</b> 232, 283</p>	

<p><b>CCRA.R.3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><b>RST.9-10.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p>Multistep performance tasks are addressed throughout the Algebra 1 text. See, for example:</p> <p><b>SE/TE:</b> 14 (#43, 54), 27 (#37, 47), 57 (#62), 65 (#30), 92 (#53), 97 (#6-8), 100 (#68), 107 (#42, 48), 114 (#49, 50), 150 (#41), 176 (#68, 73), 191 (#49, 52), 212 (#69), 306 (#43, 47)</p>	
<p><b>ANCHOR STANDARD: Craft and Structure Grade 9-10</b></p>	<p><b>Objectives</b></p>	<p><b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b></p>	<p><b>Point Value 0/.5/1 (Reviewer )</b></p>
<p><b>CCRA.R.4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning or tone.</p>	<p><b>RST.9-10.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>	<p>Key math terms are highlighted throughout the text. Additionally, lessons include Take Note boxes that summarize key concepts and terms. Symbols, key terms, and other domain-specific words and phrases are used in a specific scientific or technical context. See, for example:</p> <p><b>SE/TE:</b> 16-17, 113 (#44, 47), 116-117, 121 (Apply What You've Learned), 122-123 (Concept Byte), 175 (#42), 191 (#47), 205 (#42, 48), 206 (#51, 52), 212 (#62), 319 (#29), 320 (#32)</p>	
<p><b>CCRA.5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><b>RST.9-10.5</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p>	<p>Symbols, key terms, and other domain-specific words and phrases are used throughout the activities and exercises. See, for example:</p> <p><b>SE/TE:</b> 10-11, 13 (#7), 18, 23-24, 31-32, 39-41, 45 (Concept Byte), 46-49, 51 (#68), 81, 83, 85 (#5-8), 91 (#6-9), 97 (#6-8), 125, 127 (#6-8), 184 (Concept Byte)</p>	

<p><b>CCRA.R.6</b> Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>RST.9-10.6</b>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p>Each lesson maintains the same lesson structure, helping to preserve the focus, coherence and rigor of the standards. Essential Understandings are identified followed by highlighted key terms and “Take Note” boxes with the concepts being studied. Several example problems with “Got It” practice problems address each new concept. See, for example:</p> <p><b>SE/TE:</b> 81-84, 88-90, 94-97, 102-105, 116-118, 124-126, 130-133, 137-140</p>	
<p><b>ANCHOR STANDARD: Integration of Knowledge and Ideas</b></p> <p><b>Grade 9-10</b></p>	<p><b>Objectives</b></p>	<p><b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.</b></p> <p><b>Include a narrative explanation.</b></p>	<p><b>Point Value</b></p> <p><b>0/.5/1</b></p> <p><b>(Reviewer)</b></p>
<p><b>CCRA.R.7</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p><b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	<p>Quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words can be found throughout the Algebra 1 text. See, for example:</p> <p><b>SE/TE:</b> 4-5, 7 (#1-6, 9-24), 9 (Apply What You’ve Learned), 12, 13 (#34, 35), 34 (#42), 51 (#68), 54, 56 (#25-28), 57 (#63), 59 (Concept Byte), 64 (#17-20), 85 (#50-51), 86 (#70)</p>	
<p><b>CCRA.R.8</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><b>RST.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p>	<p>Throughout the algebra 1 text activities and exercises address the areas of science and technology. See, for example:</p> <p><b>SE/TE:</b> 205 (#42, 48, 50), 212 (#62, 75), 303 (#3), 305 (#35), 306 (#43), 319 (#29), 390 (#10), 391 (#23), 444 (#79), 445 (#93), 451 (#36), 452 (#54), 457 (#29), 466 (#40), 551 (#46), 565 (#50), 618 (#39)</p>	

