Reviewer's Name: Jaclyn Booz

Title: Florida's B.E.S.T. Standards for MATH Grade K

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Kindergarten Mathematics

Bid ID: 298

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This curriculum provides many resources that will be very useful to teachers. The digital platform will be very helpful in alleviating some extraneous hard copy materials that may go to waste. That said, having some materials only provided in digital format could result in teachers having to prepare extra things for the students. The student book is

	bright, colorful, and includes images that are interesting to Kindergarten students. The lessons in the teacher edition provide clear objectives and include math discussion provoking questions to help the Kindergarten students begin to use academic language. The chapters begin with vocabulary introduction, which is so important for our younger students who may not know some of the academic language used in math. This curriculum utilizes many ideas and tools that are current.

Standard	Description	Reviewer Rating	Rating Justification
MA.K.AR.1.1	For any number from 1 to 9, find the number that makes 10 when added to the given number.	1 - Very Poor/No Alignment	The standard is for making 10, the lesson just addresses addition in general. It's not related to making 10.
MA.K.AR.1.2	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	4 - Good Alignment	The lessons in Chapter 5 and 6.4 address finding sums up to 10 using a variety of methods. Only the final lesson addresses using a written equation.
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	The lessons in Chapter 6 and 7 ask the students to solve real-world addition problems using drawings, equations, and a variety of manipulatives. There are also lessons on using a number line to count on and add using a ten frame.

MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	4 - Good Alignment	The lessons in Chapters 6, 7, and 8 have students explaining why addition and subtraction equations are true. I like that it is stressed in the notes repeatedly to clarify that the equal sign does not mean "the answer," but rather shows that both sides of the equation are indeed equal.
MA.K.DP.1.1	Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	4 - Good Alignment	The lessons provide students with an opportunity to sort objects, count, and record how many. Students also have the opportunity to consider which category of objects has more.
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	The lessons provide students with an opportunity to explore a variety of 2D and 3D shapes. The shapes are varied in color, size, and orientation. There are real life examples included as well. Appropriate math vocabulary is included.
MA.K.GR.1.2	Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are	3 - Fair Alignment	The lessons teach the attributes of the shapes and mostly have the students

	limited to circles, triangles, rectangles and squares.		identifying the shape taught in the lesson. By default, they are comparing circles to squares, etc.
MA.K.GR.1.3	Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.	4 - Good Alignment	The lesson teaches the attributes of the 3D shapes. Throughout the lesson, students are asked to compare the shapes and discuss how they are similar and different.
MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	There are a good amount of opportunities for students to find and discuss real world 2D and 3D shapes throughout Chapters 11 and 12.
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	3 - Fair Alignment	Lesson 11.6 gives students an opportunity to create composite shapes out of squares, triangles, and rectangles. Some of the composite shapes that are made in the lesson are a rhombus and hexagon, which may be slightly confusing for students.
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	5 - Very Good Alignment	The lessons at the beginning of Chapter 13 thoroughly explain height, length, weight, and volume. Students learn the vocabulary needed to

			compare the measurements later.
MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	5 - Very Good Alignment	Throughout Chapter 13, students are provided with opportunities to compare the measurement of objects using appropriate math vocabulary (taller/shorter instead of "bigger/smaller").
MA.K.M.1.3	Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	5 - Very Good Alignment	Lesson 13.4 allows students to measure objects using color tiles. The lesson provides non-examples of measuring and demonstrates why it is important to measure accurately.
MA.K.NSO.1.1	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	5 - Very Good Alignment	Students have an opportunity to count a variety of real world objects as well as mathematical sets (such as 5 frames). The objects are in a variety of configurations (line, array, scattered, etc.). Students also have the opportunity to write the number that tells how many after counting the sets. Counting strategies build as the chapters progress ending with students using 2 10

			frames to count the teen numbers.
MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	4 - Good Alignment	Students create sets using drawings and ten frames.
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”	5 - Very Good Alignment	The lesson begins with students practicing ordinal numbers by lining up. There is an ample amount of practice identifying objects by their ordinal number.
MA.K.NSO.1.4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	5 - Very Good Alignment	Students learn to compare sets by using a variety of tools (ten frames, counters, drawings, etc.). Students also write the numbers to tell how many to help with comparison of numerals.
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	5 - Very Good Alignment	The lessons have the students counting by ones to a variety of benchmark numbers (20, 30, 50, 100). There is a lesson that addresses counting backwards within 20. And a lesson teaching counting to 100 by tens. The lessons also provide students real world situations to count in.
MA.K.NSO.2.2	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with	5 - Very Good Alignment	The lessons in Chapter 8 allow students to identify a

	objects, drawings and expressions or equations.		group of ten and some ones. The practice problems show a variety of arrangements (array, circular, etc.). Students also have the opportunity to write addition equations for teen numbers as 10 + some ones = teen number.
MA.K.NSO.2.3	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	5 - Very Good Alignment	The lessons provide an opportunity for students to locate numbers on a number line to 10 and then to 20. Students also compare the numbers plotted on the number line using appropriate vocabulary.
MA.K.NSO.3.1	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	5 - Very Good Alignment	Students are provided a variety of addition and subtraction situations. The lessons allow students to record the addition/subtraction in a variety of ways (equation, number line, picture, etc.)
MA.K.NSO.3.2	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	5 - Very Good Alignment	The lessons in Chapters 6 and 7 provide students with an opportunity to use a variety of addition/subtraction strategies that they have learned.

			Students are encouraged to find a strategy that works best for them.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	The students are asked to work collaboratively with classmates to check their work, particularly when new concepts are introduced. There are prompting questions to allow students to think deeper about their work.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Students are asked to show a different way to find or represent their answer.

MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Students are provided with opportunities to choose the best method, double check their work, and think about why they choose to solve a problem a particular way.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Appropriate math vocabulary is included throughout the chapters. Students are asked to explain their thinking, clarify vocabulary.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	4 - Good Alignment	Students are frequently asked to think about how the math problems are structured. They can look for generalities

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		that can be applied to other like problems.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Students are asked to think about if their answer makes sense. Students are encouraged to use benchmark numbers and explain how using these can help them be more efficient with their calculations.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	5 - Very Good Alignment	Throughout the chapters, students are provided with a number of opportunities to apply their math to real world situations. They are asked to consider

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		how knowing a certain concept would help in a real life situation.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students are asked to justify their answers in many exercises throughout the curriculum.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Chapters/lessons have grade level math readers that are incorporated into the lessons. Students use the math stories to develop solutions to problems.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	There are questions embedded in the lessons asking students to make inferences using what they already know about math.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	There are opportunities embedded into the lessons that allow students to have authentic math conversations with their peers in which they must listen to what their peer says and engage in conversation.

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students have opportunities to create work aligning with set rules/formats.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	There are opportunities for students to share their knowledge using newly acquired math vocabulary.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Lessons have ELL support built into them. The support allows students to learn and use the appropriate math vocabulary. The support also provides teacher support as to the expectation for a variety of ELL levels.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Lessons have opportunities for ELL learners to communicate in an instructional environment through discussion and producing writing/drawings.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	The curriculum aligns with the Kindergarten Math BEST standards.

2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	The skill level in the curriculum is appropriate for Kindergarten students.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials are really great. However, in practice I can see the student book being an issue. It is challenging for Kindergarteners to locate pages in a workbook using page numbers. It appears this is one large student workbook which would provide a challenge in the classroom.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The lessons provide ample opportunity for students to practice the skill taught.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The complexity is appropriate and aligns with the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The curriculum is written in a way that will engage Kindergarten students. Using animals, things in nature, and pictures of children are ideal.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	I think each lesson has a good variety of activities that teachers would be able to select from. I don't every single activity in each lesson could be taught in the time typically provided for math instruction.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The curriculum has been well researched.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The research conducted for the curriculum supports the content.

10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I did not notice any accuracy errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	There is no bias in the material.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The curriculum incorporates many math tools that are prevalent in Kindergarten math-- such as ten frames, reknreks, number lines, etc.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	I did not notice any factual errors.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Current research is evident throughout the curriculum.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	The content is presented appropriately and is relative to the standards taught.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The content is appropriate for Kindergarten learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	I really like the "Model Real Life" activities. I think students will enjoy those and they will be meaningful.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	I really appreciate the inclusion of literacy throughout the curriculum! Many favorite "math" storybooks are included throughout.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	I felt the illustrations of children throughout the curriculum represented multicultural aspects that are

		age appropriate for Kindergarteners.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Living things are portrayed appropriately in the curriculum.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	The content overall aligns with the benchmarks and standards for Kindergarten math.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	2 - Poor Alignment	There seems to be many digital resources available, which is great. But some of these will require extra preparation for teachers. For example, the counting books in the Instructional Resources would need to be copied for students to use.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	The chapters in the SE align with the each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	There are many resources available in this curriculum! I think they are all great. But I did have a hard time locating some of them. It wasn't clear where to find Instructional Resources. I knew they were located in the digital resources, but I had to dig around a bit to find the file.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	4 - Good Alignment	The examples provided in instruction and practice are Kindergarten appropriate.

understanding of the content at a level appropriate to the students' abilities.		
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Overall, I think the pacing is appropriate for Kindergarteners. The section on counting to 100 was a little fast and was a later chapter. I think a Kindergarten teacher would naturally begin teaching this early on, but this isn't a skill students learn in a few days!
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	There are appropriate assistive supports included throughout the curriculum for all learners.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	The presentation of the material is well done overall.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The inclusion of student self checks is motivational for learners. It will also allow teachers to see how students view their learning.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The Kindergarten math big ideas are thoroughly taught--number sense is covered well!
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The Learning Target and Rigor section in each lesson clearly details the expectation for each lesson.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	The questions provided throughout the curriculum prompt our Kindergarten learners to think mathematically.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	The lessons provide opportunities for differentiation.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	The prompting and guiding questions are helpful to young Kindergarten students who are beginning their math journey.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The chapters have lessons that build upon one another. The chapters also build on each other.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	The learning target for each lesson is clearly defined.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The strategies provided in the lessons align with the learning targets generally. I also like that a variety of strategies are offered to students so they can begin crafting their independent reasoning.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The curriculum assessments align with desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The assessment strategies are appropriate for Kindergarten learners and effectively assess their performance.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The curriculum provides ELL support, support of different learning modalities, and

		differentiates instruction for a variety of learners.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The EE and MTR standards are embedded quite well in this curriculum.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The curriculum aligns well with the learning requirements.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	I did not see any evidence of Critical Race Theory.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I did not see any evidence of Culturally Responsive Teaching in the curriculum.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I did not see any evidence of Social Justice in the curriculum.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	3 - Fair Alignment	The introductory pages say that the Math Musicals incorporate SEL. These are extra activities and not part of the core program, as far as I can tell. The Math Musicals could also be used without asking the SEL discussion questions.

UDL Reviewer's Name: David Davis

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Grade Level: K-5

Course: 5012020 - Grade Kindergarten Mathematics

Bid ID: 298

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	2 - Poor Alignment	The only change to font size is using the magnification tool, which enlarges the entire page. The colors and background colors cannot be adjusted. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	2 - Poor Alignment	The publisher reports that high contrast capabilities are provided, but no settings could be found to adjust the contrast, and colors and background colors cannot be adjusted. Colors and contrast settings are important for students with various visual needs.

Text-to-speech tools.	1 - Very Poor/No Alignment	No built-in text-to-speech tools could be located. It is difficult to accurately select text for 3rd party tools. Text-to-speech support is important for students with reading difficulties.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. This could not be verified; tools that identify alt tags did not find tags on the images in the content. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	5 - Very Good Alignment	Videos are captioned. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

2. How are the following **navigation features** provided in the instructional materials:

Bid Response

• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	When browser-based magnification is used, some of the tools disappear. The built-in magnification only magnifies the pages, not the tool icons. The navigation elements are, by default, large and easy to target with a scanning system.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	The publisher reports that keyboard shortcuts are available, but no keyboard shortcuts were noted. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad.
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

3. How are the following **study tools** provided in the instructional materials:

Bid Response

• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	The highlighter tools are available, but the text is difficult to select accurately. Drawing tools are provided in a variety of colors. Being able to accurately select specific passages for highlighting is an important study tool for students who need to visually organize content, ideas, and concepts.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	The ability to extract highlighted text or notes does not seem to be available. Highlighted text and notes provide a way to jump back to those areas in the content. Extracting highlighted text and notes supports students with organizational needs.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking is available, but it is tied to selecting text. Selecting text can be difficult. Being able to accurately select specific passages for notes is an important study tool for students who struggle with organizing information.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:

Bid Response

The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.

Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	2 - Poor Alignment	Accurately selecting text is difficult in this product. As a result, tools that require selected text, such as text-to-speech tools, will not work effectively. Browser-based magnification will enlarge parts of the interface, such as tool buttons, but will not enlarge the content. Built-in magnification will enlarge the content but not the buttons. Zoom tools will work.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	4 - Good Alignment	Printed versions are available. Some resources may need to be printed out by the teacher or school.

Reviewer's Name: Shelly Miedona

Title: Florida's B.E.S.T. Standards for MATH Grade K

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Kindergarten Mathematics

Bid ID: 298

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Material is aligned to B.E.S.T. standards. Content is engaging with multiple opportunities for assessment. In addition, the curriculum provides multiple opportunities for students to encounter and practice content. Laurie's corner is very beneficial and provides opportunities for teachers to

	support student learning and mastery of the standards.

Standard	Description	Reviewer Rating	Rating Justification
MA.K.AR.1.1	For any number from 1 to 9, find the number that makes 10 when added to the given number.	5 - Very Good Alignment	Content is fully aligned to standard
MA.K.AR.1.2	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	5 - Very Good Alignment	Content is fully aligned to standard
MA.K.AR.1.3	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Content is fully aligned to standard and connects to the NSO standards
MA.K.AR.2.1	Explain why addition or subtraction equations are true using objects or drawings.	5 - Very Good Alignment	Content is fully aligned to standard and connects to the NSO standards
MA.K.DP.1.1	Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	5 - Very Good Alignment	Content is fully aligned to standard and extended as students learn GR1.2
MA.K.GR.1.1	Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Content is fully aligned to standard. Teaching strategies are provided to ensure mastery of standard

MA.K.GR.1.2	Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.	5 - Very Good Alignment	Content is fully aligned to standard and development of correct vocabulary
MA.K.GR.1.3	Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Content is fully aligned to standard and development to explain attributes of each
MA.K.GR.1.4	Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	5 - Very Good Alignment	Content is fully aligned to standard
MA.K.GR.1.5	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	5 - Very Good Alignment	Excellent hands on exploration to move towards mastery
MA.K.M.1.1	Identify the attributes of a single object that can be measured such as length, volume or weight.	5 - Very Good Alignment	Laurie's notes give explicit directions to teachers to support mastery
MA.K.M.1.2	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	5 - Very Good Alignment	Good connections to real life examples
MA.K.M.1.3	Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	5 - Very Good Alignment	Content is fully aligned to standard
MA.K.NSO.1.1	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunity to develop conceptual understanding

	objects in a rearrangement of that group without recounting.		
MA.K.NSO.1.2	Given a number from 0 to 20, count out that many objects.	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunities for conceptual understanding
MA.K.NSO.1.3	Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunities for conceptual understanding
MA.K.NSO.1.4	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunities for conceptual understanding
MA.K.NSO.2.1	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunities for conceptual understanding
MA.K.NSO.2.2	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	5 - Very Good Alignment	Standard addressed with rigor and plenty of opportunities for conceptual understanding
MA.K.NSO.2.3	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	4 - Good Alignment	Vertical number lines are not in the material
MA.K.NSO.3.1	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	5 - Very Good Alignment	Plenty of opportunity for conceptual understanding of addition
MA.K.NSO.3.2	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	5 - Very Good Alignment	Excellent teaching strategies and how to

			teach standard to mastery
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Every lesson explains an MTR standard
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Every lesson explains an MTR standard
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	5 - Very Good Alignment	Every lesson explains an MTR standard

	Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Every lesson explains an MTR standard
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	5 - Very Good Alignment	Every lesson explains an MTR standard

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Every lesson explains an MTR standard
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	5 - Very Good Alignment	Every lesson explains an MTR standard

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	TE has notes to show correlation to this standard
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	TE has notes to show correlation to this standard
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	TE has notes to show correlation to this standard and students are asked to make inferences throughout each standard development
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Every lesson gives suggestions on how to collaborate as students learn standard
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	TE has notes to show correlation to this standard
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Teacher is given strategies to develop this standard
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Each lesson provides ELL strategies

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Each lesson provides ELL strategies and teacher is provided strategies to elicit communication among learners

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Fully aligns to state standards
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Fully written to skill level of course
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Extremely adaptable materials with suggestions for a variety of materials to use to teach the standards and benchmarks
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Sufficient materials provided
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Complexity matches standard and provides extensions for each
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Appropriate for grade level
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Sufficient time to teach each standard and benchmark
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Every lesson incorporates research

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Contributes to quality of content
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors were noted
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias was noted
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Laurie's corner sufficiently supports
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Factually accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Current and up to date material present
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Appropriate and relevant
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Appropriate and relevant
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Each lesson makes connections to life in a meaningful way
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Many opportunities for interdisciplinary connections
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No bias evident

20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Humanity and compassion are evident throughout
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Fully aligned benchmarks and standards

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Comprehensive and a plethora of strategies and how to teach are evident
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Full alignment
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	consistent and logical order evident
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Very engaging to students
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Good pacing
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	evident
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	material presentation is in logical order with engagement

		strategies embedded throughout

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Many opportunities for students to engage in the content to maintain motivation. Opportunities and suggestions for teacher to elicit engagement as well.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Very good alignment
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Teacher is provided verbiage to elicit positive outcomes for learners
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Many opportunities suggested for teachers to ensure this occurs.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	various learning styles are addressed
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	very adaptable to many learning styles
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	logical goals and objectives
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Many opportunities and suggested verbiage for teacher to ensure targeted learning outcomes.

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	effective teaching strategies are evident
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	assessment strategies are correlated
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	effective assessment of learner performance with targeted outcomes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	very good alignment
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	evident throughout the material
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Effective teaching strategies for multiple learners with adequate assessment to monitor and assess progress is evident.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and	5 - Very Good Alignment	No evidence of SEL

unsolicited strategies outside the scope of subject-area standards?		

Reviewer's Name: Tristin Ballentine

Title: Florida's B.E.S.T. Standards for MATH Grade 1

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade One Mathematics

Bid ID: 299

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The strengths of this program are in its visual appeal and UDL, increasing student engagement and motivation. The resources include clear, grade-level explanations of mathematical concepts and skills, as well as a variety of research-based instructional strategies. The program materials, both print and digital, support the teaching of the BEST standards

	for all learner types. It does meet the benchmark standards appropriately, however the complexity level in some areas could be increased.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	4 - Good Alignment	While it does align to the specific standard, it only provides one way to solve with direct instruction being only one lesson. Multiple strategies and references back to the standard would be more beneficial.
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	All elements of this standard are aligned throughout multiple lessons with different problem solving strategies and real-life examples.
MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	5 - Very Good Alignment	Standard is not only appropriately aligned, but also shows progression throughout multiple lessons.
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	Standard appropriately aligned and also mentioned in other areas outside of publisher's mentions.

MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	5 - Very Good Alignment	Standard is aligned and given multiple strategies and contexts for understanding. This skill is especially difficult for 1st graders and is integrated into multiple lessons here.
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	4 - Good Alignment	Standard aligns. I wish these standards were integrated more into other lessons as it provides a great visual for other standards and skills.
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	4 - Good Alignment	Standard aligns. I wish these standards were integrated more into other lessons as it provides a great visual for other standards and skills.
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	4 - Good Alignment	Only one lesson aligns with the standard directly.

MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.M.1.1	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to $100. Use the ¢ and $ symbols appropriately.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	3 - Fair Alignment	Standard is addressed, could be more explicitly taught with more opportunities for response or practice.

			Specifically beyond one lesson.
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	4 - Good Alignment	This standard is aligned to this lesson but could be expanded on throughout the curriculum.
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	5 - Very Good Alignment	Lessons align with the standard fully.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.

	• Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.

	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems.	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.

	• Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	This MTR is integrated throughout multiple lessons and builds throughout the curriculum.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	This standard may also be addressed in other areas, as well as through teacher.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	This standard may also be addressed in other areas, as well as through teacher.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	More support for teachers in how to implement this standard correctly would be beneficial.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	This standard may also be addressed in other areas, as well as through teacher.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	This standard may also be addressed in other areas, as well as through teacher.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	This standard may also be addressed in other areas, as well as through teacher.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELL support provided both digitally and printed.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	ELL support provided both digitally and printed.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Overall the content aligns with the state's standards and benchmarks. There are some standards/benchmarks that are addressed in limited ways.

		While they may not need direct instruction for multiple lessons, they could be integrated into more vs. a few review problems in extra practice.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Some skills simplify some of the benchmarks and could be taught in a variety of ways (vs. maybe one strategy) to meet the needs of all learners.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Both print and digital materials seem to be adaptable and useful for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Again, some skills could be taught in more ways than one in order to promote more engagement and problem solving skills.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Some content simplifies some of the benchmark skills.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Some content simplifies and almost limits some of the student abilities.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The content provided matched the time period allowed for teaching. There is also movement in this category based on district level needs.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Yes, the sources cited in the materials seem to reflect expert information/research for the math subject area including input from math educators.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Yes, the sources cited in the materials seem to reflect expert information/research for the quality of math content.

10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	There were no visible or blatant errors in material.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	The content and materials are presented objectively and appropriately.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Overall, materials reflect theories and standards appropriately. They could expand more on some concepts and increase the variety of models/way skills are taught.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Yes, content is accurate and consistent throughout materials.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content reflects up-to-date research and newest standards.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Content is relevant to the curriculum and standards.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Content is both appropriate and relevant for learner.s.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	The content does go between animals that are mostly cartoon looking to real life applications. For example, an accurate representation of modes of transportation.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Material does incorporate meaningful content for specific age/grade level students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please	5 - Very Good Alignment	Multiple examples of various communities are prevalent throughout all materials.

explain any unfair or biased portrayals in the comments section).		
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Animals are very much highlighted in this curriculum. All materials portray living things appropriately, considering needs values.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Yes, overall the content of the benchmarks and standards is covered throughout the material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	While the content and materials do address the standards and benchmarks, there are some skills that may require additional teacher preparation in order to meet the needs of all learners. There are concepts that students may need to see a variety of ways (which are not always provided) to problem solve before mastery.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components of the major tool align with the curriculum and each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Materials are organized and consistent.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Visually, materials are extremely appealing to students and math their appropriate age/grade level.

		Content consistently targets student interest.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The content is appropriate in it's pacing and consistent throughout in order to keep learning routine for students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	It seems like the digital platform may be slightly more adaptable for UDL. There are resources to meet Blind, DHH, ELL, etc. student learning needs.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Overall, the curriculum is well presented visually, with inclusivity, freedom of bias and engagement in the forefront.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The only reason for the "4" vs. "5" rating is that the curriculum is SO consistent that it provides routine, yet at the same time could be less engaging for some students who find it repetitive. It could still maintain it's consistency by varying some lessons (i.e. one a week) to change structure and increase motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Again, instructional materials do leave some skills to not be thoroughly taught in a variety of ways.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	All materials contain clear goals/learning outcomes.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Various material resources help support students and aid teachers to encourage more independent learning. Many teachers will use the extra practice pages as homework, so incorporating more of these for additional classroom practice would be beneficial.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Support can be adapted to developmental differences and varying learning styles appropriately.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Materials engage activity of students during the learning process with their variety of print and digital resources.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Increased hands-on activities outlined in the physical workbook would be beneficial for enrichment and extension of content and learning targets.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Instructional materials do include some strategies known to be successful for teaching the learning outcomes, but could give teachers a wider variety of implementation strategies.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Yes, they are effective in teaching the targeted outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Materials and assessments are aligned and reflect the learning outcomes appropriately.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in	5 - Very Good Alignment	Assessment strategies incorporated in the materials

assessing the learners' performance with regard to the targeted outcomes.		are effective in assessing learners and their understanding.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	UDL is considered in resources and materials.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Overall, the appropriate application of Mathematical Thinking and Reasoning Standards is relevant. The curriculum could approach some benchmarks at a more in-depth level creating high problem solving opportunities for learners.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	While it does meet learning requirements and benchmark standards at an effective level, it could be more "highly effective". Some skills are left to be taught in isolation and could be expanded on and incorporated into other areas.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Yes, the materials are unbiased and do not encompass CRT.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	Yes

UDL Reviewer's Name: David Davis

Title: Florida's B.E.S.T. Standards for MATH Grade 1

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012030 - Grade One Mathematics

Bid ID: 299

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	2 - Poor Alignment	The only change to font size is using the magnification tool, which enlarges the entire page. The colors and background colors cannot be adjusted. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	2 - Poor Alignment	The publisher reports that high contrast capabilities are provided, but no settings could be found to adjust the contrast, and colors and background colors cannot be adjusted. Colors and contrast settings are important for students with various visual needs.