<p><b>CCRA.R.9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><b>RST.9-10.9</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p>Please see Algebra 2 Concept Byte 11-3 (pp. 694-695): In Activity 1 on p. 694, students perform an experiment by rolling two number cubes and finding their sum. They compare the experimental probability of obtaining each sum with the theoretical probability of the sum, and based on their results make a conjecture about whether the number cubes are fair.</p>	
<p><b>ANCHOR STANDARD: Range of Reading and Level of Text</b></p> <p><b>Grade 9-10</b></p>	<p><b>Objectives</b></p>	<p><b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.</b></p> <p><b>Include a narrative explanation.</b></p>	<p><b>Point Value</b></p> <p><b>0/.5/1</b></p> <p><b>(Reviewer)</b></p>
<p><b>CCRA.R.10</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>RST.9-10.10</b> By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>There are many applications in Algebra 1 that require students to solve problems involving scientific or technical contexts. Here are some examples:</p> <p>p. 365 Problem 2 (Biology)</p> <p>p. 422 Ex. 46 (Population Growth)</p> <p>p. 463 Problem 3 (Physics)</p> <p>p. 466 Ex. 40 (Medicine)</p>	
<p><b>* #3 Note:</b> Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. *</p>			

<p style="text-align: center;"><b>ANCHOR STANDARD: Text Types and Purposes</b></p> <p style="text-align: center;"><b>Grade 9-10</b></p>	<p style="text-align: center;"><b>Objectives</b></p>	<p style="text-align: center;"><b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b></p>	<p style="text-align: center;"><b>Point Value</b> 0/.5/1 <b>(Reviewer )</b></p>
<p><b>CCRA.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p><b>WHST.9-10.1</b> Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>Students have an opportunity to write arguments focused on discipline-specific content as they solve Open-Ended, Think About a Plan, Compare and Contrast, Writing, and Reasoning problems in the exercise sets. See, for example:</p> <p><b>SE/TE:</b> 86 (#52), 91 (#10), 92 (#52, 53, 56), 99 (#57, 58), 105 (#9), 107 (#42), 112 (#10), 113 (#42), 119 (#7), 120 (#34, 41), 127 (#9), 128 (#53), 135 (#27), 142 (#45, 48), 149 (#36)</p>	

<p><b>CCRA.W.2</b> Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Students are provided with opportunities to write informative/explanatory texts, including descriptions of algebraic processes, on a daily basis in Open-Ended, Think About a Plan, Compare and Contrast, Writing, and Reasoning problems in the exercise sets. See, for example:</p> <p><b>SE/TE:</b> 86 (#52), 91 (#10), 92 (#52, 53, 56), 99 (#57, 58), 105 (#9), 107 (#42), 112 (#10), 113 (#42), 119 (#7), 120 (#34, 41), 127 (#9), 128 (#53), 135 (#27), 142 (#45, 48), 149 (#36)</p>	
<p><b>CCRA.W.3</b> Write narratives to develop real or imagined experiences of events using effective technique, well, chosen details and well-structured event sequences.</p>	<p><b>WHST.9-10.3</b> (See note; not applicable as a separate requirement)</p>		

<b>ANCHOR STANDARD: Production and Distribution of Writing Grade 9-10</b>	<b>Objectives</b>	<b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer )</b>
<p><b>CCRA.W.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Students are provided with opportunities to produce clear and coherent writing in mathematics on a daily basis in Open-Ended, Think About a Plan, Compare and Contrast, Writing, and Reasoning problems in the exercise sets. See, for example:</p> <p><b>SE/TE:</b> 176 (#68, 73), 182 (#49), 190-191 (#44, 46), 199 (#50), 205 (#43), 212 (#67, 69), 219 (#36, 37, 39), 238-239 (#18, 20), 244 (#15, 16, 18), 250-251 (#17, 19, 21, 22), 258 (#33, 38), 266 (#23, 26), 272-273 (#27, 28, 35), 280 (#64, 68, 71), 299 (#39, 48)</p>	
<p><b>CCRA.W.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>WHST.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Students are provided with opportunities to develop and strengthen writing in mathematics on a daily basis in Open-Ended, Think About a Plan, Compare and Contrast, Writing, and Reasoning problems in the exercise sets. See, for example:</p> <p><b>SE/TE:</b> 305 (#34, 36-41), 313 (#45-47, 57), 319 (#27, 28), 321 (#23, 25), 326-327 (#39-44), 334-335, (#31-33), 342-343 (#17, 19, 20, 22), 349-350 (#30, 31, 35), 368-369 (#31-33, 41), 376-377 (#37-38, 40-41), 382-383 (#27-29, 38), 391-392 (#18-21, 25), 398 (#35, 37, 38), 404 (#28-30), 414 (#28)</p>	