Text-to-speech tools.	1 - Very Poor/No Alignment	No built-in text-to-speech tools could be located. It is difficult to accurately select text for 3rd party tools. Text-to-speech support is important for students with reading difficulties.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. This could not be verified; tools that identify alt tags did not find tags on the images in the content. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	5 - Very Good Alignment	Videos are captioned. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

2. How are the following **navigation features** provided in the instructional materials:

Bid Response

• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	When browser-based magnification is used, some of the tools disappear. The built-in magnification only magnifies the pages, not the tool icons. The navigation elements are, by default, large and easy to target with a scanning system.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	The publisher reports that keyboard shortcuts are available, but no keyboard shortcuts were noted. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad.
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

3. How are the following **study tools** provided in the instructional materials:

Bid Response

• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	The highlighter tools are available, but the text is difficult to select accurately. Drawing tools are provided in a variety of colors. Being able to accurately select specific passages for highlighting is an important study tool for students who need to visually organize content, ideas, and concepts.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	The ability to extract highlighted text or notes does not seem to be available. Highlighted text and notes provide a way to jump back to those areas in the content. Extracting highlighted text and notes supports students with organizational needs.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking is available, but it is tied to selecting text. Selecting text can be difficult. Being able to accurately select specific passages for notes is an important study tool for students who struggle with organizing information.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:

Bid Response

The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.

Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	2 - Poor Alignment	Accurately selecting text is difficult in this product. As a result, tools that require selected text, such as text-to-speech tools, will not work effectively. Browser-based magnification will enlarge parts of the interface, such as tool buttons, but will not enlarge the content. Built-in magnification will enlarge the content but not the buttons. Zoom tools will work.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	4 - Good Alignment	Printed versions are available. Some resources may need to be printed out by the teacher or school.

Reviewer's Name: Melinda Robinson

Title: Florida's B.E.S.T. Standards for MATH Grade 1

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade One Mathematics

Bid ID: 299

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Materials appropriate address the BEST standards including attention to clarifications, and are presented in appropriate progression and in and engaging way.

Standard	Description	Reviewer Rating	Rating Justification
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers.	4 - Good Alignment	few question with three addends and less with more than three
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	Model Real Life labelled questions consistently present but many other examples mixture of objects, drawings and equations
MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	5 - Very Good Alignment	builds across chapters to reach clarification limit
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	focus is on equal sign and stays within limits of other clarifications
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	even in higher chapters few representations of c=a+b
MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs.	4 - Good Alignment	only basic geometric shapes used and only once referencing attributes, hexagons, sphere, cubes, rectangular prisms could be used
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	5 - Very Good Alignment	good representation of both
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the	5 - Very Good Alignment	uses appropriate language equal and unequal shares and

	whole using appropriate language including halves or fourths.		quarters beyond the halves and fourths
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	4 - Good Alignment	addresses benchmark clarifications , has identifying and sorting questions but comparing is lacking
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	5 - Very Good Alignment	opportunities to trace to build to sketch
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.	5 - Very Good Alignment	composing and decomposing both addressed 2D and #D addressed separately
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.	4 - Good Alignment	real world objects for 3D seem limited to mostly illustrations with blocks
MA.1.M.1.1	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.	5 - Very Good Alignment	estimation questions presented in a variety of ways
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.	5 - Very Good Alignment	mixture of comparisons using word descriptions and illustrations
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.	3 - Fair Alignment	students not asked to o'clock or half past on their own, only one page illustrating partition of circle as a half with blue background

MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	5 - Very Good Alignment	coins equalling a dollar represented in various ways,
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to $100. Use the ¢ and $ symbols appropriately.	5 - Very Good Alignment	examples of counting on mixed with place value representations connecting to base ten blocks and the way the money is presented always grouped in place value order
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	4 - Good Alignment	clarification 3 counting sequences and visual charts used but other than counting by tens no reference or emphasis on base 10 place value
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.	5 - Very Good Alignment	additional usage of base ten blocks to represent numbers
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	3 - Fair Alignment	expressions and equations lacking blank tens and blank ones is blank, could be additionally represented as blank+blank =blank linking to equations even the reverse is present blank is blank tens and blank ones which is blank=blank+blank lost opportunity

MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	all aspects of clarifications present
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	various strategies build towards fluency
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	5 - Very Good Alignment	clarifications addressed and various strategies represented and built upon
MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	addressed
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.	5 - Very Good Alignment	strategies addressing clarifications are evident
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number.	5 - Very Good Alignment	clarifications met and strategies are varied
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	text supplies prompts such as analyze, ask a question, keep going, help your partner and many self reflective type idea prompts from character thought bubbles

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	prompts such as another way and make connections as well as the structure of the lessons build on understanding and representation
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	all stages of fluency represented and ample prompts for discussion
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	5 - Very Good Alignment	prompts throughout lesson such as justify, you be the teacher, construct an argument

	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	prompts throughout such as make a plan, structure, use another concept
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	5 - Very Good Alignment	dig deeper questions, along with prompts of

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		check your work and is it reasonable
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	multiple references to everyday life, real life,
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	prompts for teacher and questions prompting students
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	multiple real life questions; math musicals texts
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	dig in questions and closure statements may support this

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	supports collaboration ask your partner
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	across curriculum, model real life questions provide various formats to follow
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	as previous stated
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	multiple opportunities to collaborate and share
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	multiple opportunities to collaborate and share

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	benchmarks identified and meet clarifications
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	benchmark clarifications met
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	various methods offered
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	objective learning targets identified and students self assess
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	clarifications met

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	progression through strategies address learning conceptually, procedurally and application
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	pacing seems to be appropriate
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	expertise represented and referenced
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	represented well
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	none noted
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	none noted
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	build through acceptable strategies to support concepts
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	non noted
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	high impact learning strategies are noted and addressed
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	vertical progression; real life models
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	vertical progression; real life models

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	multiple real life models applications etc
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	references and applications noted cross curricular
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	non noted
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	non noted
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	benchmarks and clarifications addressed

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	seem to be easily accessible in text and digital
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	all aspect viewed malign
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	material presented in a way to build the learners conceptual understanding and skill level
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	visuals and prompts support student engagement

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	pacing seems to be appropriate based on level of understanding required
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	differentiation noted in Lauries notes, ELL and
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	overall great representation

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	engaging but not necessarily motivating other than the link to real life
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	thoroughly addresses best standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	TE gives multiple explanations, prompts etc.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	prompts in student edition to justify reasoning share with a partner, choose a different method
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	differentiation addressed
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	presented in an engaging format

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	limited extensions other than possibly math musicals
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	strategies provided help guide to learning goals
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	strategies build to objectives
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	progression through learning monitored and assessed
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	student self monitoring to fsummative assessments and all progression during
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	differentiation noted
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	MTRs extremely evident with EE overlaps
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	BEST standards and clarifications addressed strragies built upon, conceptual understanding, procedural, and application all present

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	non noted

Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	non noted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	non noted
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	2 - Poor Alignment	social emotional learning addressed in Math musicals but seem to be appropriately directed

UDL Reviewer's Name: David Davis

Title: Florida's B.E.S.T. Standards for MATH Grade 2

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012040 - Grade Two Mathematics

Bid ID: 300

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	2 - Poor Alignment	The only change to font size is using the magnification tool, which enlarges the entire page. The colors and background colors cannot be adjusted. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	2 - Poor Alignment	The publisher reports that high contrast capabilities are provided, but no settings could be found to adjust the contrast, and colors and background colors cannot be adjusted. Colors and contrast settings are important for students with various visual needs.

Text-to-speech tools.	1 - Very Poor/No Alignment	No built-in text-to-speech tools could be located. It is difficult to accurately select text for 3rd party tools. Text-to-speech support is important for students with reading difficulties.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. This could not be verified; tools that identify alt tags did not find tags on the images in the content. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	5 - Very Good Alignment	Videos are captioned. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

2. How are the following **navigation features** provided in the instructional materials:

Bid Response

• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	When browser-based magnification is used, some of the tools disappear. The built-in magnification only magnifies the pages, not the tool icons. The navigation elements are, by default, large and easy to target with a scanning system.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	The publisher reports that keyboard shortcuts are available, but no keyboard shortcuts were noted. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired.
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

3. How are the following **study tools** provided in the instructional materials:

Bid Response

• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	The highlighter tools are available, but the text is difficult to select accurately. Drawing tools are provided in a variety of colors. Being able to accurately select specific passages for highlighting is an important study tool for students who need to visually organize content, ideas, and concepts.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	The ability to extract highlighted text or notes does not seem to be available. Highlighted text and notes provide a way to jump back to those areas in the content. Extracting highlighted text and notes supports students with organizational needs.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking is available, but it is tied to selecting text. Selecting text can be difficult. Being able to accurately select specific passages for notes is an important study tool for students who struggle with organizing information.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:

Bid Response

The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.

Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	2 - Poor Alignment	Accurately selecting text is difficult in this product. As a result, tools that require selected text, such as text-to-speech tools, will not work effectively. Browser-based magnification will enlarge parts of the interface, such as tool buttons, but will not enlarge the content. Built-in magnification will enlarge the content but not the buttons. Zoom tools will work.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	4 - Good Alignment	Printed versions are available. Some resources may need to be printed out by the teacher or school.

Reviewer's Name: Carrie DeNote

Title: Florida's B.E.S.T. Standards for MATH Grade 2

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Two Mathematics

Bid ID: 300

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	I have reservations about a curriculum that has not been field tested. In theory, most things seem like they meet the basic criteria for Florida B.E.S.T. which is why most items received a 4. Any district that uses this will have its basic mathematical needs met. It lacks the substance for a district to excel in math teaching, which is a concern for a company whose

	only focus is mathematics. I would have expected to see more references to The 5 Practices fo Orchestrating Productive Mathematical Discussions, math discourse in general, number talks, etc., anything else that encourages a substantial amount of discussion based lessons. The lessons start out with a question by the teacher but then goes to modeling. Overall, the curriculum is still very teacher-led.

Standard	Description	Reviewer Rating	Rating Justification
MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	4 - Good Alignment	There are 2-4 word problems at the end of each of the lessons.
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	4 - Good Alignment	Meets criteria
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	4 - Good Alignment	There is a lot of explicit instruction on strategies in these lessons.
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	4 - Good Alignment	Meets criteria
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	4 - Good Alignment	Meets criteria
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	4 - Good Alignment	Meets criteria

MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	4 - Good Alignment	Meets criteria
MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	4 - Good Alignment	Meets criteria
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	4 - Good Alignment	Meets criteria
MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	4 - Good Alignment	Meets criteria
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	4 - Good Alignment	Meets criteria. Students have a chance to demonstrate their learning through drawing shapes and sorting. There could be more opportunities to sort.
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	4 - Good Alignment	Meets criteria. The students have a chance to explore making a shape, zeroing in an attributes of the shape, prior to sorting.
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	4 - Good Alignment	Meets criteria. Limited practice

MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	4 - Good Alignment	Meets criteria.
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.	4 - Good Alignment	Meets criteria.
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	4 - Good Alignment	Meets criteria
MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	4 - Good Alignment	Meets criteria. Word problems are at the end of each lesson.
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	4 - Good Alignment	Meets criteria.
MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.	4 - Good Alignment	Meets criteria.
MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	4 - Good Alignment	Meets criteria.
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	4 - Good Alignment	Meets criteria.
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	4 - Good Alignment	Meets criteria.

MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	4 - Good Alignment	Meets criteria.
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	4 - Good Alignment	Meets criteria. Good strategies to teach fluency.
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	4 - Good Alignment	Meets criteria.
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	3 - Fair Alignment	This benchmark paired with the MTRs requires students to choose a method they can use reliably. In most lessons, the students are guided to an explicit method (number line, vertical algorithm, place value strategy, etc). There are too few lessons like 6.6 which are word problems that do not specify a method. There should be more like this type of lesson.
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.	4 - Good Alignment	Meets criteria.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task.	4 - Good Alignment	Meets criteria.

	• Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	Meets criteria.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context.	4 - Good Alignment	Meets criteria.

	• Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	Meets criteria.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems.	4 - Good Alignment	Meets criteria.

	• Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Meets criteria.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	Meets criteria.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Meets criteria. Students can go back in the problem to show where they obtained information

			to help them solve the problem
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Meets criteria.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Meets criteria.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Meets criteria.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Meets criteria.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Meets criteria.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Meets criteria.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Meets criteria.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Meets criteria
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Meets criteria.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Meets criteria.

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Meets criteria.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Meets criteria.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Meets criteria.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	Meets criteria.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Meets criteria.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Meets criteria.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Everything I viewed seems to be in good order.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Good use of generic items for story problems.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Meets criteria.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Meets criteria.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Meets criteria. The content is written to address B.E.S.T. benchmarks but has not been

		field tested. Things align here in theory.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Meets criteria.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Meets criteria. Again, good use of generic objects that everyday 2nd graders will have access to (i.e. markers)
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Meets criteria.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Meets criteria. The math musicals (including the storybook, sheet music and activities) do a nice job of including other disciplines.is
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Meets criteria.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Meets criteria.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Meets criteria.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Meets criteria.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Meets criteria.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Meets criteria.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Meets criteria. Simple, easy to follow and not too overwhelming.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Meets criteria.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Meets criteria.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Meets criteria.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The cartoon animals are a nice touch, especially with the musicals online.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Meets criteria.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear learning and Success criteria listed on every student lesson.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Meets criteria.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Suggested differentiation is listed within the lessons.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Meets criteria.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The Extensions make sense and are a good starting point for teachers to then come up with their own.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	The lessons begin with the teacher asking a thought-provoking question. The lessons could have less teacher-led activities and more room for student discussion.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	See feedback on question 8.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Meets criteria.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	The alternative assessments used for students who do not do well with traditional assessments are actually good for everyone. They ask for student thinking and have fewer questions.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Many of the options listed for UDL apply to the online platform. Since most students will spend most of the time working from paper copies, this could use more attention.

		Not as many districts will have students work from the online platform on a regular basis.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	The MTR's are identified frequently throughout the series as indicated by the little blue squares. They are not only a self-monitoring tool for students but a guide for teachers to use best practices when instructing the math. Instruction is very teacher-directed and the intention of the MTRs is to get instruction to be more discussion-based and student directed. That was not observed as often.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Meets basic criteria.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Meets criteria.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Meets criteria.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Meets criteria.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	Meets criteria.

Reviewer's Name: Penny King

Title: Florida's B.E.S.T. Standards for MATH Grade 2

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Two Mathematics

Bid ID: 300

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	I really like this curriculum. It is student and teacher friendly. It is visually appealing while addressing the BEST standards to a pretty high level. There are many opportunities for students to demonstrate their understanding in a variety of ways. The lessons are engaging and the use of resources is very strong. It feels like this was written by teachers for teachers.

	Detailed and organized and I love the integration of up to date strategies, models, and theories.

Standard	Description	Reviewer Rating	Rating Justification
MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	5 - Very Good Alignment	Strong evidence of correlation
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false.	4 - Good Alignment	nice amount of opportunities to work with standard
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	5 - Very Good Alignment	Strong evidence of correlation
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.	3 - Fair Alignment	more opportunities to work with standard needed
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	5 - Very Good Alignment	strong amount of opportunities to work with standard/correlation is good
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good

MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	5 - Very Good Alignment	Strong evidence of correlation
MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	4 - Good Alignment	many opportunities to work with standard
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.	3 - Fair Alignment	more opportunities to work with standard needed
MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good

MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.	5 - Very Good Alignment	Strong evidencsufficient opportunities to work with standard/correlation is goode of correlation
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	5 - Very Good Alignment	Strong evidence of correlation
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	5 - Very Good Alignment	Strong evidence of correlation
MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.	5 - Very Good Alignment	Strong evidence of correlation
MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	5 - Very Good Alignment	Strong evidence of correlation
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000.	4 - Good Alignment	sufficient opportunities to work

			with standard/correlation is good
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10.	3 - Fair Alignment	more opportunities to work with standard needed
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	5 - Very Good Alignment	Strong evidence of correlation
MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	5 - Very Good Alignment	Strong evidence of correlation
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.	5 - Very Good Alignment	Strong evidence of correlation
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good

	• Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good

MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Strong evidence of correlation
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Strong evidence of correlation

MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Strong evidence of correlation
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good

ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Strong evidence of correlation
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Strong evidence of correlation
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	sufficient opportunities to work with standard/correlation is good
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Strong evidence of correlation

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Highly aligned
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Highly aligned

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Highly adaptable materials for use in the classroom
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Highly aligned
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Complexity matches standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Good match from content to grade level
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	sufficient time given to cover content
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Highly aligned
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Good use of primary and secondary sources
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors observed
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	All information appears to be presented in an objective manner
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Highly aligned
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	All information appears factually acurate

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Highly aligned
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Content is appropriate and relevant in context
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Appropriate and relevant context for grade level
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Highly aligned connection to real life
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Good application of interdisciplinary connections for students
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Equitable multicultural representation observed
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No in humane or inappropriate content
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Highly aligned

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Resources set teachers up to not need to gather additional resources
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Highly aligned

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Logical organization of mathematical content
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Strong level of readability and appropriate level for listening for this grade level
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Appears to be a good pace for teachers and students to cover standards
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Resources and tools provided for students with various needs
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Highly aligned

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Materials provide a high level of motivation for students. Engaging and interesting.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Highly aligned
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Very clear statements of information and outcomes
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Highly aligned

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Appropriate for customizing and adapting to meet the various needs of students.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Opportunities are there but would like to see additional opportunities.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Highly aligned
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Great use of appropriate math strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Highly aligned
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessment is always a difficult area but do seem to correlate to learning outcomes
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Pretty solid assessment strategies for teachers to determine if students are meeting the targeted outcomes.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Highly aligned
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Highly aligned
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Highly aligned

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	no CRT evidenced
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT evidenced
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT evidenced
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	not evidenced

UDL Reviewer's Name: David Davis

Title: Florida's B.E.S.T. Standards for MATH Grade 3

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012050 - Grade Three Mathematics

Bid ID: 301

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	2 - Poor Alignment	The only change to font size is using the magnification tool, which enlarges the entire page. The colors and background colors cannot be adjusted. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	2 - Poor Alignment	The publisher reports that high contrast capabilities are provided, but no settings could be found to adjust the contrast, and colors and background colors cannot be adjusted. Colors and contrast settings are important for students with various visual needs.

Text-to-speech tools.	1 - Very Poor/No Alignment	No built-in text-to-speech tools could be located. It is difficult to accurately select text for 3rd party tools. Text-to-speech support is important for students with reading difficulties.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. This could not be verified; tools that identify alt tags did not find tags on the images in the content. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	5 - Very Good Alignment	Videos are captioned. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

2. How are the following **navigation features** provided in the instructional materials:

Bid Response

• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	When browser-based magnification is used, some of the tools disappear. The built-in magnification only magnifies the pages, not the tool icons. The navigation elements are, by default, large and easy to target with a scanning system.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	The publisher reports that keyboard shortcuts are available, but no keyboard shortcuts were noted. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired.
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

3. How are the following **study tools** provided in the instructional materials:

Bid Response

• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	The highlighter tools are available, but the text is difficult to select accurately. Drawing tools are provided in a variety of colors. Being able to accurately select specific passages for highlighting is an important study tool for students who need to visually organize content, ideas, and concepts.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	The ability to extract highlighted text or notes does not seem to be available. Highlighted text and notes provide a way to jump back to those areas in the content. Extracting highlighted text and notes supports students with organizational needs.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking is available, but it is tied to selecting text. Selecting text can be difficult. Being able to accurately select specific passages for notes is an important study tool for students who struggle with organizing information.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:

Bid Response

The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.

Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	2 - Poor Alignment	Accurately selecting text is difficult in this product. As a result, tools that require selected text, such as text-to-speech tools, will not work effectively. Browser-based magnification will enlarge parts of the interface, such as tool buttons, but will not enlarge the content. Built-in magnification will enlarge the content but not the buttons. Zoom tools will work.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	4 - Good Alignment	Printed versions are available. Some resources may need to be printed out by the teacher or school.

Reviewer's Name: Amie McCamley

Title: Florida's B.E.S.T. Standards for MATH Grade 3

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Three Mathematics

Bid ID: 301

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Over all the materials were mostly aligned to the benchmarks. There will need to be supplemental materials in place to meet the full depth of the benchmarks. Problem solving application was also missing. This is especially important when implementing the B.E.S.T. Standards.

Standard	Description	Reviewer Rating	Rating Justification
MA.3.AR.1.1	Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	1 - Very Poor/No Alignment	Only 1 lesson on distributive property, does not involve 2-digit numbers.
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	2 - Poor Alignment	Very few 2-step questions. Many problems are key word specific "in all". Doesnt meet the full depth of the standard.
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	Gives examples and models to go with expressions. Would have given it a "5" but there is lots of reference to fact families. That doesnt align to the benchmark. The benchmark is about relationships between division and multiplication, not just knowing which way to order 3 numbers in different ways.
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	1 - Very Poor/No Alignment	No evidence of equivalent equations.
MA.3.AR.2.3	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	5 - Very Good Alignment	Lots of practice and instruction linked to models that involve

			the unknown in all locations.
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	4 - Good Alignment	Only 1 lesson
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	2 - Poor Alignment	Only 1 lesson and 1 way of explaining a multiple using multiplication chart. Doesnt mention division. Not full depth of benchmark.
MA.3.AR.3.3	Identify, create and extend numerical patterns.	4 - Good Alignment	Aligned, but only 1 lesson
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	5 - Very Good Alignment	Read and create the 3 different types of graphs.
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.	4 - Good Alignment	Missing 2-Step word problems
MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{\square}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself *m* times.	3 - Fair Alignment	Only esson 9.6 correctly aligned to benchmark
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	4 - Good Alignment	Has models and uses all 3 forms. Inlcudes fractions greater than one. Uses phrase "mixed number." Vocabulary of "Fraction Greater Than One" should be used.

MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	5 - Very Good Alignment	Uses multiple models and is aligned to the depth of the benchmark.
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	5 - Very Good Alignment	Instruction inlcudes fractions greater than one. Uses lots of number lines and models.
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	5 - Very Good Alignment	Real World Connections
MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	5 - Very Good Alignment	Real World Connections
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	5 - Very Good Alignment	Many examples and practice
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	4 - Good Alignment	Several of the real world examples contain images outside of the 12x12 benchark clarification.
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	5 - Very Good Alignment	Connects models to multiplication formula.
MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	3 - Fair Alignment	This benchmark doesnt require students to find unknown side lengths.
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-	3 - Fair Alignment	This benchmark doesnt require students to find

	overlapping rectangles with whole-number side lengths.		unknown side lengths.
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	4 - Good Alignment	Measurement has to be to nearest centimeter. Problems involved half cetimeters.
MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	5 - Very Good Alignment	Real World Application evident
MA.3.M.2.1	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	5 - Very Good Alignment	Connected Analog Time with Digital time to the nearest minute.
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	5 - Very Good Alignment	Connect clocks with number lines.
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Lots of examples
MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	5 - Very Good Alignment	Allows students to show it in multiple ways
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	4 - Good Alignment	Benchmark states student will compare whole number not expressions.
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	5 - Very Good Alignment	Aligned

MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Multiple strategies
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	5 - Very Good Alignment	Multiple Strategies
MA.3.NSO.2.3	Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.	5 - Very Good Alignment	Connects Multiplication to Base Ten Blocks
MA.3.NSO.2.4	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	5 - Very Good Alignment	lots of models
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	The textbook allows for the teacher to fascilitate this benchmark.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects,	3 - Fair Alignment	Represent in multiple ways is missing

	drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Evident throughout textbook
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.	3 - Fair Alignment	explicit opportunities for discourse are lacking

	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	3 - Fair Alignment	Explore pieces have some evident, but for the most part this is set up very (I do, we do, you do) which doesnt allow for students to see and connect patterns on their own.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Several opportuinites throughout.