<p><b>CCRA.W.6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p><b>WHST.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Performance tasks, Common Core Performance Tasks, Apply What You've Learned and Pull It All Together found in every chapter require students to analyze, reflect, and solve extended problems. For example, one performance task requires students to create and analyze graphs and charts. Students have access to Pearson MathXL School which enables them to submit their written work to a class site so that their work can be shared with their teacher and classmates. See, for example:</p> <p><b>SE/TE:</b> 293, 300, 307, 320, 344-345, 351, 352, 363, 370, 377, 405, 406, 407</p>	
<p><b>ANCHOR STANDARD: Research to Build and Present Knowledge</b></p> <p><b>Grade 9-10</b></p>	<p><b>Objectives</b></p>	<p><b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.</b></p> <p><b>Include a narrative explanation.</b></p>	<p><b>Point Value</b></p> <p><b>0/.5/1</b></p> <p><b>(Reviewer )</b></p>
<p><b>CCRA.W.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p><b>WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Common Core Performance Tasks, Apply What You've Learned activities, and Pull It All Together Performance Tasks found in every chapter require students to analyze, reflect, and solve extended problems. One Challenge problem asks students to select a sample population to represent the student body, to conduct a survey about pet ownership, and to display their findings. An Enrichment activity asks students to conduct a probability experiment to explore unbiased results and coin flipping. See, for example:</p> <p><b>SE/TE:</b> 3, 79, 163, 233, 293, 363, 417, 485, 545, 613, 663, 725, 759</p>	

<p><b>CCRA.W.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p><b>WHST.9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Common Core Performance Tasks, Apply What You've Learned activities, and Pull It All Together Performance Tasks found in every chapter require students to analyze, reflect, and solve extended problems. One Challenge problem asks students to select a sample population to represent the student body, to conduct a survey about pet ownership, and to display their findings. An Enrichment activity asks students to conduct a probability experiment to explore unbiased results and coin flipping. See, for example:</p> <p>SE/TE: 3, 79, 163, 233, 293, 363, 417, 485, 545, 613, 663, 725, 759</p>	
<p><b>CCRA.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>WHST.9-10.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Common Core Performance Tasks, Apply What You've Learned activities, and Pull It All Together Performance Tasks found in every chapter require students to analyze, reflect, and solve extended problems. One Challenge problem asks students to select a sample population to represent the student body, to conduct a survey about pet ownership, and to display their findings. An Enrichment activity asks students to conduct a probability experiment to explore unbiased results and coin flipping. See, for example:</p> <p>SE/TE: 3, 79, 163, 233, 293, 363, 417, 485, 545, 613, 663, 725, 759</p>	

<p><b>ANCHOR STANDARD: Range of Writing</b></p> <p><b>Grade 9-10</b></p>	<p><b>Objectives</b></p>	<p><b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed.</b></p> <p><b>Include a narrative explanation.</b></p>	<p><b>Point Value</b></p> <p><b>0/.5/1</b></p> <p><b>(Reviewer )</b></p>
<p><b>CCRA.W.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>WHST.9-10.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Students have an opportunity to write arguments focused on discipline-specific content as they solve Open-Ended, Think About a Plan, Compare and Contrast, Writing, and Reasoning problems in the exercise sets. See, for example:</p> <p><b>SE/TE:</b> 86 (#52), 91 (#10), 92 (#52, 53, 56), 99 (#57, 58), 105 (#9), 107 (#42), 112 (#10), 113 (#42), 119 (#7), 120 (#34, 41), 127 (#9), 128 (#53), 135 (#27), 142 (#45, 48), 149 (#36)</p>	



Please double check the material's alignment to standards.

Alignment to Idaho Content Standards: \_\_\_\_\_% correlation

\*\*If the material aligns to the Idaho Content Standards with at least an 80%, move on to: **Material Analysis**. If the material has less than an 80% alignment, please notify your team leader.

Material Analysis:

<p style="text-align: center;"><b>Student Focus</b></p>	<p style="text-align: center;"><b>Comments/Examples (Publisher and Reviewer)</b></p>	<p style="text-align: center;"><b>Point Value (Reviewer)</b></p> <p>0 = Not Evident .5 = Partially Evident 1 = Clearly Evident <b>N/A</b> = Not applicable for standard.</p>
<p>1. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student's independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p>	<p>The Pearson High School Mathematics Common Core ©2015 lessons in the Algebra 1 text develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards and clusters. A Common Core Cumulative Standards Review is found at the end of each chapter. The Standards for Mathematical Practice have incorporated in the overall instructional design. Mathematical Practices are also supported in the exercises found at the end of each section. See, for example:</p> <p><b>SE/TE:</b> 88-90, 92 (#52, 53), 94-97, 98 (#19, 20), 99 (#54, 57, 58), 100 (Apply What You've Learned), 102-105, 106 (#41), 108 (#49-55), 109-111, 112 (#10), 113 (#42), 114 (#48, 49), 115, 158-159, 228-229, 576-578, 580 (#45), 581 (#49), 633-636, 638 (#51, 52), 639-641, 643 (#53, 62), 658-659</p>	

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<p>2. The material provides many and varied opportunities for students to work with each standard within the grade level.</p>	<p>Each lesson exercises in the Algebra 1 program are structured to include single- and multi-step contextual problems, including non-routine problems that address the content Standards. See, for example:</p> <p><b>SE/TE:</b> 61 (Solve It!), 65 (#30), 66 (#33), 240-242, 244 (#18), 251 (#22), 254-255, 259 (#40, 41), 260-261 (Concept Byte), 425 (Solve It!), 429 (#6), 430 (#37, 38), 433 (Solve It!), 437 (#52, 65), 439 (Solve It!), 444 (#68, 81), 445 (#87), 453 (Solve It!), 455, 458 (#43), 599 (#7)</p>	
<p>3. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p>	<p>The Pearson High School Mathematics Common Core ©2015 lessons in the Algebra 1 text develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards and clusters. See, for example:</p> <p><b>SE/TE:</b> 511 (Concept Byte), 512-514, 515-517, 518-520, 520-522, 522 (Apply What You've Learned), 523-526, 526-528, 529-531, 531-533, 539, 543 (#19-24), 576-578, 580 (#34-42), 607</p>	

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<p>4. The material engages the reader, i.e. Does it correspond with age appropriate interests?</p>	<p>Students have multiple opportunities to engage in the use of the Standards for Mathematical Practice. For example, in the Solve It!, Concept Bytes and Pull It All Together, students not only make sense of the problem presented and persevere in finding a solution; they also construct arguments and critique the reasoning of their classmates. Students also propose models that can be used to solve the problem presented. . See, for example:</p> <p><b>SE/TE:</b> 164, 167, 171, 178, 186, 187, 194, 196, 200, 207, 234, 238, 240, 244, 246, 253, 255, 262, 263, 268, 274, 277</p>	
<p>5. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p>	<p>Throughout the Algebra 1 text, application exercises focus on science and technology. See, for example:</p> <p><b>SE/TE:</b> 35 (#56, 61, 63), 66 (#34), 113 (#44, 47), 122-123 (Concept Byte), 128 (#54), 205 (#42, 48, 50), 206 (#51, 52), 305 (#34, 35), 312 (#35)</p>	

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<p>6. The material includes strategies and textual content that are grade appropriate.</p>	<p>Throughout the program, students encounter different kinds of activities and exercises that require different outputs. Exercises and activities often ask students to produce arguments and explanations to support their solutions. Students are regularly expected to develop mathematical models to describe problem situations. See, for example:</p> <p><b>SE/TE:</b> 85 (#5-9), 98 (#56), 105 (#9), 120 (#41), 133 (#5), 135 (#27, 28), 142 (#48), 726 (Solve It!), 732 (Solve It!), 735 (#5, 6), 736 (#30), 743 (#25, 26), 749 (#6), 750 (#20)</p> <p><b>TE:</b> 86, 105, 134, 726, 732, 736, 743, 750</p>	