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Most lessons had this application.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Appeared in many lessons
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Not much reading required
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	There are explicit directions.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	limited opportunities
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	This was evident in many places
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	Not much opportunity for discourse
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Supports are in place

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Supports are in place
MA.3.FR.1.1	Represent and interpret unit fractions in the form 1/n as the quantity formed by one part when a whole is partitioned into n equal parts.	4 - Good Alignment	Evident in Lesson 9.1 and 9.2 with shapes and part of a set.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Many things were lacking in the depth of the benchmark. Teachers are going to need to supplement many of the benchmarks in order to meet the depth.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	Many of the lesson skim the surface of the B.E.S.T. Standards. When only looking at the benchmark language, it looks like it is aligned, but when you look at the clarification and examples of the benchmark, many of these lessons are lacking.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	Teachers will need to supplement a lot
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Teachers will need to supplement for full depth of benchmarks.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	Doesnt allow for much explanation. Lesson are tied to specific strategies.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	2 - Poor Alignment	See above...students will need to master these benchmarks to be successful. This textbook

		will need suplemental materials to accomplish that.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	Lessons are not overwelming with number of practice problems. This is a positive.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	evident
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Great pictures
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Images are of real world application
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Did not see anything that would bias
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	2 - Poor Alignment	Incorrect fraction language "Mixed Number" and word problems were tied to key words instead of problem solving.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	2 - Poor Alignment	Incorrect fraction language "Mixed Number" and word problems were tied to key words instead of problem solving.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	2 - Poor Alignment	Incorrect fraction language "Mixed Number" and word problems were tied to key words instead of problem solving.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Aligned to real world examples

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	good for 3rd graders
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	lizards, buildings, marbles...etc
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	cross curricular alignment
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	evident
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	evident
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Not to the full depth of benchmarks

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	Teacher will still need to prep quite a bit. Laurie's notes are limited.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All pieces align together
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	Rounding isnt present until chapter 7 and 8. This is normally done with place value earlier in the year.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	5 - Very Good Alignment	evident

understanding of the content at a level appropriate to the students' abilities.		
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Some benchmarks only had 1 lesson and would need to be spiraled
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	accessible
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	visually pleasing

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	somewhat
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Should be taught deeper
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Learning Goals and Outcomes are evident in each lesson
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	follows gradual release model, needs more problem solving pieces.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Scaffolds present in teacher edition
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Not many opportunites for movement. Most items are drawn in book as representation, needs more

		concrete application with manipulatives.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	aligned to learning goals and outcomes, but those are written loosely.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Lots of strategies present
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	evident
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	evident
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	evident
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Missing more hands on and audiority learning
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Many opportunites for the teacher to fascilitate this
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	yes

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	CRT not evident in materials

Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Aligned
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Aligned
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	Aligned

Reviewer's Name: Ashley Schmidt

Title: Florida's B.E.S.T. Standards for MATH Grade 3

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Three Mathematics

Bid ID: 301

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The curriculum does progress each topic through the CSA model but spends very little time helping students progress to the semi-concrete level. Many topics progressed too quickly from the concrete to the abstract levels. There are some standards that were not addressed in their entirety in the textbook and will require teachers to create or find activities

	outside of the curriculum to ensure the standards are taught in the way that they were intended to be taught.

Standard	Description	Reviewer Rating	Rating Justification
MA.3.AR.1.1	Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	5 - Very Good Alignment	Addresses all components of the standard
MA.3.AR.1.2	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	5 - Very Good Alignment	Addresses all components of the standard
MA.3.AR.2.1	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	2 - Poor Alignment	4.2 is the only section that truly aligns with this standard. However, 4.2 doesn't go up to the 12 facts of multiplication (it uses one 10 fact) and the missing factor is never a symbol or letter, it is always a blank space.
MA.3.AR.2.2	Determine and explain whether an equation involving multiplication or division is true or false.	2 - Poor Alignment	4.1 covers division of determining the quotient, but doesn't align with the example provided in the standards. The algorithm is set up within problems, which doesn't align to this standard. Also, the standard mentions the product

			or quotient being on either side of the equal sign and every example in 4.1 the quotient is on the right side.
MA.3.AR.2.3	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Representation of the unknown as a symbol or letter is limited. Typically represented as a blank or an empty box.
MA.3.AR.3.1	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	5 - Very Good Alignment	Addresses a variety of numbers from 1-1,000
MA.3.AR.3.2	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Addresses multiples with multiplication chart. Some of the charts in the lesson stops at the 9 facts and the standards call for multiples to 144.
MA.3.AR.3.3	Identify, create and extend numerical patterns.	5 - Very Good Alignment	All 3 components were addressed in this section (identify, extend, and create)
MA.3.DP.1.1	Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.	5 - Very Good Alignment	Addresses all components of standard
MA.3.DP.1.2	Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.	5 - Very Good Alignment	Addresses all components of standard
MA.3.FR.1.2	Represent and interpret fractions, including fractions greater than one, in the form	5 - Very Good Alignment	Address all components of standard

	of  as the result of adding the unit fraction $\frac{1}{n}$ to itself *m* times.		
MA.3.FR.1.3	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	4 - Good Alignment	Only 6 total problems were greater than a whole in the 6 pages of this topic. One of the six questions could have been answered without a fraction greater than a whole. Would have liked to see more opportunites for students to work with fractions greater than one whole.
MA.3.FR.2.1	Plot, order and compare fractional numbers with the same numerator or the same denominator.	3 - Fair Alignment	Limited use of fractions greater than 1 whole and no use of connecting plotting on a number line to a ruler.
MA.3.FR.2.2	Identify equivalent fractions and explain why they are equivalent.	4 - Good Alignment	There are few opportunities to explain why fractions are equivalent. There are also problems in section 10.3 that ask students to generate equivalent fractions instead of identify equivalent fractions with visuals or number lines.
MA.3.GR.1.1	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	5 - Very Good Alignment	Addresses all components of the standard

MA.3.GR.1.2	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	5 - Very Good Alignment	Addresses all components of the standard
MA.3.GR.1.3	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	4 - Good Alignment	1 question addresses paper folding explicitly.
MA.3.GR.2.1	Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.	5 - Very Good Alignment	Addresses all parts of the standards
MA.3.GR.2.2	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	4 - Good Alignment	No use of multiplication facts with 9, 10, 11, or 12
MA.3.GR.2.3	Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	Some questions in 14.1 & 14.4 ask students to find the missing side length, which was outlined specifically as not something this standard addresses.
MA.3.GR.2.4	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	5 - Very Good Alignment	Addresses all components of the standard
MA.3.M.1.1	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	5 - Very Good Alignment	Addresses all components of the standard
MA.3.M.1.2	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	5 - Very Good Alignment	Addresses all components of the standard

MA.3.M.2.1	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	5 - Very Good Alignment	Addresses all components of the standard
MA.3.M.2.2	Solve one- and two-step real-world problems involving elapsed time.	5 - Very Good Alignment	Addresses all components of the standard
MA.3.NSO.1.1	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	4 - Good Alignment	Doesn't include number 10,000
MA.3.NSO.1.2	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	2 - Poor Alignment	Covers composing and decomposing with expressions but not equations, drawings, or objects
MA.3.NSO.1.3	Plot, order and compare whole numbers up to 10,000.	4 - Good Alignment	Largest number used were only in the 8 thousands
MA.3.NSO.1.4	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	5 - Very Good Alignment	Addressing all components of standard
MA.3.NSO.2.1	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Addressing all components of standards
MA.3.NSO.2.2	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	5 - Very Good Alignment	All components of standard addressed
MA.3.NSO.2.3	Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.	5 - Very Good Alignment	All components of standard addressed
MA.3.NSO.2.4	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	5 - Very Good Alignment	Variety of strategies for students to select from. Covers all components of standard

MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Opening chapter section questions address this standard explicitly. Would like to see more of these embedded throughout sections.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	3 - Fair Alignment	Few opportunities to represent thinking in multiple ways with the pages provided
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	4 - Good Alignment	Given examples have a predetermined set of methods given to students to solve

	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Students have opportunities to think about their strategies with questions posed on the page
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	4 - Good Alignment	Wonderful opportunities for students to look for patterns but doesn't always address the component of connecting across mathematical standards

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	3 - Fair Alignment	Problems have the dog image asking students how they can verify or check that their work is correct. Doesn't cover all components of this standard
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	4 - Good Alignment	Some of the problems included on this list are technically real world but are not applicable to the real world of majority of students (e.g. 72)

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Image of dog asks students to communicate clearly
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Students need to read word problems to solve the tasks presented but no reading passages are provided that explicitly show grade level complex text
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	"What do you notice" as inference
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Teachers encouraged to engage students in think pair share to work on communication skills
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Extending students learning, alternative assessments, and centers might be areas that teachers don't get to in instruction. Page 295 demonstrated how student work can be created but wanted to see more opportunities in teh student textbook
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Difficult to say whether or not this is addressed in the text as it is a skill that

			occurs during instruction
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Sections provided to support teachers with instruction for ELL's in some places through text
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	251 is a share and discuss for all students and doesn't address ELL communication specifically
MA.3.FR.1.1	Represent and interpret unit fractions in the form 1/n as the quantity formed by one part when a whole is partitioned into n equal parts.	1 - Very Poor/No Alignment	No pages provided

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	The curriculum didn't align with all standards or only partially addressed some standards
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The standards that do aligned are written to the correct skill level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Many components are, but teachers will need additional activities to fill in where the curriculum doesn't address the standard in its entirety
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Many components are, but teachers will need additional activities to fill in where the curriculum doesn't address the standard in its entirety

5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Many components are, but teachers will need additional activities to fill in where the curriculum doesn't address the standard in its entirety
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The complexity aligns very well with the expectations of acheivement of 3rd grade standards
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	Not enough time is spent on the hands-on component
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Teacher's edition has wonderful clarification/explanations
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Teacher's edition has wonderful clarification/explanations
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No issues observed
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No biases observed
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	There was some time spent on the concrete level but very little on the semi-concrete level. Many lessons jumped straight to the abstract from the concrete level.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No issues observed
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Very apparent in both teacher and student editions

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Context misses the mark in a few problems across sections. Teacher clarification will be needed to better help students understand these problems.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Context misses the mark in a few problems across sections. Teacher clarification will be needed to better help students understand these problems.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	A lot of the problems labeled "real-world" are in fact real world examples but not truly the "real-world" of our students. This decreases the meaning to the students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Would have liked to see more content connections to science and reading
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	No biases observed
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	None observed
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	My answers were a mixture of fair to very good alignment.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the	4 - Good Alignment	Some areas will need additional support as the

targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.		standard wasn't addressed in its entirety
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Some standards were not addressed in their entirety
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Each section followed the same outline across all chapters
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Word problems kept at students levels of reading
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	Some sections went very quickly from hands-on to representing their answers in an algorithm
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	UDL questionnaire was helpful to find and try these tools
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	There was a mixture of very good alignment and fair alignment in this section.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Colors, characters, manipulatives, variety of representatins in some sections
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Broken into smaller segments with a variety of representations of the "big ideas"

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Learning targets on various pages, success criteria outlined at beginning of each section
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Provides some units that progress through the CSA model
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Spiraling is included at the bottom of pages in each section. Prior review of skills is needed to further support developmental differences of students.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Opportunities for students to engage in hands-on activites with manipulatives as well as places for teachers to engage students in conversation. Would like to see more of these opportunities throughout.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Content, goals, and objectives are well logically laid out in each section.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	All components of CSA are included but students are pushed quickly to the abstract through use of procedures in some of the content areas, which is not part of the standards in third grade
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Evident in tasks presented and teacher manual explanations
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Evident in teacher edition
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in	5 - Very Good Alignment	Some of the assessment items do not have enough room to

assessing the learners' performance with regard to the targeted outcomes.		solve the problem/show thining in a variety of ways
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The UDL questionnaire was very helpful in specifically addressing this.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Some areas as outlined in previous sections didn't align completely
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	For the most part, yes

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	CRT not evident
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT not evident
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	SJ not evident
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	SEL not evident

Reviewer's Name: Doreen Alvarez

Title: Florida's B.E.S.T. Standards for MATH Grade 4

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

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Edition: 1

Grade Level: K-5

Course: Grade Four Mathematics

Bid ID: 302

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Overall impression is materials are easy to use, meet most standards with a fair alignment. Some requirements are only in the TE which can be overlooked by a teacher when in the moment of teaching. Videos have SEL components. Cross curricular activities, although seem to be fun, would

	not be worthy of attempting in a time- strapped classroom.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	3 - Fair Alignment	The standard is across lessons, but it does not coincide with the other standards in the lessons.
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	4 - Good Alignment	Meets benchmark with good amount of practice.
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	Meets benchmark and clarifications with ample practice.
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	2 - Poor Alignment	Insufficient practice and coverage of the standard.
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	2 - Poor Alignment	Insufficient practice and coverage of the standard.
MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	5 - Very Good Alignment	Uses concrete examples with rectangles, meets benchmark with clarification regarding divisibility rules.

MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	Uses real world examples. One problem in the TE states the pattern is, "add a zero each time." Mathematically it should be multiply by 10 each time.
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Ample practice with both stem and leaf plots and line plots.
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	3 - Fair Alignment	Vocabulary development is lacking.
MA.4.DP.1.3	Solve real-world problems involving numerical data.	2 - Poor Alignment	Insufficient practice with, "Data involving decimals are limited to hundredths."
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	2 - Poor Alignment	Does not make sufficient use of manipulatives, models, or number lines. There is only one set of number lines at the beginning of 9.3.
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	2 - Poor Alignment	Does not make sufficient use of manipulatives, models, or number lines.
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	3 - Fair Alignment	Does not include sufficient use of manipulatives or visual models in instruction.

MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	3 - Fair Alignment	Does not use enough examples of fractions greater than one.
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	3 - Fair Alignment	Uses mostly equations for student practice. Students need guidance on how to draw the example or model.
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	3 - Fair Alignment	Ample practice, but lacks enough examples of HOW to regroup fractions for subtracting.
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	2 - Poor Alignment	Does not make sufficient use of manipulatives, models, or number lines.
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	Does well aligning multiplication of fractions with repeated addition. TE does have amswers simplified, which is not what the standard requires.
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	Meets benchmark with clarifications. Vocabulary introduction needs more depth.
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	5 - Very Good Alignment	Meets benchmark

MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	5 - Very Good Alignment	Meets benchmark. Uses real world examples.
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	Perimeter and area are initially taught in isolation, but are brought together later.
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	Meets the benchmark.
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	4 - Good Alignment	Meets the benchmark.
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	4 - Good Alignment	Meets the benchmark. Separates each type of measurement. Teaches customary and metric separately. Uses the word "capacity" instead of "volume."
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	4 - Good Alignment	Meets the benchmark. Combines customary and metric questions in the final lesson.
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	4 - Good Alignment	Meets the benchmark.
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	4 - Good Alignment	Taught as part of three different units, which is good spiral review.

MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	4 - Good Alignment	Meets the benchmark.
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	4 - Good Alignment	Meets the benchmark with clarifications.
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	4 - Good Alignment	Meets the benchmark. Rounding is used to estimate products.
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	3 - Fair Alignment	Does not meet the clarification, "Within the benchmark, the expectation is to explain the reasoning for the comparison."
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Ample practice throughout numerous lessons.
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	Teaches multiplication with multiple strategies and procedures.
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Teaches area model, distributive and associative properties, partial products, as well as the traditional standard algorithm, however the traditional algorithm is not taught in a step by step. Rather it says to multiply the three in the ones by the 3digit top number, then the 4 in the tens by the 3 digit top number.

MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	Uses models and different methods, includes remainder as a fraction of divisor.
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	Includes estimation as a natural part of problem solving.
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	4 - Good Alignment	Meets benchmark
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	Includes word problems and money.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	3 - Fair Alignment	Lessons include "Solving the Model Real Life Example," but in the TE, which can be easily overlooked.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.	4 - Good Alignment	The company states that 4 pages are dedicated to this standard, but throughout the book models are used. Manipulatives could be used more.

	• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	Students are provided with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others.	3 - Fair Alignment	There are no opportunities for planned partner work. Allows for a "turn and talk" on occasion. Most discussion is in the TE as a side note, which can be easily overlooked.

	• Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	Allows for problem solving strategies that include analyzing the problem and planning for problem solving.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used.	4 - Good Alignment	Includes estimation as a natural part of problem solving.

	• Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	Problems include real-world scenarios and uses models.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Teacher edition includes opportunities for students to explain and justify orally. Student edition does not.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Word problems are appropriate. Avoids unusual ethnic names by saying, "you" in most word problems.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Includes cross curricular paragraphs throughout.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	The student edition does not allow for collaboration. The TE has spots for it, that can be easily overlooked by a

			teacher worried about pacing.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Not included in SE.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	The suggestions are not viable. Things like, "invite a car mechanic to come in," or "perform a puppet show." There is not enough time in the day. The standard needs to embedded in daily lessons.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Support in the TE throughout.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	"problem Solving for All Learners" is included throughout the TE.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Many standards score a 2 or 3. Average overall is 3.59.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Lessons allow for supporting learners and extended thinking.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Lessons allow for supporting learners and extended thinking.

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Lessons use real-world examples to impart the significance of topics.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Complexity meets standards and clarifications most of the time.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	Complexity meets standards and clarifications most of the time.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Meets expectations.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Meets expectations.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Meets expectations. Includes real-world sources to support lessons.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Minor errors. I observed two errors in the TE.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Meets expectations.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content includes accepted ways to solve multiplication and division as well as using many other prevailing theories.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Meets expectations.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Meets expectations.

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Content is relevant and appropriate.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Content is relevant and appropriate for learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real-world examples make content meaningful.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Lessons have cross-curricular connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Very few names or images of human beings are included. Most examples use photographs or illustrations of animals or things in nature.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Meets expectations.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Many standards score a 2 or 3. Average overall is 3.59.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Ample practice included.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Meets expectations.

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	An overview the sequencing indicates content is being taught in a logical organization.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Readability is good. Visuals are engaging, not distracting.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Content is presented in reasonable chunks.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	TE contains Learner Support, Scaffolding, information for emergent learners.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Presentation is user-friendly, and meets expectations for teachers and students.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Text uses familiar characters, and lessons are neat without too much to be visually confusing to students.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Lessons are chunked so that standards are met over multiple lessons.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Student lesson includes a learning target and "I can" statements. TE includes "Where are we in our learning" opportunities for evaluation and reflection as well as rubrics for formative assessment.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	TE includes "Where are we in our learning" opportunities for evaluation and reflection as well as rubrics for formative assessment.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	TE contains Learner Support, Scaffolding, information for emergent learners.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Meets expectations.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	TE includes cross curricular activities that would be time consuming and hard to fit within prescribed lesson times.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Uses multiple strategies and models.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Uses multiple strategies and models.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments correlate with desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessment materials are effective in assessing the learners' performance with regard to the targeted outcomes.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	UDL is incorporated in the TE via scaffolding, ELL notes, and "Problem Solving for All Learners" segments.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	3 - Fair Alignment	MTRs and ELA are rated as fair to good.

Mathematical Thinking and Reasoning Standards as applicable?		
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Instructional strategies and support satisfy the LEARNING requirements.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	CRT is not taught.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Instructional materials omit Culturally Responsive Teaching as it relates to CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT is not taught.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	1 - Very Poor/No Alignment	Lesson videos include SEL lessons within the content lesson.

UDL Reviewer's Name: David Davis

Title: Florida's B.E.S.T. Standards for MATH Grade 4

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012060 - Grade Four Mathematics

Bid ID: 302

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	2 - Poor Alignment	The only change to font size is using the magnification tool, which enlarges the entire page. The colors and background colors cannot be adjusted. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	2 - Poor Alignment	The publisher reports that high contrast capabilities are provided, but no settings could be found to adjust the contrast, and colors and background colors cannot be adjusted. Colors and contrast settings are important for students with various visual needs.

Text-to-speech tools.	1 - Very Poor/No Alignment	No built-in text-to-speech tools could be located. It is difficult to accurately select text for 3rd party tools. Text-to-speech support is important for students with reading difficulties.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. This could not be verified; tools that identify alt tags did not find tags on the images in the content. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	5 - Very Good Alignment	Videos are captioned. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	Tab order, alt text, labeling of table contents, etc. are inaccessible to a screen reader. Headings are not clearly marked. Most text reads out of order in digital books. Unable to test student platform, only teacher. Content on student platform will need to be tested. The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	When browser-based magnification is used, some of the tools disappear. The built-in magnification only magnifies the pages, not the tool icons. The navigation elements are, by default, large and easy to target with a scanning system.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	The publisher reports that keyboard shortcuts are available, but no keyboard shortcuts were noted. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad, and for students who are blind or visually impaired.
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	Tab order, headings, and labels are lacking. Difficult to navigate and not clear for someone using a screen reader and braille display. The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	The highlighter tools are available, but the text is difficult to select accurately. Drawing tools are provided in a variety of colors. Being able to accurately select specific passages for highlighting is an important study tool for students who need to visually organize content, ideas, and concepts.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	The ability to extract highlighted text or notes does not seem to be available. Highlighted text and notes provide a way to jump back to those areas in the content. Extracting highlighted text and notes supports students with organizational needs.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking is available, but it is tied to selecting text. Selecting text can be difficult. Being able to accurately select specific passages for notes is an important study tool for students who struggle with organizing information.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen	2 - Poor Alignment	Accurately selecting text is difficult in this product. As a result, tools that require selected text, such as text-to-speech tools, will not work effectively. Browser-based magnification will enlarge parts of the interface, such as tool

keyboards, Switch scanning controls, Speech-to-text.		buttons, but will not enlarge the content. Built-in magnification will enlarge the content but not the buttons. Zoom tools will work.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	4 - Good Alignment	Printed versions are available. Some resources may need to be printed out by the teacher or school.

Reviewer's Name: Felisha Nicholson

Title: Florida's B.E.S.T. Standards for MATH Grade 4

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Four Mathematics

Bid ID: 302

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This curriculum embeds a lot of aligned standards practice, student-friendly work pages, teacher supportive resources, and so much more. I thoroughly enjoyed reviewing the materials within this curriculum. After reviewing the questionnaire, I could see that they used a lot of educational research (John Hattie, Nancy Frey, etc.) when

	creating these resources. The layout of the lessons were easy to follow and the TEs housed a lot of resources that will set up the teachers and students with success.

Standard	Description	Reviewer Rating	Rating Justification
MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	There's a lot of content within the lessons that address the identified standard.
MA.4.AR.1.2	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	5 - Very Good Alignment	These lessons incorporate a variation of ways to practice skills. Love the layout of the fraction lessons.
MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	Same as above.
MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	4 - Good Alignment	Doesn't limit students to specific strategies. Gives them brief practice with a model and number line, then takes them right into practice. Students are able to choose whichever strategy is best for them.
MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	4 - Good Alignment	Ample practice.

MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	4 - Good Alignment	Same as above.
MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	3 - Fair Alignment	I wish there was more content for this lesson strand. In fourth grade. In our district, we have found that students struggle with creating patterns based upon a given rule.
MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Ample practice.
MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Great alignment and ample practice with mean, median and mode within lesson content. The pages are colorful and easy to follow.
MA.4.DP.1.3	Solve real-world problems involving numerical data.	4 - Good Alignment	lots of stem and leaf plot practice
MA.4.FR.1.1	Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.	4 - Good Alignment	includes ample practice for modeling fractions and mixed numbers, and generating fractional equivalences with 10s and 100s as denominators.
MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	5 - Very Good Alignment	There's a great deal of practice with fractions and decimals, and relating the two. The students are using tables,

			models, and number lines.
MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	4 - Good Alignment	ample practice with this standard!
MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	4 - Good Alignment	same as above
MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	5 - Very Good Alignment	lots of practice!
MA.4.FR.2.2	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	5 - Very Good Alignment	same as above!
MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	4 - Good Alignment	Being that the students will receive quite a bit of practice with generating equivalent fractions with denominators of 10s and 100s, I believe that one lesson of this will suffice. It should be simple enough at this point once they've grasped how to generate the equivalent fractions.
MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication	5 - Very Good Alignment	There's quite a bit of practice for this

	of a fraction by a whole number or a whole number by a fraction.		standard evident within these lessons.
MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	There's sufficient practice.
MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	4 - Good Alignment	These lessons definitely overlap with the lessons for GR.1.1 including a great deal of practice with this standard's content and continuation of the previous.
MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	4 - Good Alignment	Lesson 12.6 ties in all of the previous skills for the lessons and shows students the applicable reasoning with real world exploration.
MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	Love that there's lots of practice with unknown sides! Students notoriously struggle with finding unknown sides.
MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	Another concept that can be difficult for students, but these lesson pages are easy to follow and help the students to see the connections of area and perimeter.
MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	5 - Very Good Alignment	Lots of practice with appropriate tools of measure and when it

			would be reasonable to use them!
MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	5 - Very Good Alignment	I was really looking into these lessons because I wanted to make sure that students had ample practice with conversions and using various operations to assist them with converting. Over the course of this chapter/unit, students will receive various practice with conversions and converting the multiple units within this standard.
MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	5 - Very Good Alignment	same as above
MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	4 - Good Alignment	The introduction to this lesson shows a table with money, and the students use the table to answer a variety of questions. It then goes on to give them a plethora of multi-step problems using money and seeing the relevance of that to decimals.
MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	4 - Good Alignment	In the earlier units, the students are modeling ways to show numbers using drawings, but as they progress to the latter units, they identify

			values and relate numbers using the base ten system using tables.
MA.4.NSO.1.2	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	4 - Good Alignment	The students are modeling numbers using place value by drawing quick pictures and other strategies.
MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	4 - Good Alignment	There's sufficient practice for this standard!
MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	4 - Good Alignment	This standard is incorporated in multiple lessons. The students are rounding numbers.
MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	4 - Good Alignment	There's sufficient practice for this standard.
MA.4.NSO.2.1	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Love the automaticity component within the lessons...lots of computation practice! Students are also encouraged to using grid paper (already within the lessons) to generate factor pairs. So, they are seeing some representational along with the abstract.
MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	There's an extensive amount of practice over the course of the

			2 units (chapters 2 and 3).
MA.4.NSO.2.3	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	same as above
MA.4.NSO.2.4	Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.	5 - Very Good Alignment	same as above
MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	same as above
MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	4 - Good Alignment	Sufficient practice with standard!
MA.4.NSO.2.7	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	4 - Good Alignment	same as above
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Each TE has a table just for the MTRs. Within those tables are identified pages where there is evidence of each MTR. This is incorporated within each TE unit.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	same as above

	Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	same as above
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:	5 - Very Good Alignment	same as above

	• Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	same as above
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions.	5 - Very Good Alignment	same as above

	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	same as above
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	the curriculum has checkpoints incorporated within the lessons as well to encourage quality work
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Lots of ELL support!
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	After reviewing the pages noted from the publisher, I can verify that this is evident within the materials.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	I feel as though this curriculum did a wonderful job with alignment.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Yes! I also feel that there was quite a bit of overlap, which is good. It keeps the students thinking about how skills correlate and build.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Very fluid and easy to follow.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	I believe that the tasteful amount of variation of strategies and models will help students make the connections that they need.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	sufficient evidence of CRA and problem solving
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	I think that there's enough variation for students to find what works for them and excel...there's lot of modifications that can be made for the leveled abilities within the classroom
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Yes! There's a tasteful amount of material within the lessons and could be done within a given math time.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Yes
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Yes
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	From what I reviewed, there seemed to be content presented accurately.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Yes
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include	5 - Very Good Alignment	Yes! (variation of models, problem types, and additional resources)

prevailing theories, concepts, standards, and models used with the subject area).		
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	From what I reviewed, there seemed to be content presented accurately.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Yes!
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Yes
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Yes!
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Yes
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Yes
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	There were no evident biases from what I reviewed. Content was presented fairly.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Yes. There was no inhumane treatment evident.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Yes!