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<p>7. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p>	<p>Throughout the program, students encounter different kinds of activities and exercises that require different outputs. Exercises and activities often ask students to produce arguments and explanations to support their solutions. Students are regularly expected to develop mathematical models to describe problem situations. Problem-solving exercises are embedded within each lesson and provide a wealth of opportunities for students to work with engaging applications related to major content work. See, for example:</p> <p><b>SE/TE:</b> 164-167, 167-170, 171-173, 174-177, 178-181, 181-183, 523-526, 526-528, 529-531, 531-533</p>	

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<p>8. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.</p>	<p>Teacher materials provide differentiated remediation activities to support Reteaching, ELL Vocabulary Support, On-level Practice, Standardized Test Prep and Enrichment. See, for example: <b>TE:</b> 4-7, 9A-9B, 10-13, 15A-15B, 16-21, 22A-22B, 28A-28B, 161, 162, 163A-163B, 164-167, 170A-170B, 171-175, 177A-177B, 231, 233A-233B, 236-237, 239A-239B, 242, 245A-245B, 248</p>	
<p>9. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.</p>	<p>Problem-solving exercises are embedded within each lesson and provide a wealth of opportunities for students to work with engaging applications. See, for example: <b>SE/TE:</b> 3 (Common Core Performance Task), 10 (Solve It!), 14 (#36, 43, 53, 54), 16 (Solve It!), 45 (Concept Byte), 46 (Solve It!), 49 (#6-8), 51 (#69, 70, 74, 81), 52 (Apply What You've Learned), 53 (Solve It!), 56 (#5, 6), 57 (#50, 51, 61, 62, 64), 58 (Apply What You've Learned), 59 (Concept Byte), 67 (Pull It All Together), 293 (Common Core Performance Task), 294, 297 (#5-7), 299 (#39, 40, 48), 300 (Apply What You've Learned), 329 (Concept Byte), 330 (Solve It!), 333 (#5, 6), 334 (#31, 32), 335 (#33, 34), 352 (Pull It All Together)</p>	

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<p>10. The material has activities and assignments that reflect varied learning styles of students.</p>	<p>Throughout the program, students encounter different kinds of activities and exercises that require different outputs. Exercises and activities often ask students to produce arguments and explanations to support their solutions. Students are regularly expected to develop mathematical models to describe problem situations. See, for example:</p> <p><b>SE/TE:</b> 3 (Common Core Performance Task), 10 (Solve It!), 14 (#36, 43, 53, 54), 16 (Solve It!), 45 (Concept Byte), 46 (Solve It!), 49 (#6-8), 51 (#69, 70, 74, 81), 52 (Apply What You've Learned), 53 (Solve It!), 56 (#5, 6), 57 (#50, 51, 61, 62, 64), 58 (Apply What You've Learned), 59 (Concept Byte), 67 (Pull It All Together), 293 (Common Core Performance Task), 294, 297 (#5-7), 299 (#39, 40, 48), 300 (Apply What You've Learned), 329 (Concept Byte), 330 (Solve It!), 333 (#5, 6), 334 (#31, 32), 335 (#33, 34), 352 (Pull It All Together)</p>	

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<p>11. The material includes appropriate instructional strategies.</p>	<p>Each lesson in the Algebra 1 TE includes suggestions for diverse instructional strategies to appropriately guide students toward mastery of the concepts in the current lesson and to provide differentiated instruction for individual learners. For example, each lesson includes prompts to facilitate Interactive Learning, opening and “Got it?” questions to provide Guided Instruction throughout the lesson, and a Lesson Check. If a teacher has identified any students who are below or above level, or who have other special needs, then each lesson includes resources for students who require Intervention, either for ELL support, Reteaching, Practice and Problem Solving, Enrichment, or Activities, Games, and Puzzles. See, for example:</p> <p><b>SE/TE:</b> 3 (Common Core Performance Task), 10 (Solve It!), 14 (#36, 43, 53, 54), 16 (Solve It!), 45 (Concept Byte), 46 (Solve It!), 49 (#6-8), 51 (#69, 70, 74, 81), 52 (Apply What You’ve Learned), 53 (Solve It!), 56 (#5, 6), 57 (#50, 51, 61, 62, 64), 58 (Apply What You’ve Learned), 59 (Concept Byte), 67 (Pull It All Together), 293 (Common Core Performance Task), 294, 297 (#5-7), 299 (#39, 40, 48), 300 (Apply What You’ve Learned), 329 (Concept Byte), 330 (Solve It!), 333 (#5, 6), 334 (#31, 32), 335 (#33, 34), 352 (Pull It All Together)</p>	