Presentation	Reviewer Rating	Rating Justification

1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	I agree! Everything was comprehensive and addressed desired outcomes.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Yes, all components reviewed showed alignment.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Everything is logically sequences and extremely easy to follow!
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	The graphics are very engaging and everything presented is in digestible chunks!
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Yes, everything was presented in digestible chunks and in an easy to follow manner.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	There are a plethora of resources that provide auditory functions, ELL support, and differentiated tasks pointed out within the TE.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	I think it checks off the boxes!

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Yes. From the student-friendly print and graphics, multiple strategies, and easy to follow structure, the students will feel motivated.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The materials thoroughly show this!

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Yes, all lesson pages (even in the SE) have lesson goals and standards on them.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Yes, it gradually takes the students through CRA/UDL strategies and encourages students to explore and engage in their thinking.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	In the TEs, there are differentiation modifications and resources for teachers to use with students. There are differentiated tasks.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	There's evidence of CRA within the unit lessons, and so the students are learning strategies in a way that math should be learned. There was rarely, if any, times where there was abstract without concrete or representative.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	I believe that the curriculum did a very good job of this! All of the lessons obtain goals and standards on each of the pages and progresses the students through the content in a way that will help them get to those goals/objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	The strategies presented within the lessons are reasonable and will aid the students in reaching the outcomes of the lesson targets.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Yes!

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Yes, there are a lot of formative assessment opportunities within the lessons, as well as, supportive resources that assess the desired learning outcome
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	There are a lot of assessment tools and support that come with the curriculum.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Yes! Lots of variation!
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	I like that it includes these laid out for the teachers within the TE. It points out where in the lessons there is evidence of this. They are embedded within the curriculum.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Yes, the curriculum satisfies the requirements for learning the benchmark standards. The way the content is laid out and presented, it sets the students and teachers up for success.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	There was no CRT evident.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	There was no SEL solicited.

UDL Reviewer's Name: David Davis

Title: Florida's B.E.S.T. Standards for MATH Grade 5

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: 5012070 - Grade Five Mathematics

Bid ID: 303

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	2 - Poor Alignment	The only change to font size is using the magnification tool, which enlarges the entire page. The colors and background colors cannot be adjusted. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	2 - Poor Alignment	The publisher reports that high contrast capabilities are provided, but no settings could be found to adjust the contrast, and colors and background colors cannot be adjusted. Colors and contrast settings are important for students with various visual needs.

Text-to-speech tools.	1 - Very Poor/No Alignment	No built-in text-to-speech tools could be located. It is difficult to accurately select text for 3rd party tools. Text-to-speech support is important for students with reading difficulties.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. This could not be verified; tools that identify alt tags did not find tags on the images in the content. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	5 - Very Good Alignment	Videos are captioned. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

2. How are the following **navigation features** provided in the instructional materials:

Bid Response

• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	When browser-based magnification is used, some of the tools disappear. The built-in magnification only magnifies the pages, not the tool icons. The navigation elements are, by default, large and easy to target with a scanning system.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	The publisher reports that keyboard shortcuts are available, but no keyboard shortcuts were noted. Keyboard shortcuts provide support for students who have limited use of a mouse or trackpad.
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	The publisher did not report support for refreshable braille displays. Support for refreshable braille displays is important for students who are blind. The publisher reports that NIMAS format files are available upon request.

3. How are the following **study tools** provided in the instructional materials:

Bid Response

• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	The highlighter tools are available, but the text is difficult to select accurately. Drawing tools are provided in a variety of colors. Being able to accurately select specific passages for highlighting is an important study tool for students who need to visually organize content, ideas, and concepts.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	The ability to extract highlighted text or notes does not seem to be available. Highlighted text and notes provide a way to jump back to those areas in the content. Extracting highlighted text and notes supports students with organizational needs.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Note taking is available, but it is tied to selecting text. Selecting text can be difficult. Being able to accurately select specific passages for notes is an important study tool for students who struggle with organizing information.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:

Bid Response

The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.

Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	2 - Poor Alignment	Accurately selecting text is difficult in this product. As a result, tools that require selected text, such as text-to-speech tools, will not work effectively. Browser-based magnification will enlarge parts of the interface, such as tool buttons, but will not enlarge the content. Built-in magnification will enlarge the content but not the buttons. Zoom tools will work.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	4 - Good Alignment	Printed versions are available. Some resources may need to be printed out by the teacher or school.

Reviewer's Name: Amanda Mallia

Title: Florida's B.E.S.T. Standards for MATH Grade 5

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Five Mathematics

Bid ID: 303

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This publication has appropriate pacing and practice for students. The changes in BEST are found in this publication. I do think that the real-world context should be updated. The context that is present is traditional and reflects the same topics used for a very long time. if the context was updated, or even

	related more towards science and SS, I believe this product would be more engaging to students.

Standard	Description	Reviewer Rating	Rating Justification
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	found in lessons.
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	5 - Very Good Alignment	aligned
MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	page 480
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	4 - Good Alignment	aligned
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	4 - Good Alignment	aligned
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	4 - Good Alignment	aligned
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	4 - Good Alignment	aligned

MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	5 - Very Good Alignment	aligned
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	5 - Very Good Alignment	aligned
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	4 - Good Alignment	aligned
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	4 - Good Alignment	aligned
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	5 - Very Good Alignment	aligned
MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	aligned
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	aligned
MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	4 - Good Alignment	aligned
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	4 - Good Alignment	aligned

MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	5 - Very Good Alignment	aligned
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	5 - Very Good Alignment	aligned
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	3 - Fair Alignment	loose perimeter alignment
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	4 - Good Alignment	aligned
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	aligned
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.	4 - Good Alignment	aligned
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	4 - Good Alignment	aligned
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	4 - Good Alignment	aligned

MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	5 - Very Good Alignment	aligned
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	aligned
MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	4 - Good Alignment	aligned
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	4 - Good Alignment	aligned
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	4 - Good Alignment	aligned
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	4 - Good Alignment	aligned
MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	4 - Good Alignment	aligned
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	does not make student complete question with a certain algorithm
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	5 - Very Good Alignment	does not mdoes not make student complete question with a certain algorithm
MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using	4 - Good Alignment	aligned

	a standard algorithm with procedural fluency.		
MA.5.NSO.2.4	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	5 - Very Good Alignment	aligned
MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	4 - Good Alignment	aligned
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	found throughout and clearly labeled in text
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	5 - Very Good Alignment	found throughout and clearly labeled in text

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	found throughout and clearly labeled in text
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes.	5 - Very Good Alignment	found throughout and clearly labeled in text

	• Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	found throughout and clearly labeled in text
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	found throughout and clearly labeled in text

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	found throughout and clearly labeled in text
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	aligned
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	aligned
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	aligned
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	aligned
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	aligned
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	aligned
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	aligned
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	aligned

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	aligned
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	aligned
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	aligned
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	aligned
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	missing some rigor of the benchmark in ways to assess
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	missing some rigor of the benchmark in ways to assess
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	aligned
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	aligned
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	aligned
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	aligned

11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	aligned
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	aligned
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	aligned
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	curriculum does not lead itself to differentiated instruction options
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	aligned
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	aligned
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	context was basic, not a reflection of the current times but what had been used for years in the past
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	fair alignment
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	rated "good alignment" because their isn't a multicultural representation present to be unfair
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	aligned

21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	aligned

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	aligned
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	aligned
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	aligned
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	lacks differentiated instruction in curriculum.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	aligned
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	lacks differentiated instruction in curriculum.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	aligned

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	fair alignment-
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	aligned
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	2 - Poor Alignment	the learning target does not represent the benchmark. Benchmarks are only listed once small and at the bottom of the page.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	lacks differentiated instruction in curriculum.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	lacks differentiated instruction in curriculum. Had more for enrichment/higher thinking
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	aligned
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	fair alignment
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	found in the TE
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	aligned
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	aligned
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	aligned

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	lacks differentiated instruction in curriculum. Had more for enrichment/higher thinking
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	aligned
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	aligned

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	aligned
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	aligned
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	aligned
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	aligned

Reviewer's Name: Michelle Ruiz

Title: Florida's B.E.S.T. Standards for MATH Grade 5

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: K-5

Course: Grade Five Mathematics

Bid ID: 303

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	I think these materials do an excellent job of covering everything they're supposed to, thus really limiting the amount of time a teacher would have to pull in additional resources. All materials are easily accessible and ready to go. A teacher shouldn't have to edit, adjust, or find additional items. The assessments cover the standards and include an

	answer key, I would also prefer a rubric or something to help parents understand the score and what to do next.

Standard	Description	Reviewer Rating	Rating Justification
MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	5 - Very Good Alignment	NA
MA.5.AR.1.2	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	5 - Very Good Alignment	NA
MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	NA
MA.5.AR.2.1	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	5 - Very Good Alignment	NA
MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	4 - Good Alignment	Doesn't use PEMDAS. Missing a step about exponents. Even if students don't know how to do them yet, they should still understand that is a step.
MA.5.AR.2.3	Determine and explain whether an equation involving any of the four operations is true or false.	5 - Very Good Alignment	Haven't seen a lesson on this yet in other instructional

			materials. Just practice problems. Glad the time is given to explicitly teach this.
MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	4 - Good Alignment	NA
MA.5.AR.3.1	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	5 - Very Good Alignment	NA
MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	5 - Very Good Alignment	NA
MA.5.DP.1.1	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	5 - Very Good Alignment	NA
MA.5.DP.1.2	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	5 - Very Good Alignment	NA
MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	5 - Very Good Alignment	NA
MA.5.FR.2.1	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	NA
MA.5.FR.2.2	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	NA

MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	5 - Very Good Alignment	NA
MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	5 - Very Good Alignment	NA
MA.5.GR.1.1	Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.	4 - Good Alignment	NA
MA.5.GR.1.2	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.	4 - Good Alignment	Spheres?
MA.5.GR.2.1	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	4 - Good Alignment	Problems are provided, but not explicitly stated that perimeter or volume are being found.
MA.5.GR.3.1	Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.	5 - Very Good Alignment	NA
MA.5.GR.3.2	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	5 - Very Good Alignment	NA
MA.5.GR.3.3	Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation	4 - Good Alignment	Write an equation with a variable part is missing.

	with a variable for the unknown to represent the problem.		
MA.5.GR.4.1	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	5 - Very Good Alignment	NA
MA.5.GR.4.2	Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.	5 - Very Good Alignment	NA
MA.5.M.1.1	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	5 - Very Good Alignment	Includes fractional measurements
MA.5.M.2.1	Solve multi-step real-world problems involving money using decimal notation.	5 - Very Good Alignment	NA
MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	5 - Very Good Alignment	NA
MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	5 - Very Good Alignment	NA
MA.5.NSO.1.3	Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.	5 - Very Good Alignment	NA
MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	5 - Very Good Alignment	NA

MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	5 - Very Good Alignment	NA
MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	NA
MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	5 - Very Good Alignment	NA
MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	NA
MA.5.NSO.2.4	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	5 - Very Good Alignment	NA
MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	5 - Very Good Alignment	NA
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Good questions, but doesn't encourage collaboration.

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	NA
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	NA
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	5 - Very Good Alignment	NA

	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	NA
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	5 - Very Good Alignment	NA

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	NA
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Asks students to explain, but no criteria or rubrics are given
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Grade level word problems, not texts
ELA.K12.EE.3.1	Make inferences to support comprehension.	1 - Very Poor/No Alignment	Couldn't find good examples of this

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	Asks students to discuss, but doesn't give techniques
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	What specific format is used? No rubrics?
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Says explain but no rubric for evaluating answers
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Mostly in TE
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	All students not specific to ELLs

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	NA
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	NA
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	NA
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	NA
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	NA

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	NA
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Suggest pacing is given, but gives 1 day per lesson. No adjustment for more difficult lessons.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Laurie's Notes are helpful for new teachers
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Laurie's Notes are helpful for new teachers
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	NA
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	NA
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	NA
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	NA
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Trapezoids
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	NA
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	NA

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	NA
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Included mostly in TE
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	NA
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	NA
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	NA

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	NA
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	NA
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	NA
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	NA

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	All lessons are given one day. Not accurate to assume all lessons/standards will be mastered in the same amount of time. Which lessons need additional time?
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Limited resources for students on Access Points
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	NA

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	NA
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	NA
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	NA
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Instruction is scaffolded, but seems like students are released early
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Uses MTRs which will naturally address various learning styles, but they could have incorporated more hands-on pieces
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Physical?

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	NA
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	NA
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	NA
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	NA
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	NA
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	NA
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	See above comments
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	NA

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	NA
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	NA

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	NA
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	NA

UDL Reviewer's Name: LOURDES Day

Title: Florida's B.E.S.T. Standards for MATH Grade 6 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205010 - Grade Six Mathematics

Bid ID: 304

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	In the student online textbook edition the background colors can be adjusted in practices, quizzes, and test only. This would be an important feature for students with visual impairments to have throughout the entire book. Magnification is built in to 400%. Font type cannot be altered.
Background: High contrast color settings are available.	3 - Fair Alignment	High Contrast was available in practices, quizzes, and test only. This feature should be included throughout the books.

Text-to-speech tools.	2 - Poor Alignment	Text to Speech was not readily available on all the pages in the book. It did allow for an outside web tool to read some of the pages. This is an important tool to increase independence in math for all students.
All images have alt tags.	5 - Very Good Alignment	According to the Publisher Alt tags were available. I could not easily find them (hover over images) in the SE online textbook.
All videos are captioned.	5 - Very Good Alignment	Videos were closed captioned
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports text images and tags can be sent to refreshable Braille. I did not have the tool to test it.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	The navigation elements cannot be adjusted.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	I was only able to find some basic navigation elements and keyboard shortcuts. Students who are orthopedically impaired and use a switch to scan and navigate would benefit from things such as being able to use the right and left arrows to turn pages, the space bar to read and the tab key to move to the next item.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	The publisher reported that all navigation information can be sent to refreshable braille. I did not have the tool to test this item.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	A highlighter tool with five colors is readily available in the online SE.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	The highlighted notes were extracted to the highlight option within the document. This is helpful for students to use as a study tool.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	The note taking tool was readily available on all pages of the online SE. It was excellent that the student notes were collected in one area and could be printed.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	3 - Fair Alignment	Although some accessibility tools were available in practices, quizzes and test they were not available throughout the book. Consider adding the built-in text to speech, scanning capabilities for students who navigate using switches, and the Accessibility icon on all pages. The glossary had text to speech and translated to Spanish. The Settings button allowed the students to view 1 or 2 pages at a time on the screen. This is a helpful feature for some students who can easily be overwhelmed.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	5 - Very Good Alignment	A PDF version of the textbook is available. It was also good that the students could self-assess/indicate their comfort level with each area of study.

Reviewer's Name: Nicole Delancy-Charles

Title: Florida's B.E.S.T. Standards for MATH Grade 6 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 304

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This math resource is very teacher-friendly. This would be a great addition to a 6th math classroom.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	All activities are aligned to the BEST standards with limited supplemental material needed.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	All activities are aligned to BEST standards.

MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	All activities are aligned to BEST standards.

MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	All activities are aligned to BEST standards.

MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	All activities are aligned to BEST standards.

MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	5 - Very Good Alignment	All activities are aligned to BEST standards.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats

	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		throughput the material.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		thoroughly and in a various formats throughput the material.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a

			various formats throughput the material.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	All activities are aligned to BEST standards.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	All activities are aligned to BEST standards.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	All activities are aligned to BEST standards.

Content	Reviewer Rating	Rating Justification

1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	All activities are aligned to BEST standards.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	All activities are aligned to BEST standards.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Consistent connections to real-world applications are made, activities are often designed for (assimilation) performance in the Rigor and Relevance Framework and opportunities for work in (adaption) are provided.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Consistent connections to real-world applications are made, activities are often designed for (assimilation) performance in the Rigor and Relevance Framework and opportunities for work in (adaption) are provided.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Consistent connections to real-world applications are made, activities are often designed for (assimilation) performance in the Rigor and Relevance Framework and opportunities for work in (adaption) are provided.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Consistent connections to real-world applications are made, activities are often designed for (assimilation) performance

		in the Rigor and Relevance Framework and opportunities for work in (adaption) are provided.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various

		formats throughput the material.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	All activities are aligned to BEST standards.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Consistent connections to real-world applications are made, activities are often designed for (assimilation) performance in the Rigor and Relevance Framework and opportunities for work in (adaption) are provided.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Consistent connections to real-world applications are made, activities are often designed for (assimilation) performance in the Rigor and Relevance Framework and opportunities for work in (adaption) are provided.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Consistent connections to real-world applications are made, activities are often designed for (assimilation) performance in the Rigor and Relevance Framework and opportunities for work in (adaption) are provided.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Consistent connections to real-world applications are made, activities are often designed for (assimilation) performance in the Rigor and Relevance Framework and opportunities for work in (adaption) are provided.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and	5 - Very Good Alignment	Consistent connections to real-world applications are made,

consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).		activities are often designed for (assimilation) performance in the Rigor and Relevance Framework and opportunities for work in (adaption) are provided.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	All activities are aligned to BEST standards.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Consistent connections to real-world applications are made, activities are often designed for (assimilation) performance in the Rigor and Relevance Framework and opportunities for work in (adaption) are provided.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The presentation of this resource is extreme teacher friendly and connected to the BEST standards.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Numerous options exist so that the distinguished level of attainable.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Numerous options exist so that the distinguished level of attainable.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Numerous options exist so that the distinguished level of attainable.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Ample options exist so that the distinguished level of proficiency is attainable.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	There are abundance of opportunities to apply knowledge and use skills to solve problems that deepen understandings of concepts targeted.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Numerous options exist so that the distinguished level of attainable.

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	All activities are aligned to BEST standards.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	This resource satisfies the requirements for the learning section of the reviewer guidelines.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	Concepts and skills addresses by the criteria are presented thoroughly and in a various formats throughput the material.

Reviewer's Name: Cindy Marcelin

Title: Florida's B.E.S.T. Standards for MATH Grade 6 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 6 Mathematics

Bid ID: 304

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	no evidence of crt

Reviewer's Name: Udeen Edmonson Taylor

Title: Florida's B.E.S.T. Standards for MATH Grade 6 with CalcChat® and CalcView®

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Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	good real world problems
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	great real world problems
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Problems could include correcting mistakes
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	4 - Good Alignment	n/A

MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	4 - Good Alignment	N/A
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	N/A
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	N/A
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	N/A
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where $b \neq 0$.	3 - Fair Alignment	Problems could include correcting mistakes
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	N/A
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	N/A
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	N/A
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	Great use of pictures and tape diagram

MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	N/A
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	4 - Good Alignment	N/A
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Standard thoroughly addressed
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	Standard thoroughly addressed
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	N/A
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	N/A
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	N/A
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	N/A
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	5 - Very Good Alignment	N/A

MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	4 - Good Alignment	N/A
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	3 - Fair Alignment	problems should include area of rectangle and square
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	4 - Good Alignment	N/A
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	N/A
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	N/A
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	section include vertical and horizontal number line
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	N/A
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	N/A
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Good use of area model
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions	4 - Good Alignment	N/A

	by positive fractions, including mixed numbers, with procedural fluency.		
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	3 - Fair Alignment	fraction models only include common denominators
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	great use of venn diagram and factor tree
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	5 - Very Good Alignment	use area model for distributive property
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	N/A
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	3 - Fair Alignment	should include what are prime numbers and what are factors
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	N/A
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	great integer real world problems and use of number line
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	great integer real world problems and use of number line
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task.	5 - Very Good Alignment	N/A

	• Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	N/A
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context.	4 - Good Alignment	N/A

	• Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	N/A
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems.	5 - Very Good Alignment	N/A

	• Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	3 - Fair Alignment	N/A
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	N/A
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	N/A
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	N/A

ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	N/A
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	N/A
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	N/A
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	N/A
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	N/A
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	N/A

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	N/A
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	N/A
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	N/A
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	N/A
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	N/A

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	N/A
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	sections include too many problems
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	N/A
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	N/A
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	N/A
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	N/A
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	N/A
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	N/A
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	N/A
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	N/A
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	N/A
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	N/A

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	N/A
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	problems and illustrations represents different cultural
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	N/A
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	N/A

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	N/A
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	N/A
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	the authors have a logical sequence of the standards. not just presenting the standards in one strand
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	print friendly. culturally diverse and great illustrations
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	content presentation is great but the amount of questions seems overwhelming

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	ESOl material is evident but no support for students with disabilitied
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	N/A

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	great illustrations
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	N/A
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	N/A
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	The checks for understanding as students progress is helpful
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	N/A
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	N/A
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	N/A
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	this include Area Model, tape diagram, Venn Diagram etc
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	N/A

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Like the FSA test prep and end of chapter reniew
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	N/A
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	N/A
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	N/A
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	N/A

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	N/A
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	N/A
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	N/A
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	N/A

Reviewer's Name: Mangayarcarassy Neelavannan

Title: Florida's B.E.S.T. Standards for MATH Grade 6 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 304

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	2 - Poor Alignment	The number of mathematical context problems outweigh the number of real-world context problems for students to practice. Not enough resources to include real-world contexts when writing algebraic expressions or phrases. 8.1 - 8.5 focuses on equations and inequalities.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	3 - Fair Alignment	The focus of the benchmark is to translate a real-world written description into an algebraic inequality, and graph on a number line. The problems utilized focus mostly on mathematical context rather than real-world.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	3 - Fair Alignment	Problems are not a good representation of the benchmark.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	3 - Fair Alignment	Lessons included for this benchmark does not provide sufficient practice. Instruction does it include set

			notation for listing numbers.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	3 - Fair Alignment	Problems in lesson 3.1 are a fair representation of the benchmark. The other lessons are aligned to other benchmarks and does not pertain much to AR.3.1
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	3 - Fair Alignment	Lesson 3.4 has a fair compilation of unit rate problems. Not many real-world problems focus on finding unit rates alone, which is the focus of this benchmark. Lesson 3.5 focus is on converting units of measure.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	Problems are a good representation of the benchmark.

MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Problems are a good representation of the benchmark. Benchmark only refers it to box plots, not box-and-whisker plots.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	3 - Fair Alignment	Problems are a fair representation of the benchmark.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line	5 - Very Good Alignment	Problems are a good representation of the benchmark.

	of reflection when two ordered pairs have an opposite x- or y-coordinate.		
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	Problems are a good representation of the benchmark. Lesson 9.3 is not aligned to the depth of the benchmark.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Problems are a good representation of the benchmark.

MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	3 - Fair Alignment	The problems provided in the lesson does not address the depth of the benchmark.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	3 - Fair Alignment	Practice problems represent more of mathematical types than real-world types
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	2 - Poor Alignment	The benchmark is to rewrite the sum of two composite whole numbers having a common factor; the lesson focuses on subtracting whole numbers as well
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	3 - Fair Alignment	Problems are a fair representation of the benchmark.

MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:	4 - Good Alignment	Problems are a good representation of the benchmark.

	• Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others.	4 - Good Alignment	Problems are a good representation of the benchmark.

	• Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	Problems are a good representation of the benchmark.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.	4 - Good Alignment	Problems are a good representation of the benchmark.

	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	Problems are a good representation of the benchmark.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Problems are a good representation of the benchmark.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Problems are a good representation of the benchmark.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Problems are a good representation of the benchmark.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Problems are a good representation of the benchmark.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Problems are a good representation of the benchmark.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Problems are a good representation of the benchmark.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Problems are a good representation of the benchmark.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Problems are a good representation of the benchmark.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Problems are a good representation of the benchmark.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Problems are a good representation of the benchmark.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Problems are a good representation of the benchmark.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Problems are a good representation of the benchmark.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Problems are a fair representation of the benchmark.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Problems are a good representation of the benchmark.

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Problems are a good representation of the benchmark.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Problems are a good representation of the benchmark.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Problems are a good representation of the benchmark.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Problems are a good representation of the benchmark.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Problems are a good representation of the benchmark.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Problems are a good representation of the benchmark.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Problems are a good representation of the benchmark.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Problems are a good representation of the benchmark.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Problems are a good representation of the benchmark.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Problems are a good representation of the benchmark.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Problems are a good representation of the benchmark.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Problems are a good representation of the benchmark.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Problems are a good representation of the benchmark.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Problems are a good representation of the benchmark.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Problems are a good representation of the benchmark.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	There are less real-world problems in comparison to mathematical problems.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Problems are a good representation of the benchmark.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Problems are a good representation of the benchmark.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Problems are a good representation of the benchmark.

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Problems are a good representation of the benchmark.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Problems are a good representation of the benchmark.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Problems are a good representation of the benchmark.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Problems are a good representation of the benchmark.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Problems are a good representation of the benchmark.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Problems are a good representation of the benchmark.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Problems are a good representation of the benchmark.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Problems are a good representation of the benchmark.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Problems are a good representation of the benchmark.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Problems are a good representation of the benchmark.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Problems are a good representation of the benchmark.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Problems are a good representation of the benchmark.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Problems are a good representation of the benchmark.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Problems are a good representation of the benchmark.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Problems are a good representation of the benchmark.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Problems are a good representation of the benchmark.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Problems are a good representation of the benchmark.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Problems are a good representation of the benchmark.

Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Problems are a good representation of the benchmark.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Problems are a good representation of the benchmark.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	Problems are a good representation of the benchmark.

UDL Reviewer's Name: LOURDES Day

Title: Florida's B.E.S.T. Standards for MATH Grade 7 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205040 - Grade Seven Mathematics

Bid ID: 305

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	In the student online textbook edition the background colors can be adjusted in practices, quizzes, and test only. This would be an important feature for students with visual impairments to have throughout the entire book. Magnification is built in to 400%. Font type cannot be altered.
Background: High contrast color settings are available.	3 - Fair Alignment	High Contrast was available in practices, quizzes, and test only. This feature should be included throughout the books.

Text-to-speech tools.	2 - Poor Alignment	Text to Speech was not readily available on all the pages in the book. It did allow for an outside web tool to read some of the pages. This is an important tool to increase independence in math for all students.
All images have alt tags.	5 - Very Good Alignment	According to the Publisher Alt tags were available. I could not easily find them (hover over images) in the SE online textbook.
All videos are captioned.	5 - Very Good Alignment	Videos were closed captioned.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports text images and tags can be sent to refreshable Braille. I did not have the tool to test it.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	The navigation elements cannot be adjusted.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	I was only able to find some basic navigation elements and keyboard shortcuts. Students who are orthopedically impaired and use a switch to scan and navigate would benefit from things such as being able to use the right and left arrows to turn pages, the space bar to read and the tab key to move to the next item.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	The publisher reported that all navigation information can be sent to refreshable braille. I did not have the tool to test this item.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	A highlighter tool with five colors is readily available in the online SE.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	The highlighted notes were extracted to the highlight option within the document. This is helpful for students to use as a study tool.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	The note taking tool was readily available on all pages of the online SE. It was excellent that the student notes were collected in one area and could be printed.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	3 - Fair Alignment	Although some accessibility tools were available in practices, quizzes and test they were not available throughout the book. Consider adding the built-in text to speech, scanning capabilities for students who navigate using switches, and the Accessibility icon on all pages. The glossary had text to speech and translated to Spanish. The Settings button allowed the students to view 1 or 2 pages at a time on the screen. This is a helpful feature for some students who can easily be overwhelmed.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	5 - Very Good Alignment	A PDF version of the textbook is available. It was also good that the students could self-assess/indicate their comfort level with each area of study.

Reviewer's Name: Jennifer Dormichev

Title: Florida's B.E.S.T. Standards for MATH Grade 7 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 305

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	In reviewing the Big Ideas Math Florida 7th grade edition, I found so many great supports to help teachers and students succeed in the classroom and beyond. I love that this series spans Kindergarten through Algebra 2 and uses common language (at an appropriate level) throughout the series. This aspect lends itself to a better understanding from year to

	year for the students. I can also see how this would lead to better fact fluency and automaticity for students. through the use of extra practice, remediation supports, online exercises and more. I would highly recommend this textbook for adoption to the state of Florida. It is aligned to the new BEST standards and speaks to the students of Florida and where they are developmentally. It challenges them to think critically and make decisions and inferences bases on prior knowledge. This book has so much to offer teachers and students.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	5 - Very Good Alignment	Text uses several methods to add and subtract linear expressions
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	3 - Fair Alignment	They use the distributive property but nothing else to show equality
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	Covers all computation methods to solve algebraically and graphically
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	5 - Very Good Alignment	They use several different real-world connections
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	For a standard that deals with real-world connection, there are more drill and practice then real-world examples

MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	I wish there were some more real-world connections
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	I really like the way they pose the same question in different ways and want students to determine which are the same.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	Tables and graphs are evident, words are not as evident
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	It shows how the unit rate and constant of proportionality are related
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	5 - Very Good Alignment	Teaches how to graph well
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	5 - Very Good Alignment	Uses several methods to produce all types of outputs. Plenty of real world examples.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	Uses some algebraic examples to explain the math but a lot of real world examples throughout.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	3 - Fair Alignment	They are able to find measures of center and variation. I think finding the appropriate measure of center and variation is murky.

MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	They learn to compare data sets just fine.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	3 - Fair Alignment	The lesson used proportionality only once. The rest of the lesson was determining bias and validity.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	Creating circle graphs is explained well. Use of protractors is a reach.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	4 - Good Alignment	Appropriate data displays is done well
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	This was taught in a few different ways
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	This was done well. I like the different examples.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	This was done well and easy to understand
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	4 - Good Alignment	This was very simple to follow.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	I like the derivation of the formulas
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite	5 - Very Good Alignment	Great real world problesm

	figures by decomposing them into triangles or quadrilaterals.		
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	4 - Good Alignment	Fine job of aligning with standard
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	I like the adaptation to semicircles and three fourth circles.
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	5 - Very Good Alignment	Area of many geometric figures is covered comprehensively. Scale factor is related to ratios well.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	5 - Very Good Alignment	Excellent examples of real world situations
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Excellent examples
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Does an excellent job of instructing and practicing the skill
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	Excellent methods to work with exponents and the laws
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	5 - Very Good Alignment	Excellent instruction on converting between fractions, decimals, and percents.

MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	5 - Very Good Alignment	Lots of great examples to solve order of operations. Realizing that absolute values can be parentheses
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	I like the way the skills are built so that the fluency can build as well.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Would like to see more real world situations but I understand the need to build fluency first.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	I like the encouragement for partner work.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives.	4 - Good Alignment	Many methods to solve and show answers

	• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	Shows them how to choose a best method for quick and efficient solving
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others.	4 - Good Alignment	It does encourage critical thinking and discussion but I wish there was more

	• Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	Facilitates students thinking like mathematicians or scientists.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used.	5 - Very Good Alignment	Encourages more critical thinking and higher order questioning. These will be challenging questions.

	• Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	All excellent use of real world situations and ones with which students would be familiar.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	These examples encourage math discussion but not citing evidence.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Written at the appropriate level for seventh grade students
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Excellent methods to facilitate students making inferences
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	Somewhat encourages collaborative learning
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Gives opportunities to use and apply rules previously learned.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	It provides more chances for partner

			speak but I don't see how it achieves the goal of the standard as to proper voice and tone.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Helps teachers to teach vocabulary, especially when the word has multiple meanings
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Again, it helps teachers explain vocabulary, especially with multiple meanings.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Most of the material is highly aligned with state standards and benchmarks.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	This textbook is written at an appropriate level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Very user friendly and quite a few resources available for use in the classroom.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Plenty of details are provided for students.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	This textbook holds students to a high level of achievement.

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Some lower level students may struggle a bit but they also provide remediation methods to help those students.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	I believe there is ample time for teaching the lesson and enjoy the pacing guides provided.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The information presented is factual.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	I think the primary and secondary sources are a nice way to add cross-curricular opportunities for collaboration
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I saw no evidence of editing errors
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	I found no evidence of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The content of the material is comprehensive of the course.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	I found no errors.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content is up-to-date
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Aligned properly

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	I feel the content speaks well to the 7th grade audience
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	I like the number of examples that they pull from Florida culture about which our students may be familiar.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	I noted several connections to science and history
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	I saw a lot of multicultural representation. I don't recall a lot of differently abled people in the textbook.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Humanity and Compassion is evident
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The content covers all benchmarks and standards.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Everything necessary to teach is available from the textbook alone
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Everything is aligned to complement each other
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	I love the flow from one chapter to the next.

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	There are enough illustrations to help students understand the examples
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	I believe the pace for this content is appropriate.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	This program has so many supporting tools! Enrichment as well as remediation.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	This text is presented well in that the students can be engaged in the text and the teachers have plenty of time to complete the matherial.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	I see several examples that encourage students to persevere.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	I do see evidence of "Big Ideas"along with supporting themes and concepts
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The teacher's edition is very useful. You can choose to use all or some of the "Laurie's Notes" to enhance your teaching.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	I think that teachers should read through the "Laurie's Notes" to help facilitate learning and give students

		more opportunities for critical thinking and decision making.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	This text provides support for English Language Learners, lower level performers, and allows for different methods of solving and showing knowledge.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	I don't see a lot of physical activity but plenty of mental activity being encouraged in this text. I guess you can think of partnering and group work as physical activity.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	There are supports that involve game play and movement that actively engage the learners.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	I see different methods in each chapter on how to use collaborative learning or questioning methods.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	I feel that the instructional strategies in these materials are highly effective.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	I love the fact that alternate assessment methods are offered and there are so many ways to gain formative assessment date.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Every lesson contains at least a ticket out the door or some sort of mini-assessment that you can use as a teacher to assess learning.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	This textbook's UDL is massive! It has supporting materials for practice, remediation,

		enrichment, assessment, STEAM projects, and more.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Some of the MTRs and ELA standards are difficult to portray in a textbook, this must come more from the teacher but plenty of ideas are offered to help support the teacher in the use of MTRs and ELA standards.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Absolutely! This textbook has plenty of examples, assessments, and supporting activities to satisfy the learning requirements.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	I saw no evidence of CRT being taught in this textbook
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I saw no evidence of Culturally Responsive Teaching as it relates to CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There were no examples of social justice evident in the text
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	I saw no evidence of social emotional learning being taught in this text

Reviewer's Name: Triscia Panarello

Title: Florida's B.E.S.T. Standards for MATH Grade 7 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 305

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	As a 17-year veteran teacher who has experienced multiple standards, curriculums, and implementations, I enthusiastically support the adoption of this product. The depth and breadth of the content is appropriate for all stakeholders. Without being too overwhelming, the ancillary tools support the major tool. The resources used to

	develop this product are highly regarded in the field of mathematics education. I believe the newest of teachers, all the way to the most seasoned, will find this instructional material to be adaptable for their classrooms. Most importantly, great attention was given to providing suggestions in order to include success for all students.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	5 - Very Good Alignment	Lesson 3.1 prepares students & provides an access point to address the standard itself. Includes explicit references to related properties of operations & examples formatted as algebraic proofs. Includes modeling with real-world examples. Lesson 3.2 directly addresses the standard. Multiple methods are included such as algebra tiles and horizontal or vertical sums & differences. Properties of operations are explicitly referenced throughout adding & subtracting linear expressions with rational coefficients.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Students are tasked to create equivalent expressions in the context of an area

			problem. Students engage in error analysis of other students' work to determine who is correct. Students continue to simplify expressions, while using properties of operations to justify each step. A section is included in which students determine whether two expressions are equivalent. Real-world modeling is used in relation to area & perimeter.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	Writing & solving inequalities are represented in both mathematical & real-life contexts. Emphasis continues to be on using properties (in this case, those related to inequalities) to justify solutions. A deeper understanding of what a solution to an inequality means. Different terminology used to represent the same inequalities is explicitly included. Examples include variable on either side of the inequality symbol.
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world	5 - Very Good Alignment	Progresses from solving one-step equations to solving

	context, where all terms are rational numbers.		two-step equations. Emphasis is on using the properties of equality to justify steps, mainly written in the format of an algebraic proof. Math is made visible with the use of algebra tiles and number lines so that students can transition to symbolically represent how they are solving equations. Equations are linear, and the variable appears on either side of the equal sign.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	Discounts, markups, simple interest, tax, tips, fees, percent increase & decrease, and percent of error are all addressed. Instruction includes the percent proportion as well as the percent equation.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	A variety of methods are presented such as extending a table and making equivalent ratios via multiplication prior to presenting the cross products method. Proportion problems are presented predominately in real-world context.

MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	4 - Good Alignment	Multiple methods are presented (ratio table, conversion factors) to solve conversions of units across systems. Tasks are predominately real-world context, and limited to length, area, weight, mass, volume, and money.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	5 - Very Good Alignment	Tables, graphs, and written descriptions are presented in an effort to deepen understanding of proportional relationships. Constant of proportionality is introduced in relation to graphs, and then included with tables, written descriptions, and equations.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	Constant of proportionality is introduced with graphs, but extends to tables and written descriptions, as well as equations. Later, this is connected to scale factors.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	4 - Good Alignment	Extending proportional relationships in tables, and graphing them is covered in real-world contexts. It seems all examples are real-world context and no basic

			mathematical context.
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	5 - Very Good Alignment	Students are consistently tasked with interpreting the information by translating it to a written description, table, graph, or equation.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	Majority of problems related to proportional reasoning takes place in real-world context.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	3 - Fair Alignment	Text contains lesson to develop and extend understanding of mean & median. Mode is included, although measures of center should be limited to mean & median. Range & IQR are addressed. Examples & practice exercises are limited to box plots & stem-and-leaf plots (within limits), but also include several dot plots (not mentioned in the benchmark as a clarification). No examples or practice sets contain histograms or line plots.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to	4 - Good Alignment	Benchmark is addressed explicitly in lesson. Tasks require comparisons within

	make comparisons, interpret results and draw conclusions about the two populations.		two representations of data (ie, double box plot). Tasks are limited to mean median, range, & IQR. Graphical displays are limited to box plots and stem-and-leaf plots. No histograms or line plots are noted.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	5 - Very Good Alignment	Real-world contextual prompts require learners to make predictions about populations using proportions.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	Text provides multiple opportunities to understand and apply proportional reasoning to construct, display, and interpret data in a circle graph. Real-world context is included so conclusions can be drawn.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	5 - Very Good Alignment	Multiple opportunities are provided for students to discern between the appropriateness of data displays. All graphical representations contained in clarification 1 are included either in the examples and/or practice sets.

MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	Vocabulary related to the benchmark are explicitly presented. Concepts are defined and exemplified within simple experiments as outlined in clarification 1.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	5 - Very Good Alignment	Text includes examples to determine probability of different events and to compare chance events. Probability is represented as a fraction, percent, or decimal. Scale for probability likelihood (infographic) is included. Probability notation is included.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	Theoretical probability is explicitly defined and exemplified; multiple opportunities with probability represented as a fraction, percentage, or decimal are provided. Simple experiments are included (clarification #2).
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	Experimental probability is explicitly defined and exemplified; multiple opportunities with probability represented as a

			fraction, percentage, or decimal are provided. Simple experiments are included (clarification #2); other types are included (example: tossing a thumbtack).
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Text contains examples and practice sets to apply formulas for the areas of trapezoids, parallelograms, and rhombi. Explorations are included to show how the formulas are derived (leading to the connection between the area formulas of trapezoids, parallelograms, & rhombi to rectangles and triangles.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	5 - Very Good Alignment	Examples and practice sets include decomposing polygons into triangles or quadrilaterals in real-world and mathematical contexts. Text goes beyond clarification 1 by including instruction & practice to find missing dimensions (clarification states that within this benchmark, the expectation is

			not.....to find missing dimensions.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	Explorations are included to demonstrate the proportional relationship between circumferences & diameters of circles. Examples & practice sets include applying the circumference formula, set in both mathematical & real-world contexts. Examples & practice sets include directions for answers in terms of pi as well as approximations.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	Text includes exploration to connect formulas for area of a rectangle to area of a circle; formula is derived and explained. Examples & practice sets include applying the area of a circle formulas to mathematical & real-world problems. Example and practice set includes finding areas of fractional parts of circles in fourths (1/4, 1/2, 3/4). Solutions are presented and asked for both in terms of pi as well as an approximation.

MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	4 - Good Alignment	Concepts, examples, and practice sets related to areas of geometric figures is included. Scale factor & constant of proportionality is included as it relates to maps and real-world figures, but little attention is given to basic geometric figures within the area, surface area, & volume unit as far as I can see.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	5 - Very Good Alignment	Text focuses on deriving the formula in order to make a connection between area of circle, lateral area of the cylinder (rectangle) to the formula. Examples and practice sets contain three-dimensional models & nets.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Text includes real-world models of cylinders for problem-solving opportunities related to surface area of cylinders. Both pi and approximations are included.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Exploration is included in the hopes of learners connecting the increasing sides of

			prisms looking more and more like a cylinder. Text includes examples and practice sets to find the volume of cylinders.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	Text includes review for conceptual understanding of exponents. Transitions to developing understanding and application of laws of exponents. Exponents are whole numbers & bases are rational.
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	5 - Very Good Alignment	Text includes examples and practice sets for converting between different forms of numbers. Prompts are set in real-world and mathematical contexts.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	4 - Good Alignment	Examples and practice sets focus on solving multi-step order of operations with rational numbers containing grouping symbols, exponents, & absolute value (6 or fewer steps). In additional to mathematical problems, real-world examples & practice problems are included.

MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Procedural fluency is developed over the course of several sections of the text.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Examples and text include real-world examples to model and solve over the course of the text. All four operations are included.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	pg. 48 neighbor check; pg. 177A (TE) suggests teachers encourage students to think about patterns & how to explain math terms in context; pg. 379 "help a classmate"
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	5 - Very Good Alignment	pg. 47 modeling addition with number line & making sense of it; TE directs teacher to ask students to compare number lines and signs of addends; pg. 196 multiple methods compared to solve same problem; pg. 301 has students connect real-world situation with graphical display; pg.

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		396 use multiple methods to get the same answer (decomposing composite figures)
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	pg. 65 students select method to solve problem; pg. 187 students brainstorm appropriateness for use of ruler versus other methods; pg. 299 students consider the efficiency of theoretical versus experimental probability given the context; pg. 391 students encouraged to estimate area of a circle and consider how the grid could be changed to improve their estimate.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes.	5 - Very Good Alignment	pg. 62 students share their reasoning & critique each other's reasoning; pg. 173B "You be the Teacher" where students use a model to support their explanation; pg. 313 students construct an argument about why certain data sets are not appropriate for a circle graph; pg. 369 students construct an argument that will

	• Construct possible arguments based on evidence.		later prepare them for geometric proofs
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	pg. 69 students are tasked to apply previously learned rules for operations of integers with that of rational numbers; pg. 200 students are asked to examine several sets of ratios to draw a conclusion based on the structure; pg. 300 students are tasked to design a simulation in which they must consider several aspects in the planning process; pg. 372 students explain why a rule works for one situation, but not another.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	pg. 84 students use an estimate to make a prediction about a future event; pg. 208 TE has teacher guide students to reason why a certain answer is not reasonable; in the context of the problem; pg. 291 students assess a friend's claim based on probability; pg. 409 students can use their understanding of size and volume to assess the

			reasonableness of their answers.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	pg. 75 students relate a problem to speed; pg. 186 students are directed to research the "why" behind the situation; pg. 292 guiding questions are provided in the TE for teachers to help students through a modeling real life prompt; pg. 388 students are required to apply the distance formula to complete the investigation, teachers are encouraged to provide a list of websites for students to help them compare their estimation to the actual speed record
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	pg. 17A students critique a worked out problem and defend their reasoning; pg. 73 students are tasked to work with a partner to write verbal models; pg. 350A "Three Minute Pause"; pg. 374 students defend their reasoning for choosing one method over another.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	pg. 101 students research and connect learning from the

			chapter to an interdisciplinary real-world topic, pg. 374 #24 requires students to consider a real-world scenario and answer questions based on their understanding of the context & the math; pg. 374 #1 tasks students with analyzing a real-world scenario which requires extensive reading and solving problems related to probability; pg. 400 #20 real-world context
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	pg. 21B TE has teachers guide students through the conceptual understanding of absolute value; pg. 81 TE teachers guide students to connect mean to the larger strand of statistics and making inferences based on the data; pg. 255 TE guides teachers how to take students through an exploration in which students explore percent of change and defending one's reasoning by organizing and presenting data; pg. 328 TE contains ELL support to scaffold

			students in comprehending the word problems related to measures of center
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	pg. 31 AT-ST-NT strategy suggested to help student develop the habit of checking validity when a conjecture is made; pg. 62 TE teachers are directed to have students share their answers & reasoning as well as encourage others to critique their reasoning; pg. 168 TE provides steps to encourage academic discussion about the chapter exploration; pg. 238A TE directs students to complete a practice set using the Think-Pair-Share process
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	pg. 35B, 91B TE provides additional suggestions to walk students through an organized series of steps to develop a problem-solving plan to answer a word problem; pg. 242 #45 formatted process to fill in the blanks for responses to prompt; pg. 367 series of steps provided to students to derive the parallelogram area formula

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	pg. 21 exploration requires students to communicate with one another, which allows the teacher to assess their understanding; pg. 112 TE suggests students pair up after solving a set of exercises, share their solutions, listen to each other, give feedback, all allowing the teacher to listen to students' understanding; pg. 296A TE suggests "Talk Moves" strategy; pg. 341 students discuss how different sample sizes affect accuracy of a survey with their partner & are encouraged to support their reasoning with examples
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	pg. 56 TE ELL note suggests how teachers can provide extra support and practice specific to the lesson; pg. 176A TE suggests pairs activity with leveled support provisions; pg. 303A TE suggests pairs work with leveled support provisions; pg. 328 TE ELL note suggests checking comprehension and

			providing specific guiding questions
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Pg. 155B TE suggests teachers contrast multiple meaning words; pg. 186 TE teacher is directed to encourage students to investigate real-world situations applicable to the topic; pg. 267B TE students are encouraged to discuss a real-life situation that involves borrowing money, guiding questions are provided; pg. 329 TE suggests teachers use the root word for quartile to help build understanding

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	content aligns with standards, coherence between grade levels is explicitly defined, outcomes are expressed for each section.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	appears to be a mix of DOK levels in examples & practice sets, along with intervention & acceleration tools
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Materials provide ability for classroom teachers of varying years of service to utlize.