<p style="text-align: center;"><b>Pedagogical Approach</b></p>	<p style="text-align: center;"><b>Comments/Examples (Publisher and Reviewer)</b></p>	<p style="text-align: center;"><b>Point Value (Reviewer)</b></p> <p>0 = Not Evident .5 = Partially Evident 1 = Clearly Evident <b>N/A</b> = Not applicable for standard.</p>
<p>12. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.</p>	<p>One of the foundational design principles of the program is visual learning, which has led to a highly visual design of the program. This visual focus is particularly helpful to English Language Learners as they look to understand the language of the problem. Additional support for ELLs includes ELL Support, Additional Vocabulary Support and Reteaching activities for each lesson. Enrichment and challenge activities provide students with interesting problems that extend the concepts of the lesson. See, for example:</p> <p><b>TE:</b> T32-T39, 79A-79B, 81, 86, 94, 98, 101, 121, 233A-233B, 234, 244, 245, 545, 545A-545B, 546, 550, 558, 573</p>	

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<p>13. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p>	<p>Each lesson opens with a Solve It! Getting Ready activity to prepare students for the upcoming lesson. Learning mathematics is naturally scaffolded because generally every lesson builds on the knowledge, skills, and concepts that have been previously mastered. The reading level of the student text is at grade level, and students who are English Language Learners have support materials available to assist them with their understanding of the text. Students who have not mastered the skills or concepts of a particular lesson will have an opportunity for remediation (reteaching) before going on to the next lesson. See, for example:</p> <p><b>SE/TE:</b> 4-6, 16-19, 26-28, 164-167, 171-173, 234-236, 240-243, 245</p> <p><b>TE:</b> 3C, 9A-9B, 15A-15B, 16-21, 23-25, 28A-28B, 163C, 164-167, 171-175, 233C, 239A-239B, 245A-245B, 248</p>	

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<p>14. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p>	<p>English Language Learners are specifically supported with a worksheet for each lesson which provides Additional Vocabulary Support, the Algebra 1 Companion which can be used with each lesson to provide support for New Vocabulary and Key Concepts, and suggestions for instructional strategies in the TE to help students Connect to Prior Knowledge and Focus on Language. See, for example:</p> <p><b>SE/TE:</b> 4-6, 16-19, 26-28, 164-167, 171-173, 234-236, 240-243, 245</p> <p><b>TE:</b> 3C, 9A-9B, 15A-15B, 16-21, 23-25, 28A-28B, 163C, 164-167, 171-175, 233C, 239A-239B, 245A-245B, 248</p>	

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<p>15. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p>	<p>While creating the very best educational content, our standards are aimed at the following:</p> <ul style="list-style-type: none"> <li>▪ Integrating multicultural experiences into program content so students see themselves as part of what is valued in the school's curriculum</li> <li>▪ Fostering self-esteem for greater academic achievement</li> <li>▪ Empowering students to act effectively in a democratic society and reach their full potential</li> </ul> <p>Reducing prejudice by showing multicultural friendships and people from different backgrounds, working, playing, and living together.</p>	

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<p>16. The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices.</p>	<p>It is important that we consider the needs of all students. Our educational materials have a fair and balanced representation of members of various cultural groups, including racial, ethnic and religious groups, males and females, older people and people with disabilities. Our educational materials accurately portray diverse groups within our society as well as diversity within groups. Our programs use language that is appropriate to and respectful of our cultural diversity. We involve members of diverse ethnic and cultural groups in the concept development of our products as well as in the writing, editing, illustrating, and designing.</p>	