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Mix of helpful print and digital materials to differentiate with students
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	appears to be a mix of DOK levels in examples & practice sets, along with intervention & acceleration tools. Routine and non-routine exercises are consistently included.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Content is age-appropriate
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	It's apparent that a great deal of thought was put into pacing. In addition to a suggested pacing guide, the publisher makes itself available to assist with adjusting pacing.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Many citations are recognizable and respected (ie, John Hattie, UbD, Jo Boaler, NCTM, etc.)
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	See previous justification.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	no errors noted at this time
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	no bias or contradictions noted at this time
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	the variety included is reliable (ie, definitions, properties, visual aids/manipulatives)

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	no mistakes or inconsistencies noted at this time
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	see justification for 8c
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Thought was put forth in presentation to both students, and teachers. For example, the language used is age-appropriate; in the TE, suggestions are clearly presented for how to implement the lessons.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Content is engaging, concise, and age-appropriate.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real world prompts are well within the realm of students' background knowledge, and in some cases build on it (ie, researching a topic further).
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Clear connections to other content areas (ie, Florida geography, wildlife, etc.)
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	no unfair or biased portrayals noted at this time.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	no hard-core pornography or inhumane treatment noted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	While there exist a few areas covered beyond the benchmark limits (see justifications in "Standards" section), it does not take away

		from the breadth and depth covered with this curriculum.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Not too little to require teachers to prepare additional materials, but not too much to be overwhelming.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Additional components align with the textbook.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Sequence of content is logical for both conceptual understanding and procedural fluency.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Text & graphics are engaging and age-appropriate.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Material is set up to support this, but it will depend on how it's implemented.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	non-text elements cannot be adjusted, but questionnaire states they have been designed to be visually appropriate; keyboard shortcuts provided; platform provides support for refreshable Braille displays.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	In addition to the major tool, ancillary materials are provided for both teachers and parents to support their children's learning.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Learning expectations are clear & written in student-friendly language; graphics & content are relevant. Attention was given to include STEAM activities to tap into students' interests while connecting content to the real world.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Content is not overwhelming for learners, while at the same time covers all aspects required for the grade level.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	An abundance of examples for thinking through complex, multi-step problems is provided. Notes to teachers were included to help point out multiple meaning words that might be confusing to learners.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Suggestions for scaffolding are included in each and every topic so that even the newest of teachers can plan for implement lessons that are inclusive of all learners.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Each lesson is "chunked" into parts so that learning can be formatively assessed throughout the lesson.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Variety of strategies are provided.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Active participation is central; both whole class & small group interactions are included to deepen understanding and increase engagement. Suggestions include a variety of response mechanisms to assess student learning.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Strategies are recognizable by those in the profession and are adapted to learning outcomes in a way that is not "forced".
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Strategies and techniques are well matched to learning outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessment strategies are encouraged and described in each lesson.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Multiple assessment types are given. For example, the assessment book includes quizzes, unit tests, alternative assessments, as well as performance tasks linked to each unit.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The content is inclusive of all students; the TE contains an abundance of suggestions for all students to be involved and successful.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	MTRs are noted in each lesson; there are many other opportunities to incorporate them using specific techniques and strategies for student collaboration.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Overall, this submission promotes student learning.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	no CRT noted at this time.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT noted at this time.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no social justice related to CRT noted at this time.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	no SEL noted at this time.

Reviewer's Name: Jasmine Peralta

Title: Florida's B.E.S.T. Standards for MATH Grade 7 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 7 Mathematics

Bid ID: 305

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No CRT Found

Reviewer's Name: Rosetta Bailey

Title: Florida's B.E.S.T. Standards for MATH Grade 8 Pre-Algebra with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Eight Mathematics: Pre-Algebra

Bid ID: 306

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The primary and secondary materials resources match the level of complexity for all learners. The are materials available for face to face instruction and online. The lesson provided are aligned to the BEST standards, along with supplementary materials to scaffolded student learning.

Standard	Description	Reviewer Rating	Rating Justification
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	5 - Very Good Alignment	There is evident of the benchmark within this curriculum in chapter 7. Addition support for this benchmark is in the supplementary curriculum.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	There is evident of the benchmark within this curriculum in chapter 7. Addition support for this benchmark is in the supplementary curriculum.
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	5 - Very Good Alignment	There is evident of the benchmark within this curriculum in chapter 7. Addition support for this benchmark is in the supplementary curriculum.
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 1. There is no conceptual practice for coming like terms and little practice with variables on both sides.

MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	4 - Good Alignment	The material provides alignment to the standards listed in Lesson 1.4 and 1.5.With the later lesson being directly aligned to the standard.
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	4 - Good Alignment	The lesson (8.1) in the materials provide alignment. The other lessons listed are secondary lessons were the benchmark is taught within.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	3 - Fair Alignment	The material most of the instruction only allows students graph proportional relationships
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	3 - Fair Alignment	The order in graphing a solve in the lesson does not provide students an understanding of slop before graphing a line. ie 4.1 before 4.3
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 4. Addition support for this benchmark is in the supplementary curriculum.
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 4. Addition support for this

			benchmark is in the supplementary curriculum.
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 4. Addition support for this benchmark is in the supplementary curriculum.
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	3 - Fair Alignment	The some of the resources in the material did not have a specified set of possible solutions.
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 4. Addition support for this benchmark is in the supplementary curriculum.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	4 - Good Alignment	This benchmark is taught within 4.2 and 4.3
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 5. Addition support for this benchmark is in the supplementary curriculum.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 5. Addition

			support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other DP standards.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 5. Addition support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other DP standards.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 5. Addition support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other DP standards.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 5. Addition support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is

			taught with other DP standards.
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 5. Addition support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other DP standards.
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	3 - Fair Alignment	In the lesson provided the material does not give a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	4 - Good Alignment	The material also provides instruction on linear equations from a table in the lesson listed.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 6. Addition support for this benchmark is in the supplementary curriculum.
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 8. Addition support for this

			benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other GR standards.
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 8. Addition support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other GR standards.
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 8. Addition support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other GR standards.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 3. Addition support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other GR standards.

MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 3. Addition support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other GR standards. There could have been a deeper understanding of conceptually in the examples provided.
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 3. Addition support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other GR standards.
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 2. Addition support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other GR standards.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	4 - Good Alignment	There is evident of the benchmark within this curriculum in

			chapter 2. Addition support for this benchmark is in the supplementary curriculum. Some parts of the benchmark mark is taught with other GR standards.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 2. Addition support for this benchmark is in the supplementary curriculum.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 2. Addition support for this benchmark is in the supplementary curriculum.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 8. Addition support for this benchmark is in the supplementary curriculum.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 8. Addition support for this benchmark is in the supplementary curriculum.

MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 7. Addition support for this benchmark is in the supplementary curriculum.
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 7. Addition support for this benchmark is in the supplementary curriculum.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 7. Addition support for this benchmark is in the supplementary curriculum.
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 7. Addition support for this benchmark is in the supplementary curriculum.
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	4 - Good Alignment	There is evident of the benchmark within this curriculum in chapter 8. Addition support for this benchmark is in the supplementary curriculum.

MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	At the beginning of each chapter, there are a list of MTRs that align with the benchmarks, questions for teachers to ask students, and they are listed throughout the student edition. Additionally the STEAM videos allow students to interact with the benchmark and the MTRs through science.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	At the beginning of each chapter, there are a list of MTRs that align with the benchmarks, questions for teachers to ask students, and they are listed throughout the student edition. Additionally the STEAM videos allow students to interact with the benchmark and the MTRs through science.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	5 - Very Good Alignment	At the beginning of each chapter, there are a list of MTRs that align with the benchmarks, questions for

	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		teachers to ask students, and they are listed throughout the student edition. Additionally the STEAM videos allow students to interact with the benchmark and the MTRs through science.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	At the beginning of each chapter, there are a list of MTRs that align with the benchmarks, questions for teachers to ask students, and they are listed throughout the student edition. Additionally the STEAM videos allow students to interact with the benchmark and the MTRs through science.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	5 - Very Good Alignment	At the beginning of each chapter, there are a list of MTRs that align with the benchmarks, questions for teachers to ask students, and they are listed throughout the student edition. Additionally the

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		STEAM videos allow students to interact with the benchmark and the MTRs through science.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	At the beginning of each chapter, there are a list of MTRs that align with the benchmarks, questions for teachers to ask students, and they are listed throughout the student edition. Additionally the STEAM videos allow students to interact with the benchmark and the MTRs through science.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	5 - Very Good Alignment	At the beginning of each chapter, there are a list of MTRs that align with the benchmarks, questions for teachers to ask students, and they are listed throughout the student edition. Additionally the STEAM videos allow students to interact with the benchmark

	methods to improve accuracy or efficiency.		and the MTRs through science.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Does not directly address the benchmark with students.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	STEAM videos could address this benchmark.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Does not directly address the benchmark with students.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	Does not directly address the benchmark with students.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Performance task are more directly aligned for this benchmark.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Does not directly address the benchmark with students.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	There are a many resources that address the ELL in the primary and secondary materials.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	Does not directly address the benchmark with students.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Some of the lessons in the curriculum are below the benchmark in order to prepare students for the grade level standard.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Some of the lessons in the curriculum are below the benchmark in order to prepare students for the grade level standard.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The material is adaptable for face to face and online learning.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The materials provide sufficient details for students to understand the significance of topics and events.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	There is a vast number of resources to match the level of complexity for all learners.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	There is a vast number of resources to match the level of complexity for all learners.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Some of the lessons in the curriculum are below the benchmark in order to prepare students for the grade level standard. It also provides the time frame to complete the lesson.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Laura's notes cites expert information for the subject

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	There is a list of authors that contribute to the quality of the content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	There as no errors detected in the curriculum.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	There as no evidence of bias information.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	The were use of virtual and physical models for students to understand the concepts of the benchmark.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	There as no errors detected in the curriculum.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	The content is up-to-date according to current research and standards of practice through the use of online resources. It would have been nice to see additional conceptual resources.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The primary and secondary materials provide appropriate and relevant context for all learners
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	The implementation of games provide connections to life that maybe meaningful to students.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The implementation of STEAM videos provide connections to life that maybe meaningful to students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	There were various pictures that represented different ethnical groups and ages. The material has fair and unbias representation.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	he materials portray people and animals with compassion and sympathy .
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The lesson provided are aligned to the BEST standards, along with supplementary materials to scaffolded student learning.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	In each lesson in the TE the material provides a list of questions according to complexity, games, vocabulary, and learning targets for teachers.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	All components aligned with additional standards taught throughout.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	The progression of the chapter made since and was relevant to the grade level content. .

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	The material provided physical and technology visuals that could engage students.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	The number of questions/ problems within the SE and TE provided students and teacher with the appropriate pace. The type of questions and resources list provided teachers with materials to present the benchmark at the right pace for their students.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	The online version and secondary materials provided tools for all students to be successful according to their level of entry
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	The layout of the physical and online materials were user friendly with additional support on how to access and use the materials with a learning environment.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	2 - Poor Alignment	There was no evidence of Instructional materials include features to maintain learner motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Very little evidence found
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	At the beginning of each lesson the learning target and expectation is listed for students and teachers.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	The TE provided guidance to support students to become independent thinkers through the use of questioning.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	There is a vast number of resources to match the level of complexity for all learners.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	The use of models provide engaging physical activities. The online games and resources provide some mental activities for students.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	There is a list of learning targets and goal at the beginning of the chapter and lesson
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	The TE provides notes and questions on the side for teachers to be successful in teaching the material.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Models and examples within the lesson are effective in teaching the targeted outcomes. As well are assessments, games and the online resources all provided strategies to teach the targeted outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The are BEST assessment questions that correlate assessment strategies to the desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	The online assessments gauges students learning and performance according the benchmarks assessed.

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	The primary and secondary materials provide resources that consider the needs of all students. IE: online games and activities, videos and supplementary materials. .
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	3 - Fair Alignment	ELA expectations was appropriate through the lesson. However there was noticeable evidence of the MTRs.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Overall there the EARNING requirements provided resources for teachers and support staff track student knowledge and provide them the appropriate resources.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	There was no evidences in the material provided Critical Race Theory.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	There was no evidences in the material of Culturally Responsive Teaching
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	There was no evidences in the material Social Justice lessons.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	There was no evidences in the material that solicit Social Emotional Learning.

UDL Reviewer's Name: LOURDES Day

Title: Florida's B.E.S.T. Standards for MATH Grade 8 Pre-Algebra with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205070 - Grade Eight Mathematics: Pre-Algebra

Bid ID: 306

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	In the student online textbook edition the background colors can be adjusted in practices, quizzes, and test only. This would be an important feature for students with visual impairments to have throughout the entire book. Magnification is built in to 400%. Font type cannot be altered.
Background: High contrast color settings are available.	3 - Fair Alignment	High Contrast was available in practices, quizzes, and test only. This feature should be included throughout the books.

Text-to-speech tools.	2 - Poor Alignment	Text to Speech was not readily available on all the pages in the book. It did allow for an outside web tool to read some of the pages. This is an important tool to increase independence in math for all students.
All images have alt tags.	5 - Very Good Alignment	According to the Publisher Alt tags were available. I could not easily find them (hover over images) in the SE online textbook.
All videos are captioned.	5 - Very Good Alignment	Videos were closed captioned.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports text images and tags can be sent to refreshable Braille. I did not have the tool to test it.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	The navigation elements cannot be adjusted.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	I was only able to find some basic navigation elements and keyboard shortcuts. Students who are orthopedically impaired and use a switch to scan and navigate would benefit from things such as being able to use the right and left arrows to turn pages, the space bar to read and the tab key to move to the next item.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	The publisher reported that all navigation information can be sent to refreshable braille. I did not have the tool to test this item.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	A highlighter tool with five colors is readily available in the online SE.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	The highlighted notes were extracted to the highlight option within the document. This is helpful for students to use as a study tool.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	The note taking tool was readily available on all pages of the online SE. It was excellent that the student notes were collected in one area and could be printed.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	3 - Fair Alignment	Although some accessibility tools were available in practices, quizzes and test they were not available throughout the book. Consider adding the built-in text to speech, scanning capabilities for students who navigate using switches, and the Accessibility icon on all pages. The glossary had text to speech and translated to Spanish. The Settings button allowed the students to view 1 or 2 pages at a time on the screen. This is a helpful feature for some students who can easily be overwhelmed.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	4 - Good Alignment	A PDF version of the textbook is available. It was also good that the students could self-assess/indicate their comfort level with each area of study.

Reviewer's Name: Christopher DeLuca

Title: Florida's B.E.S.T. Standards for MATH Grade 8 Pre-Algebra with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Eight Mathematics: Pre-Algebra

Bid ID: 306

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	After reviewing this instructional material, I strongly recommend it for adoption. The content within the instructional material is very much aligned to the state standards and benchmarks with the exception of the few noted in section 1 of this evaluation tool. The MTRs are very nicely embedded into each individual lesson which makes it very simple for

	teachers to provide instruction through the lens of the MTRs.

Standard	Description	Reviewer Rating	Rating Justification
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	5 - Very Good Alignment	Highlighted lessons align to benchmark and meet benchmark clarifications
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	3 - Fair Alignment	The examples included only contain integer coefficients but the benchmark calls for rational number coefficients.
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	5 - Very Good Alignment	Very good alignment to benchmark.
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	Highlighted lessons align to benchmark. I appreciate how they included the use of algebra tiles in the lessons to help students better visualize the concepts.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	5 - Very Good Alignment	Aligns to benchmark and ample practice opportunities provided.

MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	3 - Fair Alignment	Benchmark states that 'p' should be a whole number and numerous examples are included in the lessons where 'p' is an integer or rational number.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	A portion of the lesson aligns and there are four practice problems to go along with this benchmark. I would have liked to see additional questions and question styles added for this benchmark.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	Highlighted lesson aligns to the benchmark and all three representations are present.
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	5 - Very Good Alignment	Highlighted lesson aligns to the benchmark and all three representations are present.
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	5 - Very Good Alignment	Aligns to benchmark and ample practice opportunities are provided for students.
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	5 - Very Good Alignment	Very good alignment to benchmark.

MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	5 - Very Good Alignment	Very good alignment to benchmark and clarifications
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	5 - Very Good Alignment	The highlighted lesson aligns very well to the benchmark.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	The lessons here align to the benchmark.
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	5 - Very Good Alignment	The three lessons highlighted here align and students are asked to choose the appropriate representation based on the problems.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	3 - Fair Alignment	The benchmark calls for students to describe patterns of association, but very little evidence of this benchmark is present in these lessons.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	The lesson here aligns to the benchmark.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	5 - Very Good Alignment	Lessons 5.4 and 5.5 align very well to benchmark MA.8.DP.2.1
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	2 - Poor Alignment	No evidence or mentioning of theoretical probability in this lesson

MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	3 - Fair Alignment	No mention of theoretical probability in lesson.
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	5 - Very Good Alignment	Lessons align to the benchmark and the various different representations are all present in the lesson.
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	5 - Very Good Alignment	Lesson aligns and the examples show how to look at the various different representations to determine if a relationship is linear.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	5 - Very Good Alignment	This lesson aligns to the benchmark.
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	This lesson does a great job introducing the Pythagorean Theorem and having students apply it to find unknown side lengths.
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	2 - Poor Alignment	The highlighted lessons provide students with very few problems requiring them to use the Pythagorean Theorem to find distance between two points in a coordinate plane.

MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	5 - Very Good Alignment	Lesson aligns to benchmark and provides great practice opportunities.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	While I appreciate the lesson including real-world problems, this benchmark only calls for mathematical problems.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	5 - Very Good Alignment	Lesson 3.3 is directly aligned to this benchmark and lessons 3.4 and 3.5 include the benchmark but it is not the main focus of the lessons.
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	5 - Very Good Alignment	The highlighted lesson here aligns to the benchmark.
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	4 - Good Alignment	The lesson aligns but additional practice problems would help students better grasp concept.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	5 - Very Good Alignment	The lesson aligns to the benchmark. I like the variety of question styles this lesson offers to students regarding this benchmark.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	5 - Very Good Alignment	The four highlighted lessons align to the benchmark and provide students with

			ample practice opportunities.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	5 - Very Good Alignment	The highlighted lessons do a great job showing students how to use proportional relationships between similar triangles.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	Lesson highlighted here defines what an irrational number is and has students locate an approximate value of a numerical expression involving irrational numbers on a number line.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	Lessons highlighted here align to benchmark MA.8.NSO.1.2
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	5 - Very Good Alignment	Lessons and practice problems align to the benchmark and include rational bases and integer exponents.
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	5 - Very Good Alignment	Lessons align to benchmark.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	5 - Very Good Alignment	Ample practice opportunity is provided for students

			to develop procedural fluency.
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	5 - Very Good Alignment	Highlighted lessons both align to the benchmark.
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	3 - Fair Alignment	Insufficient practice problems relating entirely to the benchmark included in these lessons.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	I appreciate how the MTRs are intentionally embedded and identified into each lesson.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	5 - Very Good Alignment	I appreciate how the MTRs are intentionally embedded and identified into each lesson.

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	I appreciate how the MTRs are intentionally embedded and identified into each lesson.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes.	5 - Very Good Alignment	I appreciate how the MTRs are intentionally embedded and identified into each lesson.

	• Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	I appreciate how the MTRs are intentionally embedded and identified into each lesson.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	I appreciate how the MTRs are intentionally embedded and identified into each lesson.

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	I appreciate how the MTRs are intentionally embedded and identified into each lesson.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	2 - Poor Alignment	There is evidence of the ELA Expectations but they are not intentionally embedded or referenced throughout the lessons like the MTRs are.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	2 - Poor Alignment	There is evidence of the ELA Expectations but they are not intentionally embedded or referenced throughout the lessons like the MTRs are.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	There is evidence of the ELA Expectations but they are not intentionally embedded or referenced throughout the lessons like the MTRs are.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	There is evidence of the ELA Expectations but they are not intentionally embedded or referenced throughout the lessons like the MTRs are.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	2 - Poor Alignment	There is evidence of the ELA Expectations but they are not intentionally embedded or referenced throughout the lessons like the MTRs are.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	There is evidence of the ELA Expectations but they are not intentionally embedded or referenced throughout the lessons like the MTRs are.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Evidence of English Language Learner support is found throughout.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Evidence of English Language Learner support is found throughout.

Content	Reviewer Rating	Rating Justification

1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Overall, the content aligns with the state's standards and benchmarks for subject, grade level, and learning outcomes.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Skill level is reflective of the standards and benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials are very useful for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Good alignment.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The level of complexity matches the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The level of complexity is appropriate for the students' abilities and grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Teachers will be very pressed for time if they attempt to include all components of the lesson in a single teaching period.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The primary and secondary sources cited in the materials reflect expert information for the subject.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The primary and secondary sources contribute to the quality of the content in the materials.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	In my review, I found no evidence of typographical or visual errors.

11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	I found the material to be free of bias and contradictions.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	All material appears to be accurate and a solid representation of the discipline.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	I found no evidence of mistakes and inconsistencies.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Everything appears to be up-to-date according to current research.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Context is relevant.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The content is presented in an appropriate manner for 8th grade students.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	The majority of the content is relatable and meaningful for students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	A few examples here and there, but overall there is not a lot of evidence of interdisciplinary connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	All multicultural representations appear to be fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The materials demonstrate humanity and compassion.

21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	In general, the content of the benchmarks and standards for this course are thoroughly covered in the material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	The materials are sufficient enough where teachers should not have to prepare additional materials.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components of the major tool align with the curriculum and each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The sequence of the materials is appropriate for the content.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Narratives and visuals engage students in grade level appropriate understanding of material.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Lessons contain enough instruction and practice to allow students to master content. Benchmarks and skills are also spiraled back in throughout future lessons.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Very good alignment.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Overall, the material satisfies the presentation requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Good use of visuals and context based problems that students can relate to.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Big ideas are spiraled back to throughout future lessons.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Each lesson contains specific learning targets and success criteria.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Various examples are included at the start of the lesson that provides students with different strategies and methods, but throughout the lesson for students, there is no real scaffolds or supports built into the lessons.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Instruction tailored to different learning styles is evident.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	I did not see evidence of physical activity.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Some materials are included that extend content, goals, and objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	The teacher edition references various instructional strategies for teachers to utilize.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The instructional material is effective in teaching students the targeted outcomes.

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	All of the assessments align and correlate to the desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessment questions are well written, diversified in question style and align to the targeted outcomes.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	After reviewing the UDL questionnaire, their is ample evidence that the consideration of all students is met.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The MTRs are embedded into each individual lesson and referenced next to specific questions that relate to each. This program does a phenomenal job incorporating the MTRs.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Overall, this instructional material satisfies the learning requirements.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of Critical Race Theory was found during my review.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of Critical Race Theory was found during my review.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of Critical Race Theory was found during my review.

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence of social emotional learning found in my review.

Reviewer's Name: Mary Moss

Title: Florida's B.E.S.T. Standards for MATH Grade 8 Pre-Algebra with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: Grade Eight Mathematics: Pre-Algebra

Bid ID: 306

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Materials appear to be a rebranding of something existing to align with B.E.S.T., rather than a redesign specifically for B.E.S.T.

Standard	Description	Reviewer Rating	Rating Justification
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	3 - Fair Alignment	Benchmark does not include enough conceptual applications.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	3 - Fair Alignment	Lots of procedural problems.
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..

MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..

MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..

MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	2 - Poor Alignment	Curriculum does not develop the formula.
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	2 - Poor Alignment	Curriculum is poorly aligned with benchmark.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	3 - Fair Alignment	Curriculum does not develop the formula.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	2 - Poor Alignment	Curriculum does not provide enough real-world examples.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	3 - Fair Alignment	Curriculum provides benchmark examples.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	3 - Fair Alignment	Curriculum provides benchmark examples.
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate	2 - Poor Alignment	Curriculum does address the benchmark conceptually.

	equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.		
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	3 - Fair Alignment	Curriculum provides exercises to practice this benchmark..
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	2 - Poor Alignment	Curriculum does not address the benchmark fully.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	2 - Poor Alignment	Curriculum does not address the benchmark fully.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	2 - Poor Alignment	Curriculum does not address the benchmark fully.

	Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	Curriculum is fairly aligned to MTR.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:	2 - Poor Alignment	Curriculum does not address the benchmark fully.

	• Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	3 - Fair Alignment	Curriculum is fairly aligned to MTR.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions.	3 - Fair Alignment	Curriculum is fairly aligned to MTR.

	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	3 - Fair Alignment	Curriculum is fairly aligned to MTR.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Curriculum is fairly aligned to MTR.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Curriculum is fairly aligned to MTR.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	Curriculum is fairly aligned to MTR.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	Curriculum does not address the benchmark fully.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	2 - Poor Alignment	Curriculum does not address the benchmark fully.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Curriculum is fairly aligned to MTR.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Curriculum is fairly aligned to MTR.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	Curriculum is fairly aligned to MTR.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Curriculum is fairly aligned to standards and benchmarks.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	Curriculum is fairly written to the correct skill level of the standards and benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Curriculum is fairly adaptable and useful for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Materials provide a fair amount of details for students to understand the significance of topics and events.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Materials provide too much frontloading of how to perform the task and not enough discovery for students.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	Materials written fairly match student abilities and grade level.

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	Content fairly matches the time period allowed for teaching.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Materials reflect expert information for the subject.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Primary and secondary sources contribute to the quality of the content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Materials appear to be presented accurately.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Materials appear to be presented objectively..
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	The content of the materials is representative.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Content appears to be factually accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	Materials appear to be up-to-date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Content is presented appropriately.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	Content is presented in an appropriate way, but not always relevant to the intended learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	Content includes some connections in a context that is mostly meaningful to students.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Materials make some connections that are meaningful to students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Materials appear to be presented fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	Materials appear to portray humanity and compassion.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Content in the benchmarks and standards have good alignment.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Comprehensive teacher and student resources are found in the materials.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	All components align with curriculum.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Materials are consistent and logically organized.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	Visuals fairly engage students in reading as well as understanding of content.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	Materials appear to provide too many procedural problems.

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	2 - Poor Alignment	ESE and ELL supports are vague do not provide support for new teachers.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	Presentation fairly satisfies the presentation requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Materials appear to provide a fair amount of learner motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Materials appear to teach a few important ideas or concepts.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Materials contain clear student outcomes and learning targets.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	2 - Poor Alignment	Materials provide some guidance and support for helping students to become independent learners and thinkers.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Materials provide some support for various learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	2 - Poor Alignment	The materials only partly engage the mental activity of students during the learning process.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	Materials provide some organized activities.

8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Materials provide a fair amount of instructional strategies.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Materials provide a fair amount of targeted instructional strategies .
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Materials fairly correlate assessment strategies to the desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	Assessment strategies are effective in assessing learners' performance.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Strategies for ESE and ELL are not specifically called out in the instructional materials.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	2 - Poor Alignment	Materials poorly provide MTR standards and some ELA expectations.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	Materials fairly satisfy Learning requirements, but could do more to specifically support differentiation and supports for ESE and ELL learners.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Materials appear to not have any Critical Race Theory in them.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials appear to omit CRT.

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials appear to omit Social Justice as it relates to CRT.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	Materials do not solicit SEL strategies.

Reviewer's Name: Jasmine Peralta

Title: Florida's B.E.S.T. Standards for MATH Grade 8 Pre-Algebra with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 8 Pre-Algebra

Bid ID: 306

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No CRT evidence

Reviewer's Name: Elizabeth Abel

Title: Florida's B.E.S.T. Standards for MATH Grade 6 Accelerated with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

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Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 307

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This material should be considered for adoption by the state as it overwhelmingly meets or exceeds the state's criteria. The submission satisfies learning requirements without a doubt. The lessons are rich, diverse and presented in a way that allows them to have universal appeal. The concepts are thoroughly fleshed out, and allow for variances in learner style

	and levels, but do not compromise the integrity of the mathematics. Students are asked to raise to the level needed to be robust learners, without compromising the necessary reasoning and problem solving skills necessary to complete an accelerated course. There are ample opportunities for discussion, for collaboration and for modeling throughout this series. Furthermore, students are presented with complex, high interest tasks that will engage them and keep them excited for math class all year long. The series strengths are plentiful, but the biggest lasting impression made had to be in the area of real-world connections. The series had relevant, interesting and thoughtful real-life problems and scenarios in every lesson (not just here and there, but literally in every lesson.) The examples had great connections to Florida's landmarks and geography as well as animals and plants of the area. The problems were high-interest, based on what pre-teens and teenagers will find fascinating, thus drawing the students in with the context but keeping them interested with rich mathematics. The ideas never seemed stale; even after reading dozens and dozens of lessons, easily over a hundred problems, the real world connections still felt fresh and intriguing. This is what will keep the students interested in the math. In terms of weaknesses, the series could use more technology-based tools. This would be an area to expand upon in the future.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	There was a solid assortment of problems that required students to write algebraic expressions from phrases or scenarios or use scenarios to create algebraic

			expressions. These problems were all based on real-world situations and provided relevant examples for students to practice this concept with throughout the main lesson.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	The text did a great job of introducing this concept by applying it to scenarios that would make sense to a student (inequalities involving their height, the number of siblings they have). Then, it segues into creating inequalities from a variety of real-world scenarios, such as distances a drone can travel or costs of a trip to an amusement park. These problems will appeal to students' interests.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Students practice evaluating algebraic expressions with substitutions and order of operations, including applying mental math to a myriad of equations. Problems varied, including some with negative and fractional numbers. Word problems involving this skill are

			real-world based and offer a multitude of situations students may encounter (money saved babysitting, costs related to a gym membership, etc.)
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Students apply the commutative, associative, identity, and distributive properties of addition and multiplication to create equivalent algebraic expressions in both equations and in world problems. There is ample vocabulary support of what the properties mean as well as repetitive practice of various types of problems within each category or properties.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	Students use mental math and models to explore whether an equation or inequality is true or false using a given value. Students are asked to explore multiple values for each equation or inequality so that sometimes the answer is true, but sometimes it is not true. Students were asked to both interpret a model of this, or create a

			model of this based on an equation thus exploring this concept in more than one way.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	Students explore writing and solving one-step equations in one variable with addition and subtraction in both mathematical and real-world contexts. Some of these relevant scenarios include ordering a variety of coffee drinks at a coffee shop, setting up decorations for a party, and contestants competing in a singing competition. The examples are multi-dimensional and will appeal to the interest level of students in this age-range. There are also some straight mathematical problems to solve, written in various written formats to expose students to the many ways the problems may be presented.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Students explore writing and solving one-step equations in one variable with multiplication and

			division in both mathematical and real-world contexts. There are real-world problems concerning the area of different areas of land in a botanical garden, the number of teams left in a robotics competition after a certain amount of rounds, and problems related to the distance a rock climber climbers per hour. The problems are complex and varied, calling on students to solve them in and out of word problems.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	Students practice finding the unknown fraction or decimal in an equation using mental math and models. Students are called upon to solve stand alone equations as well as solve within word problems on this concept. There were some great quality word problems involving fractions in different recipes and the weight of an animal at a veterinary clinic.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of	5 - Very Good Alignment	There is ample practice in writing and interpreting ratios across multiple

	two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.		lessons in this series. There are situational problems presented involving recipes, involving the makeup of a class, and involving quantities of baby elephants to their parents for example. These are all simple, straightforward scenarios that will be easy to understand for students. This concept is supported well with visuals, such as tape diagrams, to help students understand the relationships between the numbers. The combination of interesting real-world problems, like about how many points are scored in a basketball game and the accompanying visuals make this difficult concept easier for students to digest.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	Students determine a rate for a ratio of quantities as well as determine and interpret the affiliated unit rate through a variety of problems, such as calculate their heartbeat. This section centers on the importance of labeling units in a problem and has

			students practice making these calculations with fun activities, such as recording how many times they can clap their hands in a given time period. There are also problems involving recipes and distance traveled in space that given students opportunities to apply this skill to related scenarios they may encounter in their everyday lives. This concept is also practiced in relation to converted units of measure, thus making it more applicable to real-life scenarios.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	Students create a plethora of tables to explore part-to-part and part-to-part-to-whole ratios. There practice includes completing or creating tables on calories in a given quantity of food, sides of a shape in relation to the number of shapes, the amount of sodium in a set number of crackers and a variety of common measurement conversions. Students have a myriad of tables to complete

			and create, as this section as this section is robust and spans multiple lessons.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Students explore ratio relationships with percentages in both mathematical and real-world type problems. They explore this concept through proportions. There are some real-life problems on social media usage and caterpillars that will appeal to students.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	This concept is explored in depth across multiple lessons and with multiple real-world and mathematical scenarios. Students will have ample opportunity for practice. There are problems involving recipes and measurement conversion, as well as problems involving money and intriguing STEM topics. This concept is more than thoroughly explored in these lessons.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	Students create statistical questions for a variety of tasks, including determining heart rate and the

			pizza consumption of students. Students are also asked to determine if various questions are statistical questions, based on the way they are written (the their relevant data).
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	There are comprehensive lessons on mean, median, mode and range which incorporated many real world data sets, such as the number of texts sent by students. as well as a plethora or real world examples, involving concepts that are relevant to students, such as the cost of running shoes or video games. This standard was substantially covered through these problems, activities and tasks.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Students create, analyze and interpret a variety of box and whisker plots, including the minimum, maximum, lower quartile, upper quartile and median of the data. There is ample differentiation included to aid students that struggle with all of the facets

			of box and whisker plots, and there are strong connections made demonstrating real world examples of how a box and whisker plot would be relevant to students.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	Histograms and line plots are explored thoroughly through a variety of lessons. Students are given opportunities to explore the data, including the context and distribution of the data. Outliers, gaps, and other features of histograms and line plots are described, illustrated and explained in many of the examples as well as in many of the problems students complete through these lessons.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Students create, analyze and interpret a variety of box and whisker plots and histograms, including the minimum, maximum, lower quartile, upper quartile and median of the data. There is ample differentiation included to aid students that struggle with all of the facets of box and whisker

			plots, and there are strong connections made demonstrating real world examples of how a box and whisker plot would be relevant to students.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	Students analyze a variety of data sets in real-world problems across multiple lessons related to the data and probability standards. Students look at variances that occur and explain why/how these variances happened. Students explore relevant real-world scenarios for their problems including looking at body mass, the features of skateboards or the life expectancy of a variety of reptiles. Students will find these example both interesting and useful for everyday life.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	Students plot various points on a coordinate plane, including points located in all four quadrants and along both axes. Students are asked to plot points that represent reflections on the x and y axis and connect how this is relevant to real-life

			examples (like tracking the temperature on a coordinate plane.)
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Students explored distances between ordered pairs by finding the absolute values of the coordinates. There were some great real-world connections here, including how to calculate distance around a student's town, as well as how an archaeologist would use distances on a coordinate plane during an archaeological dig.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	5 - Very Good Alignment	There were some great real-world connections here, including how to calculate distance around a student's town, as well as how an archaeologist would use distances on a coordinate plane during an archaeological dig. Students solved these problems by finding the perimeter and area of these spaces, and using this information to calculate the solutions to these proposed scenarios.

MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	5 - Very Good Alignment	Great real-world example of a right triangle's importance is illustrated by exploring the Flatiron building in NYC. Students solve for a right triangle using a rectangle as well as dive into solving the area of triangles with the area formula. There were ample real-world applications of triangles explored, including area of land and water as well as the area of hang glider.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	Students decompose a variety of polygons into triangles and rectangles to determine their area. Real life practice is infused by drawing comparisons to the layout of golf courses and building with stained glass windows as well as a detailed county map of a section of Florida (which had many relevant shapes in it.)
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	f a dump truck. The volume of right rectangular prisms was explored through drawing out the prisms, through making connections to objects that are

			rectangular prisms, such as a computer tower or the bed of a dump truck. There were a myriad of opportunities for students to practice calculating the volume with both models and formulas.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	Surface area of right rectangular prisms and pyramids was practiced/explored through a variety of exercises using a figure's net. Students were able to break the problems down into small, chunkable steps, allowing them to solve for larger surface areas in manageable steps. Students made real-world connections to visuals, such as the Egyptian pyramids, to help them visualize how to solve for the areas of these objects.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	Students work with rational numbers in a plethora of ways, including plotting, comparing and ordering them on number lines and graphs. Students explore this concept though both straight calculation type problems as well as

			through real-world scenarios posed to them (for example the position of fish in a fish tank or the movement of an elevator up and down a building and the order of events that an astronaut completes on a space flight.)
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	There were a myriad of problems that explored movement of rational numbers in opposite directions, including in both models of number lines and in real-world examples (like the one following the movement of an elevator up and down as well as a climber moving up and down a wall.) There are ample examples explored in the text showing and comparing this movement.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	Students explore absolute value through direct problems as well as real-life scenarios involving sea level and elevation, just to name a few. This skill is taught in isolation in one lesson, but also infused into other

			lessons later in the series.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Students explore absolute value through direct problems as well as real-life scenarios involving sea level and elevation, just to name a few. Students compare the absolute values of different animals in relation to their elevation as well as the depth they are found at sea level.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Multiplying and dividing decimals is infused throughout multiple lessons in the series, especially in two specific lessons centered on these concepts. Students practice with algorithms, and are taught explicitly how to solve problems in this way. They are also introduced to real-world connections to multiplying and dividing decimals, such as through money. and measurements of distance.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	The concepts of multiplying and dividing fractions and mixed numbers is covered thoroughly in

			a series of lessons in the series. Students are given opportunities to practice these concepts with both models and equations in both algorithms and through word problems. The visuals that accompany the explanations are strong and will help students see a real-life connection to the math, such as when the text showed the dimensions of a basketball court (to determine area using fractions.) There are also examples of the role fractions and mixed numbers play in recipes included, further tying in the real world examples students need to see to feel connected to the mathematics.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	This series does a superb job of utilizing real world problems to convey a concept or to make a connection for students. This makes the math relatable and does not feel forced. There are multi-step real-world problems embedded everywhere in this series, not just in a lesson or two.

			Students will have more than sufficient opportunity to practice decimal and fraction problems with all of the operations across multiple lessons.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	Students have ample opportunity to practice the skills of greatest common factor and least common multiple through a series of practice examples and problems that offer step by step instructions as well as a series of application problems that allow students to dig deeper into the math. Students are taught multiple ways to solve for each, allowing students to see both visual representations (like prime factorization and Venn diagrams) and straight algorithms.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Students explore factoring through the distributive property as a means of learning how to rewrite the sum of two composite whole numbers having a common factor in terms of multiplication instead of addition. This is

			detailed in one specific lesson in the series with specific examples of how to complete the steps as well as application problems to support this concept. The alignment is solid, but perhaps there could be a little more practice embedded in the series on this skill (there were less opportunities to practice than the series typically gives.)
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	The series has a robust selection of problems (and problem types) that given the means to practice evaluating positive rational numbers with natural number exponents. Students practice this concept through entire lessons focused on exponents and powers, but also embedded in other lessons on order of operations, as well as on multiplying integers, fractions and decimals. Students are able to make connections to real world applications of exponents, such as in a variety of area problems (area of a baseball diamond,

			area of a chess board, etc.)
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	Prime factorization is explored thoroughly through visuals, models and lists of numbers using factor pairs and factor trees. Instruction on this concept is explicit and detailed, but also allows students practice in error analysis and in constructing viable arguments to defend their math.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Exploring the equivalent forms of positive rational numbers (through fractions, decimals, percentages, etc.) is sufficiently introduced and explained as well as reinforced through practice in the series. While there is rote practice in these lessons, there are also many activities that allow students the time and space to really dive into the mathematics, so that they are building the concept on multiple levels (through manipulatives, with activities that allow them to move and physically manipulate numbers, and

			through other concrete and representational avenues in addition to the abstract ways students typically explore equivalency. In addition, there were a myriad of ways for students to collaborate on these lessons.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	Students practice adding and subtracting integers with procedural fluency in a multitude of lessons within the series. It was refreshing to see the level of manipulatives that were infused into these lessons as well. Students work with integer counters and really dive into some hands on exploration in addition to representing the addition and subtraction along number lines. Students are asked to represent the numbers with different methods even within the same problem, which will strengthen their connections between the concrete, representational and abstract areas. Furthermore, the real world examples of

			adding and subtracting integers will draw attention to the relevance of this concept in students' lives, which can be difficult to do with higher-level mathematics. By connecting these operations to money (like the depletion of money in a bank account), students will understanding the need for precision and accuracy in their mathematics.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	5 - Very Good Alignment	Students continue their work with integers by practicing multiplying and dividing them in both algorithm type problems and embedded in word problems. Continuing the positive trend seen throughout this series, students practice through a wide variety of problems rooted in practical and interesting real world scenarios. Whether it is determining if a temperature drop will cause iguanas to suddenly fall from the trees or the final scores of golfers in a golf tournament, students will be drawn into the

			context of the stories, thus increasing their interest in learning how to accurately solve the problems. The problems vary in both complexity and in their storylines, thus keeping the material fresh and the math intriguing.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Students learn how to add and subtract linear expressions with rational coefficients by combining like terms and simplifying algebraic expressions. Students practice solving the problems both horizontally and vertically, in both straightforward non-word problems and word problems. The instruction in this lesson is solid, but students may benefit from a few more practice word problems.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Students determine whether or not two linear expressions are equivalent by utilizing the properties of operations, in particular the distributive property. Students also create equivalent linear expressions in addition to

			ascertaining the equivalency of two linear equations. The problems provided are rich; however, some students may need more problems to practice with to reach proficiency.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	There are ample practice opportunities for students on writing and solving one-step inequalities in one variable. These practice problems are rooted in real world examples, thus making them more appealing both contextually and mathematically to students. This concept is taught through many collaborative activities, which will not only entertain the students, but help build a deeper foundational understanding of the mathematics and provide students with a rich context for discussion. The text does a solid job of connecting the addition and subtraction properties of inequalities to the practice problems with number lines and through graphing.

			Students will see practical, relevant uses for inequalities through their practice problems as well, thus making them more likely to remember the why behind the mathematics (and thus the need for it).
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	Students will encounter percents in their everyday lives frequently. This series does a stellar job of extending students previous knowledge of percentages and ratios while also applying these skills in a more rigorous way through multi-step problems rooted in the real world. Students will have robust practice with percents and ratios, thus allowing them to apply their knowledge of them in a deeper, more mature way. Students interact with percents as proportions, as equations, as percents of change in quantities, embedded in word problems and frequently with real-world scenarios that will seem relevant to them. Students explore these concepts through

			problem solving plans, with graphs and charts, and through rich, engaging scenarios that are both possible and likely in their everyday lives (especially in the lessons on sales markups and price reductions, simple interest and probability.) These lessons were comprehensive, interesting and they provide more than sufficient means for practicing to both proficiency and beyond.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Proportion problems are explored through a variety of collaborative activities that seem both fun and comprehensive in nature. Students will explore the real-life application of proportions, and learn how to solve them both mentally and through calculations on paper. Students practice both solving proportions and writing their own, thus enriching their understanding of the concept. While there is only one dedicated

			lesson on proportions, it is through and provides ample practice opportunities for students.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	5 - Very Good Alignment	There is sufficient practice on finding measures of center or variation via a variety of graphical and numerical representations. The example problems represent data in different situations and represented in different ways, allowing students the chance to practice the skill in more than one way. This skill is taught in isolation, but also coupled with another lesson that requires the use of the skill.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	Students continue to work with measures of center and measures of variability, this time applying those skills in relation to interpreting data on populations. There are multiple example and practice problems for students to draw on. Students are asked to make inferences based on this data as make

			comparisons between the data.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Students practice making predictions about populations using proportions as their framework. Students practice this skill through the use of biased and unbiased samples, creating proportions to solve the problems. While this method is practiced, the series could benefit from more problems that required this skill.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	Students ascertain the sample space for a variety of experiments, including ones involving spinners, marble or tile draws from a container, and rolling a number on a number cube.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	5 - Very Good Alignment	Students ascertain the likelihood of a particular event occurring based on its probability. This concept is explored via examples on weather forecasts, flipping bottles, and pass rates in a football game. Students are given multiple scenarios as

			context to practice this skill.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	Theoretical probability is calculated from simple experiments on drawing letters from a bag, rolling a particular number on a die, the likelihood of winning a prize and other types of examples where it can be calculated or interpreted. There are ample opportunities for practice, both collaboratively and independently.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	Experimental probabilities are calculated and then used in comparison to theoretical probabilities in a series of simple experiments, including the ones described above (coin flips, letters being grabbed out of a bag, etc.) Students use a myriad of simple experiments as the basis for comparing the two types of probabilities, thus providing students with a great range of practice opportunities.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	Students calculate the area of trapezoids,

			rhombi, and parallelograms through the application of area formulas in a variety of contexts. Students practice learning how to solve these problems step by step, accompanied by models of the shapes. Most of the problems in this section are straight formulas and models and not embedded in a word problems. It would be nice to see the word problem selections in this section expanded.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Students practice decomposing polygons into triangle and quadrilaterals in practice problems on this concept. Diagrams/models accompany the problems, showing students how the shapes are decomposed in a clear way. While these problems are clearly laid out, it would be nice to see the quantity of problems increased in this section as there were only a few included.

MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	5 - Very Good Alignment	Students apply the order of operations to solve problems that have multiple steps, including determining absolute value, solving for exponents and grouping symbols. Students practice evaluating expressions in isolation as well as housed within word problems. There are some word problems that make connections between order of operations and real life, thus providing a relatable context for students. In particular, some of these problems draw a connection to Florida related concepts, such as the flow of rivers in the Pensacola area; this will draw students' interest as it pertains to their geographical area (and will make the math interesting and relevant to them.)
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	There is abundant practice infused throughout the entire series on adding, subtracting, multiplying and dividing rational numbers with procedural fluency. This practice is not

			merely sprinkled through, but richly packed into lessons at every turn. Students are given real-world, richly dense problems to unpack and apply the mathematics too, thus helping them build their fluency and move towards proficiency in these skills.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	There is abundant practice infused throughout the entire series on using the four operations with rational numbers with procedural fluency. This practice is not merely sprinkled through, but richly packed into lessons at every turn. Students are given real-world, richly dense problems to unpack and apply the mathematics too, thus helping them build their fluency and move towards proficiency in these skills.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task.	5 - Very Good Alignment	All of the MTRS are beautifully interwoven throughout the series in a way that makes them seem like a seamless union with the math instead of feeling forced. Students work both

	• Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		independently and collaboratively on various math tasks, often bringing the math to a deeper level through their engaged discussions.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	This series does an excellent job of representing problems in a plethora of ways, from concrete to representational to abstract. Students use manipulatives, demonstrate their thinking with models and drawings and solve a variety of problems with algorithms. Each lesson strives to show students all the different ways they could solve a problem, thus encouraging them to expand how they think about the mathematics.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.	5 - Very Good Alignment	Students are working towards fluency throughout their lessons, constantly revising how they solve problems to find more efficient and effective methods. This series does a great job of helping students select and sequence strategies and build careful

	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		discussions around them, helping to build the confidence of both struggling and expert learners.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Rich discussions will be abundant in this series as the tasks are so engaging and multi-faceted that students will want to analyze and debate their thinking related to them. Instead of providing students with one-dimensional tasks that ask for simple regurgitation, these tasks demand that the students really think and defend their work, which will only increase their math skills and confidence throughout the course.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.	5 - Very Good Alignment	Each time a new type of skill is introduced, the series introduces reliable and predictable procedures for solving the problems. There are also consistent patterns seen throughout the series, such as Which One Doesn't Belong or similar types of explore activities to open up a new lesson. The series does a great job of using

	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		these structures to make the math both approachable and relatable.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Students are called upon to defend their mathematics by solving the problem in a different way or by discussing it with their peers. The series does a more than sufficient job of pushing the concept of reasonableness and its relevance in a math classroom.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	The series strongest selling point could be its connections to real-life mathematical scenarios and situations. Each lesson and every concept has a myriad of real-life examples, exercises and problems that will both engage and enrich learners at all levels. This is one MTR that is expertly and consistently present from cover to cover in the textbook.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students are asked to cite evidence throughout the series

			in a variety of writing tasks and through defending their answers in a variety of problems.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	There are many word problems in each lesson, requiring students to read and comprehend text at an appropriate grade level proficiency. The text never seems like it is not accessible for learners on different levels, but it also does not feel watered down.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Drawing conclusions and making inferences from what students read in pictures, charts, graphs, and word problems is an important skill utilized throughout the series. This is a skill that was demonstrated in lesson after lesson.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Students collaborate on a variety of tasks, problems and activities throughout the series, often leading to rich, diverse discussions on both the ideas present in a lesson and the students' solutions to problems.

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Laurie's Notes provide a framework for students understanding in a variety of lessons, often times reviewing essentials rules and patterns necessary for the mathematics.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Students are encouraged to discuss a variety of mathematical concepts through individual problems and encouraged to share their thoughts both thoughtfully and in a positive way.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	There were a multitude of ELL supports infused throughout the series, focusing on language skills, vocabulary development and comprehension strategies as they related to the mathematics. This was a feature that was noted in several lessons and across multiple concepts.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	The content had a strong alignment with the state's expectations with regards to

		subject, grade level and learning outcomes.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The content was sufficiently aligned to the skill level of the standards and benchmarks in the course.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials were both adaptable and useful.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	The materials were more than sufficient in helping students understand the concepts necessary to complete the course proficiently.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The content matched the rigor level of the standards very well.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Students at this grade level and at this ability level would be suitably matched to the content provided via this series.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The series is set up to take one standard school year to complete, which matches the time allocated to the course.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The sources, both primary and secondary, reflect expert information in the field of mathematics as the sources are all researched based and from experts in the field.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The quality of the content is enhanced by the inclusion of the primary and secondary sources.