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<p>17. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p>	<p>Each chapter includes two pages of Math Background that explains the mathematics of the chapter. At the lesson level, the Preparing to Teach feature situates the mathematics content within a progression of learning. Teacher materials provide differentiated remediation activities to support Reteaching, ELL Vocabulary Support, On-level Practice, Standardized Test Prep and Enrichment. See, for example:</p> <p><b>SE/TE:</b> 79 (Common Core Performance Task), 80 (Concept Byte), 81 (Solve It!), 81-85, 86, 88 (Solve It!), 89-91, 92, 94 (Solve It!), 94-97, 100 (Apply What You've Learned), 101 (Concept Byte), 102 (Solve It!), 102-105, 107 (#42-43), 408 (#49), 115, 124 (Solve It!), 124-126, 128, 163 (Common Core Performance Task), 171 (Solve It!), 171-174, 176, 177 (Apply What You've Learned), 178 (Solve It!), 178-180, 182 (#49), 183 (#60-62), 184 (Concept Byte), 186 (Solve It!), 186-189, 191, 193 (#28), 200 (Solve It!), 200-204, 205 (#43, 49), 221 (Pull It All Together)</p> <p><b>TE:</b> 79A-79B, 81, 88, 94, 100, 102, 124, 163A-163B, 171, 178, 187, 200</p>	

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<p>18. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the CCSS.</p>	<p>Throughout the Algebra 1 chapters and lessons, there are a variety of curriculum embedded formative and summative assessments, all of which are aligned to the Standards for Mathematical Content and Standards for Mathematical Practices. See, for example:</p> <p><b>SE/TE:</b> 483 (Get Ready), 491 (Apply What You've Learned), 496 (Standardized Test Prep), 503 (Apply What You've Learned), 509 (Standardized Test Prep), 510 (Mid-Chapter Quiz), 517 (Standardized Test Prep), 522 (Apply What You've Learned), 528 (Standardized Test Prep), 533 (Standardized Test Prep), 534 (Pull It All Together), 535-538 (Chapter Review), 539 (Chapter Test), 540-542 (Common Core Cumulative Standards Review)</p>	

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<p>19. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> <li>Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.</li> </ul>	<p>Assessments available for use with Algebra 1 include a Lesson Quiz for each lesson, which is then scored to assess and suggest remediation, on-level practice, or enrichment, for which Lesson Resources are provided; a Lesson Check within each lesson correlated to math content and the Common Core Mathematical Practices; and a Mid-Chapter Quiz, Chapter Test, and Cumulative Standards Review for each chapter. See, for example:</p> <p><b>SE/TE:</b> 483 (Get Ready), 491 (Apply What You've Learned), 496 (Standardized Test Prep), 503 (Apply What You've Learned), 509 (Standardized Test Prep), 510 (Mid-Chapter Quiz), 517 (Standardized Test Prep), 522 (Apply What You've Learned), 528 (Standardized Test Prep), 533 (Standardized Test Prep), 534 (Pull It All Together), 535-538 (Chapter Review), 539 (Chapter Test), 540-542 (Common Core Cumulative Standards Review)</p>	

<p style="text-align: center;"><b>Technology</b></p>	<p style="text-align: center;"><b>Comments/Examples (Publisher and Reviewer)</b></p>	<p style="text-align: center;"><b>Point Value (Reviewer)</b></p> <p>0 = Not Evident .5 = Partially Evident 1 = Clearly Evident <b>N/A</b> = Not applicable for standard.</p>
<p>20. The material includes or references technology that provides teachers with additional tasks for students.</p>	<p>The program has a suite of five digital math tools that students can use to solve problems. These include a graphing utility, number line tool, algebra tiles, 2D Geometry Constructor and 3D Geometry Constructor. When appropriate, the digital math tools include the option for showing the equation or expression that matches the pictorial representation. See, for example:</p> <p><b>SE/TE:</b> 59 (Concept Byte), 60, 80, 101, 185, 260-261 (Concept Byte), 307 (Concept Byte), 319 (#30, 31), 327 (#45-50), 339, 342 (#21), 370 (Concept Byte), 371, 406 (Concept Byte), 458 (#49), 497, 511, 576, 775</p>	

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<p>21. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.</p>	<p>In addition to robust digital courseware, the program infuses technology throughout the program. Both the digital math tools and the dynamic activities offer students experiences with interactive technology tools. Within the program, students regularly encounter Technology Concept Bytes, activities that students complete using different technology tools. See, for example:</p> <p><b>SE/TE:</b> 59 (Concept Byte), 60, 80, 101, 185, 260-261 (Concept Byte), 307 (Concept Byte), 319 (#30, 31), 327 (#45-50), 339, 342 (#21), 370 (Concept Byte), 371, 406 (Concept Byte), 458 (#49), 497, 511, 576, 775</p>	

<p style="text-align: center;"><b>Presentation and Design</b></p>	<p style="text-align: center;"><b>Comments/Examples (Publisher and Reviewer)</b></p>	<p style="text-align: center;"><b>Point Value (Reviewer)</b></p> <p style="text-align: center;">0 = Not Evident .5 = Partially Evident 1 = Clearly Evident <b>N/A</b> = Not applicable for standard.</p>
<p>22. The material has an aesthetically appealing appearance (attractive, inviting).</p>	<p>The visual design helps students to focus on the mathematics of the lesson. The design is engaging and interactive while free from distracting colors or images. The use of avatars in specific locations throughout the courses also helps to engage students. See, for example:</p> <p><b>SE/TE:</b> 164, 167, 171, 178, 186, 187, 194, 196, 200, 207, 234, 238, 240, 244, 246, 253, 255, 262, 263, 268, 274, 277</p>	
<p>23. The material has headings and sub-headings that make it easy to navigate through the book.</p>	<p>The visual design helps students to focus on the mathematics of the lesson. The design is engaging and interactive while free from distracting colors or images. See, for example:</p> <p><b>SE/TE:</b> 164-167, 167-170, 171-173, 174-177, 178-181, 181-183, 523-526, 526-528, 529-531, 531-533</p>	
<p>24. The material uses a language/reading level suitable for the intended readers.</p>	<p>Pearson High School Math uses precise language to explain solutions and justify conclusions for intended readers</p>	

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<p>25. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.</p>	<p>The instructional pages and problem sets of each lesson display a reasonable balance of text and illustration. The textual content is written at grade level, including the font size, and supports are available for students who do not read at grade level or are English Language Learners. See, for example:</p> <p><b>SE/TE:</b> 164-167, 167-170, 171-173, 174-177, 178-181, 181-183, 523-526, 526-528, 529-531, 531-533</p>	
<p>26. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.</p>	<p>The illustrations provide support by representing the mathematical concepts in a different way (other than verbal). They are directly relevant to the content, and facilitate student focus on the major concepts of the lesson. By providing an alternative representation of a problem or concept, illustrations promote thinking, discussion, and problem solving. See, for example:</p> <p><b>SE/TE:</b> 164, 167, 171, 178, 186, 187, 194, 196, 200, 207, 234, 238, 240, 244, 246, 253, 255, 262, 263, 268, 274, 277</p>	

<p align="center"><b>Electronic/digital/online version</b></p>	<p align="center"><b>Comments/Examples (Publisher and Reviewer)</b></p>	<p align="center"><b>Point Value (Reviewer)</b></p> <p align="center"> <b>0</b> = Not Evident  <b>.5</b> = Partially Evident  <b>1</b> = Clearly Evident  <b>N/A</b> = Not applicable for standard. </p>
<p>27. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.</p>	<p>The digital courseware is hosted by Pearson on its Realize platform. Pearson Realize is our newest learning management system. It is the online destination for standards-aligned content, flexible class management tools, and embedded assessments that deliver data to teachers instantly. It can run on Windows® 8, Windows 7, Mac OS X® 10.8.x, Mac OS X 10.7.x, iOS 8.0, iOS 7.0 (Apple iPad 2/3) on the following browsers: Microsoft® Internet Explorer 9, Microsoft Internet Explorer 10 (Desktop Only), Google® Chrome®, Apple® Safari® (Mac®), and Mozilla Firefox®</p> <p>The latest version of these browsers is supported; be sure the auto update feature is enabled.</p>	
<p>28. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).</p>	<p>Key digital tools include the interactive mobile eTexts—with page-to-page fidelity to the print textbook and allows the user to shift easily from activity to another. Virtual Nerd™ tutorial videos for every lesson give students the opportunity to drill down and review prerequisite content.</p>	

Comments: (be specific)

<b>STRENGTHS</b>	<b>WEAKNESSES</b>

<b>RECOMMENDATION NOTES</b>
<b>Overall rationale for recommendation-</b>