10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	There were no typographical or visual errors noted.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	The material was presented free of bias and contradictions and did not appear inflammatory in nature.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	The material was current with relation to the prevailing theories, standards and ideas of math.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	The material was factually accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The content was current with relation to prevailing research and standards of practice.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The content is presented in both an appropriate and relevant context for the curriculum, standards and benchmarks.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The content is presented in an appropriate and relevant context for the intended learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	There were strong connections to what students will find relevant and meaningful in their everyday lives.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	There were strong connections to STEAM as there were many lessons with science, technology, art and engineering ties. There were also some literature and historical connections,

		although there were a lot more STEAM connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	All representations seemed fair and unbiased. There was a great balance of this present in scenarios, problems, exercises, etc.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	All animals and people were portrayed compassionately, sympathetically, and humanely.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The content of the benchmarks and standards were more than adequately covered in the material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Teachers would not need to supplement this series with additional materials as the series does a superb job of providing all the necessary materials to cover the benchmarks.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	There is fluid alignment between the major tool and the curriculum.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The material was organized in a way that made sense for the mathematics, both in how students progress through the complexity of the benchmarks and in terms of students abilities to discuss and interact with the mathematics.

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	The visuals were quite clear and fetching throughout the series; students will be drawn to their simplicity and clarity as they did not feel overwhelming to students at any level. The narratives were engaging as well.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	The content was presented at an appropriate pace.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	While there are many accessibility features present in the series, such as the ability to zoom, closed-captioning on videos, note-taking capabilities and image alt tags, there are also some features that are not present. There is not an option to change the font size or color of text nor can highlighted text be extracted. In addition, there has not been a lot of research into the ability of the program to work well with named assistive technology supports.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	This submission more than satisfies presentation requirements as it will appeal to learners across multiple skill levels, including students that struggle with language development or students that exhibit learning disabilities.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Students will maintain their motivation because the lessons

		are engaging, relevant to students' interests for this age level and tied to Florida themed ideas and concepts.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The series thoroughly teaches students a plethora of mathematical ideas and concepts, not only related to the benchmarks but also related to their ability to select and sequence their work, discuss important mathematical concepts and collaborate with one another on important mathematical ideas.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Each lesson starts with a clear explanation of the mathematical concepts that preceded the lesson, what the expected outcome of the current lesson is, and what the trajectory is for future mathematical lessons after this concept. Students are given a clear idea of what will be covered in the lesson and what they should have learned by the end of the lesson.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Throughout the lessons, the MTRS are infused, which help students build the necessary skills to become proficient mathematicians that can independently think, reason and apply mathematical skills to a variety of situations.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The series expertly differentiates lessons to accommodate the needs of learners at all developmental and academic levels.

6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Students will be uniquely engaged with the riveting lessons that require them to actively (not passively) participate in the mathematics both independently and collaboratively.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The materials exceed expectation with regards to organized activities and their relation to content, goals and objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	There are a plethora of research-based, best practices included in the instructional materials that will aid students in being successful in reaching the desired learning targets. These strategies are many of the same strategies that BEST infused into the MTRS.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The instructional strategies are effective in teaching the targeted outcomes as they draw upon the best practices commonly being utilized by experts in the field of mathematics as well as in successful mathematical classrooms.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	There is a strong correlation between assessment strategies and the desired learning outcomes.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The assessment strategies vary in their style, complexity and presentation; however, one unifying theme is that they are all effective in assessing the learners' performance with

		regards to the content presented in the course.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	While there are many supports embedded into the series to support the needs of all students, there is more that the series could do to support students with disabilities or other students with unique learning needs. There could be more compatibility with assistive technology supports and more adjustability to the program (such as the ability to change the color and font of the text or to export highlighted notes to another program.)
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Yes, there was overwhelming evidence throughout the series that the MTRS were not just applied but used as the foundation upon which the lessons were based. There were also many effective ELA strategies consistently applied throughout the series, including vocabulary and comprehension routines and strategies.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	The submission satisfies learning requirements without a doubt. The lessons are rich, diverse and presented in a way that allows them to have universal appeal. The concepts are thoroughly fleshed out, and allow for variances in learner style and levels, but do not compromise the integrity of the mathematics. Students are asked to raise to the level needed to be robust learners,

		without compromising the necessary reasoning and problem solving skills necessary to complete an accelerated course. There are ample opportunities for discussion, for collaboration and for modeling throughout this series. Furthermore, students are presented with complex, high interest tasks that will engage them and keep them excited for math class all year long.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Yes, there is complete alignment.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, Culturally Responsive Teaching as it relates to CRT is omitted.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, the materials omit Social Justice as it relates to CRT.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	The instructional materials do not solicit Social Emotional Learning.

Reviewer's Name: Sharon Brown

Title: Florida's B.E.S.T. Standards for MATH Grade 6 Accelerated with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 307

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Overall, the benchmarks, standards, and tasks presented are age appropriate and allows opportunity for diverse learners to succeed. There is also integration across standards and a connection to real world. Weakness: Some word problems are on a high level and would require teacher assistance to complete. or be assigned as a group activity.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	Connected to real world
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	Translation makes sense
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Property of operation is used
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Good explanation of algebraic example
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	4 - Good Alignment	Examples could be better
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	4 - Good Alignment	Examples align
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Align to different operations
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	Examples will align with given instruction

MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	Meets standards
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	Great real world example
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	Suggested instruction matches benchmark
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	Good real world example
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	Recommended instruction aligns to benchmark
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	related to gathering data and statistic
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	Align to benchmark
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Example is appropriate

MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	3 - Fair Alignment	could be more descriptive in the glossary
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Real world examples can be used with this lesson
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	Provide many opportunities for diverse instruction
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	Provide opportunities to use prior knowledge
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Appropriate to grade level
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Appropriate but will need additional practice in prior knowledge examples
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	4 - Good Alignment	will need to memorize formula for mastery
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	4 - Good Alignment	used with higher level tasks
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	Aligns with benchmark

MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	will need prior experience with surface area
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	Aligns with standards
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	Example relates to real world
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	Aligns to real world
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Aligns to real world
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	can use multiple examples for practice
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	Grade appropriate
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	Grade level appropriate
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	Example connects to real life

MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	5 - Very Good Alignment	Allows practice with the four operations
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	Aligns with the standards
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	Benchmark allows for multiple examples
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Grade level appropriate
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	Grade level appropriate for all learners
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Will need multiple opportunities to practice and use prior knowledge
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Will need to memorize formulas
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Will need to memorize formulas
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	Will need to use prior knowledge
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	Example aligns to benchmark

MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	Good real world connection
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	5 - Very Good Alignment	Grade level appropriate
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	Grade level appropriate
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	5 - Very Good Alignment	real world connection
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	Allows for hands on activities
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	5 - Very Good Alignment	Allows for hands on activities
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	Align to real world
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	will need prior knowledge of fractions, percent and decimal
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Allows for hands on activities
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite	4 - Good Alignment	Will need to memorize formula

	figures by decomposing them into triangles or quadrilaterals.		
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	5 - Very Good Alignment	Allows for multiple practice
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	Allows for a variety of teaching strategies
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Allows for independent practice
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Provides opportunity to engage diverse learners
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects,	5 - Very Good Alignment	Provides opportunity to engage diverse learners

	drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Provides opportunity for students to work independently
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.	5 - Very Good Alignment	Create opportunities for students to reflect on their learning

	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Appropriate for diverse leaners
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Creates opportunity for student reflections

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	opportunities for real world connection
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	within benchmark
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	The expectation matches standards
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Written to the correct skill level of the students
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	a necessary skill needed to progress through the grade levels
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Instructions should be given and repeated if necessary, to deepen understanding of a task
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Appropriate language is necessary in speaking and writing

ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Reading is an important skill to be successful in mathematics

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Examples were given
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Teachers can make adjustments
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Teachers can meet students on different levels
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Real life examples are included
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	lessons allow for progression
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	Some content seem difficult for the grade level; especially the word problems
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	It allows opportunity for teachers to make adjustment
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Evident
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Evident

10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Material is presented objectively
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Materials reflect standard
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Material is concise
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content is current
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Material is grade level appropriate
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Content is meaningful
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Content has real world examples
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Material includes reading
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Detected in the word problems
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Material is appropriate

21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Benchmark and standards are covered

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Teachers can use textbook only
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Materials support the benchmark
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	This alignment will meet the needs of teacher and student
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	This will allow for independent practice
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	This will allow students to deepen their understanding of the topic
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Meets the needs of all learners
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	satisfied with presentation requirements

Learning	Reviewer Rating	Rating Justification

1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Evident in benchmark
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Evident in benchmark
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Directions are easy to follow
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	materials allow for extension
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Teacher can modify content
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	It provides opportunity for on going practice
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	It allows for hands on activities
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Teachers can use various strategies to meet student needs
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	content can be modified
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	learning tasks can be used as assessments
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessment can be align to benchmark
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Problem solving questions relate to real life

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	ELA expectations are age appropriate
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Math task is aligned to the standards

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of race theory
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of culturally responsive teaching
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of social justice
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No solicitation evident

UDL Reviewer's Name: LOURDES Day

Title: Florida's B.E.S.T. Standards for MATH Grade 6 Accelerated with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205020 - M/J Grade 6 Accelerated Mathematics

Bid ID: 307

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	In the student online textbook edition the background colors can be adjusted in practices, quizzes, and test only. This would be an important feature for students with visual impairments to have throughout the entire book. Magnification is built in to 400%. Font type cannot be altered.
Background: High contrast color settings are available.	3 - Fair Alignment	High Contrast was available in practices, quizzes, and test only. This feature should be included throughout the books.

Text-to-speech tools.	2 - Poor Alignment	Text to Speech was not readily available on all the pages in the book. It did allow for an outside web tool to read some of the pages. This is an important tool to increase independence in math for all students.
All images have alt tags.	5 - Very Good Alignment	According to the Publisher Alt tags were available. I could not easily find them (hover over images) in the SE online textbook.
All videos are captioned.	5 - Very Good Alignment	Videos were closed captioned.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports text images and tags can be sent to refreshable Braille. I did not have the tool to test it.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	The navigation elements cannot be adjusted.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	I was only able to find some basic navigation elements and keyboard shortcuts. Students who are orthopedically impaired and use a switch to scan and navigate would benefit from things such as being able to use the right and left arrows to turn pages, the space bar to read and the tab key to move to the next item.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	The publisher reported that all navigation information can be sent to refreshable braille. I did not have the tool to test this item.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	A highlighter tool with five colors is readily available in the online SE.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	The highlighted notes were extracted to the highlight option within the document. This is helpful for students to use as a study tool.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	The note taking tool was readily available on all pages of the online SE. It was excellent that the student notes were collected in one area and could be printed.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	3 - Fair Alignment	Accessibility tools were available in practices, quizzes and test they were not available throughout the book. Consider adding the built-in text to speech, scanning capabilities for students who navigate using switches, and the Accessibility icon on all pages. Keep the glossary icon that is in the standard grade level book. The Settings button allowed the students to view 1 or 2 pages at a time on the screen.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	4 - Good Alignment	A PDF version of the textbook is available. It was also good that the students could self-assess/indicate their comfort level with each area of study.

Reviewer's Name: Tiffany Lo

Title: Florida's B.E.S.T. Standards for MATH Grade 6 Accelerated with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 307

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Upon initial glance, it appears these materials would be beneficial - however, when comparing the content both in the Dynamic Classroom, Online Textbook SE & TE with the FLDOE Grade 6 Accelerated BEST Standards in plain view, it is very clear that these materials fall significantly short. These materials seem to be the exact same ones I

	grew up with as a student, and have taught over the past 10+ years, with BEST Standards concepts thrown in here and there. The BEST Standards should be at the forefront of instruction. A main component of the BEST Standards is learning the concepts in real-world context. These materials are still organized with problems first, and then 1 or 2 examples of real world application, then a Section 3 mainly all based on the real world. It is very disjointed feeling. In addition, some content should come before others in order to promote a fluid understanding and learning of the concepts. Finally, the lack of true ELL supports for Florida is very surprising. All Florida counties are experiencing a significant surge in ELLs. Overall, I would not recommend this material for the sole reason that the BEST Standards are randomly interspersed and no true ELL supports.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	3 - Fair Alignment	Some evidence of using algebraic expressions and written expressions - Majority of provided problems are algebraic expressions requiring solving, not so much association to written expression.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	3 - Fair Alignment	Some evidence of translating a written expression into an algebraic inequality under "Modeling Real Life" sections, but B.E.S.T. Standards requires more application. THe rest of the practice

			problems and lessons are mainly problem-solution of algebraic expressions.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Substitution and Order of Operations - Very evident throughout
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	4 - Good Alignment	Mostly evident in Lesson 6.4 - The lessons focus mainly on the distributive property
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	4 - Good Alignment	Clearly evident in 7.2 and 7.5
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	Evident in 7.1 and 7.3 with multiple scaffolded levels included in lessons
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	4 - Good Alignment	Evident in 7.1 and 7.4 as directly lessons; 10.1, 10.2, 10.8 feature this standard geometrically.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	4 - Good Alignment	Evident in 7.2 with algebraic and real-word context expressions; mental math, reasoning, and drawings included to help instruction
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	Clearly evident that Lessons 8.1, 8.2, 8.3, 8.4, 8.6, and 9.1 all feature real-world contexts, algebraic

			expressions, drawings, words, models, manipulatives, and models simultaneously
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Complements MA.6.AR.3.1 standard
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	Ratio tables with missing quantities evident in 8.3, 8.4, 8.6 with direct relation to real-world context
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Explicitly featured in 9.4 and some in 9.3
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	Tables, tape diagrams, and number lines evident to illustrate the problems
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	4 - Good Alignment	Entire lesson directly correlates with this standard
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	4 - Good Alignment	Good use of real-world context to teach mean, median, mode, range
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	4 - Good Alignment	Instruction includes quartiles and ranges in the form of box and whisker plots

MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	4 - Good Alignment	Multi-lesson evidence of gaps, clusters, peaks, outliers, range. Evidence of data analysis in relation to symmetry and skewness found in Lesson 11.6.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	Evident whisker box plots and histograms used in the real-world context
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	4 - Good Alignment	Full lessons featuring changes in data values effecting measures of center and variation
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	3 - Fair Alignment	Very straightforward with a few real world context ["Modeling in Real Life"] problems
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	3 - Fair Alignment	Finding the distance between ordered pairs evident in Lesson 3.6. Seems a little odd to start the lesson with drawing a polygon, and then progressing to finding the distances.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	3 - Fair Alignment	A few problems featuring area and perimeter. One find the 4th vertex lesson Section 3.6 Example 3 and one correlating find the 4th vertex

			problem - Section 3.6 #30.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	2 - Poor Alignment	Sufficient focus on finding the area of a triangle. Needs more practice problem variation in finding the area of a right triangle based on the area of a rectangle, and using different rectangles.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	2 - Poor Alignment	Most examples feature decomposition into triangles and far less decomposition into rectangles.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	2 - Poor Alignment	Finding volume evident in 10.8 but not in 10.5
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	3 - Fair Alignment	Found in 10.6 and 10.7, no evidence of GR.2.4 in 10.5
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Evidence found in listed lessons
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Evidence found in listed lessons
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	Evidence found in listed lessons

MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Evidence found in listed lessons
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	2 - Poor Alignment	Only one method shown of how to solve these types of problems, with one type of visual model
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	4 - Good Alignment	Evidence found in listed lessons
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	Evident in multiple lessons featuring multiple levels of instruction in order to enhance understanding and recognition
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	Very effective opening videos introducing the concept in real-world context to help students apply to problems
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Evidence found in listed lessons
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Evidence found in listed lessons
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Evidence found in listed lessons

MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Explicitly taught in different modes of instruction
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Evidence found in listed lessons
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Evidence found in listed lessons
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Evidence found in listed lessons
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	Section 6.4 Example 2, problems 27, 28, 29, 30 - #27 CalcView available
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	Explicitly taught in 7.6 and 7.7
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Evidence found in listed lessons
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or	5 - Very Good Alignment	Instruction is correctly limited to: mean, median, range, interquartile range

	graphically, taking into consideration the context and any outliers.		
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	Instruction is correctly limited to: mean, median, range, interquartile range
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Explicitly taught
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Evidence - number cube, spinning penny, thumbtack, etc.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Evident
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Evidence found in listed lessons
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	4 - Good Alignment	Evidence found in listed lessons
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	4 - Good Alignment	Evidence found in listed lessons
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Explicitly taught in 10.4
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	3 - Fair Alignment	Evident in 5.5; 10.4 missing exponents and absolute value
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Evidence found in listed lessons

MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Evidence found in listed lessons
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	3 - Fair Alignment	Rather difficult to rate this because the pages provided somewhat show how students could be engaged with the content. Some of the problems do require student analysis and problem solving skills.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	2 - Poor Alignment	Throughout the student text, it appears that there is usually 1 visual representation of the problem and then the problem itself. There are not many multiple methods of understanding or manipulatives incorporated along with the one problem.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency.	2 - Poor Alignment	Many lessons feature one way of solving

	Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		the problem, not multiple methods.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	1 - Very Poor/No Alignment	Very minimal discussion prompts provided- mainly between student and one other partner. Priority should be building a classroom culture of learning where all students have a chance to participate.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	3 - Fair Alignment	Some patterns featured but usually only one method demonstrated

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	1 - Very Poor/No Alignment	No explicit evidence: Reasonableness should be explicitly taught or prompted for students to express in order for them to be able to justify their solutions.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	2 - Poor Alignment	Real-world context seems to be an afterthought in most lessons, instead of placing it at the forefront to achieve student understanding.

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		Almost every section starts off with multiple problems and then midway around Section 3 usually, are more real-context problems incorporated into lessons.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	2 - Poor Alignment	The questions need to be more obvious - instead of just saying, "Explain," the text should be more specific and say, "Explain your reasoning using your calculations and solution." Using the word "Explain" is too simple and vague.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Evidence found in listed lessons
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Evidence found in listed lessons
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	Evidence found in listed lessons
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	1 - Very Poor/No Alignment	No evidence found to support rules creating quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	No evidence to support using appropriate tone and voice.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	1 - Very Poor/No Alignment	Very minimal support provided- small boxes in the TE

	for academic success in the content area of Mathematics.		

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	There are many standards not included in the content
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	Missing a significant amount of the new MTR standards
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The materials could be used and adapted.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Does not include multiple methodologies for differentiation of student learning
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	The level meets the non-MTR Standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The level meets the non-MTR Standards
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	Some sections jump into concepts that need further development before continuing with that lesson. For instance, the area of rectangles as they relate to triangles.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Evidence provided supports expert contributions

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Evidence provided supports expert contributions
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No errors found
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Free from bias
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Reflects current theories sufficiently
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Found to be accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	The content does not fully represent the direction that the B.E.S.T. Standards is leading. It looks as if the BEST Standards were plugged into allotted spots in each section, and that each section is built under former standards.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	3 - Fair Alignment	One of the biggest stresses of the BEST Standards is the ability for students to apply them in real-world contexts. This content provides very limited real-world context. The content does not fully represent the direction that the B.E.S.T. Standards is leading. It looks as if the BEST Standards were plugged into allotted spots in each section, and that each section is built under former standards.

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Sufficient content to make meaningful for most students, except ELLS
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Sufficient content to make meaningful for most students, except ELLS
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Did not see many interdisciplinary connections.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Portrayal is fair and unbiased
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Humane treatment and compassion obvious throughout
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	All standards and benchmarks are not included in the material. The main standards are but the BEST Standards elaborations could have been done better and more inclusively.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	The Dynamic Classroom and CalcView are very impressive and effective.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Supplements complement each other

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	1 - Very Poor/No Alignment	The organization of content seem mismatched and disorganized for the BEST Standards. The BEST Standards are meant to be applied in the real world which will help students retain the concept and gain procedural fluency, yet the lessons start mainly with problem solving and then in Section 3 and one part of each section, is where there is mention of 'Modeling Real Life.'
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Readability level is accurate for advanced students
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Pacing is appropriate for advanced students
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Dynamic Classroom is very easy to navigate. CalcView is a great resource to watch a problem be solved. CalcChat unavailable.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall the presentation requirements are fulfilled, but they could be better and more effectively aligned with the new standards.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Nice videos to help illustrate the lesson concept

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Always placed at the beginning of each section
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Very obvious learning goals stated in the beginning of each section
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	CalcView definitely shines in this area to help provide support to students and let them know if they are approaching solutions effectively.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	ELL Support is lacking. It could be more elaborate.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	The content seems to still support the old ideology of one method for solving a particular type of problem instead of multiple methods.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Activities are present, would like to have seen more variation
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Usually only 1 or 2 strategies are provided.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	Very limited strategies provided in the sections.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	As long as the assessments used are the ones included with these materials - Not sure how EOCs would be supported here

11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Good if the assessments that are part of these materials are used.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	Significantly lacking in ELL Supports.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	1 - Very Poor/No Alignment	ELA: The instructions need to be more specific - simply saying "Explain" does not elicit a productive response from students. MTR Standards - significantly lacking. Real-world content and discussions building classroom culture of Mathematics lifelong learners seem to be an afterthought and merely plugged into strategic sections of the content - not fluidly woven throughout all the materials as it should be in order to maintain consistency.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	It satisfies previous standards requirements decently; it does not fully support the BEST Standards.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence showing CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, omitted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, omitted

Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	Yes, SEL is not solicited

Reviewer's Name: Jasmine Peralta

Title: Florida's B.E.S.T. Standards for MATH Grade 6 Accelerated with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Accelerated Mathematics Grade 6

Bid ID: 307

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No CRT noted

UDL Reviewer's Name: LOURDES Day

Title: Florida's B.E.S.T. Standards for MATH Grade 7 Accelerated with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: 1205050 - M/J Grade 7 Accelerated Mathematics

Bid ID: 308

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	In the student online textbook edition the background colors can be adjusted in practices, quizzes, and test only. This would be an important feature for students with visual impairments to have throughout the entire book. Magnification is built in to 400%. Font type cannot be altered.
Background: High contrast color settings are available.	3 - Fair Alignment	High Contrast was available in practices, quizzes, and test only. This feature should be included throughout the books.

Text-to-speech tools.	2 - Poor Alignment	Text to Speech was not readily available on all the pages in the book. It did allow for an outside web tool to read some of the pages. This is an important tool to increase independence in math for all students.
All images have alt tags.	3 - Fair Alignment	According to the Publisher Alt tags were available. I could not easily find them (hover over images) in the SE online textbook.
All videos are captioned.	5 - Very Good Alignment	Videos were closed captioned.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports text images and tags can be sent to refreshable Braille. I did not have the tool to test it.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	The navigation elements cannot be adjusted.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	I was only able to find some basic navigation elements and keyboard shortcuts. Students who are orthopedically impaired and use a switch to scan and navigate would benefit from things such as being able to use the right and left arrows to turn pages, the space bar to read and the tab key to move to the next item.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	The publisher reported that all navigation information can be sent to refreshable braille. I did not have the tool to test this item.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	A highlighter tool with five colors is readily available in the online SE.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	The highlighted notes were extracted to the highlight option within the document. This is helpful for students to use as a study tool.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	The note taking tool was readily available on all pages of the online SE. It was excellent that the student notes were collected in one area and could be printed.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	3 - Fair Alignment	Accessibility tools were available in practices, quizzes and test they were not available throughout the book. Consider adding the built-in text to speech, scanning capabilities for students who navigate using switches, and the Accessibility icon on all pages. Keep the glossary icon that is in the standard grade level book. The Settings button allowed the students to view 1 or 2 pages at a time on the screen.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	4 - Good Alignment	A PDF version of the textbook is available. It was also good that the students could self-assess/indicate their comfort level with each area of study.

Reviewer's Name: Amanda Melvin

Title: Florida's B.E.S.T. Standards for MATH Grade 7 Accelerated with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 7 Accelerated Mathematics

Bid ID: 308

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	The pages are a little busy looking and students could shy away from this not knowing where to go. The assessments also look a little busy and could cause teachers to feel that they need to redo them. However, these thoughts did not take away from the content.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	4 - Good Alignment	two step equations
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	4 - Good Alignment	Conversions
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	Proportional relationship
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	4 - Good Alignment	Constant of Proportionality
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	4 - Good Alignment	graphing proportional relationship
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	4 - Good Alignment	translate the representation to a written description, table, or equation
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	solving proportional relationships
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	use proportional relations to construct, display, and interpret data in circle graphs
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	4 - Good Alignment	choose and create graphical representation

MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	4 - Good Alignment	circumference and diameters
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	4 - Good Alignment	area of circle
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	4 - Good Alignment	area geometric figures, scale drawings, and scale factors
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	4 - Good Alignment	SA right cylinder using a net
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	4 - Good Alignment	SA of Cylinder
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	4 - Good Alignment	Volume of Cylinder
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	4 - Good Alignment	Law of Exponents
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	4 - Good Alignment	rewrite rational numbers into equivalent forms
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	4 - Good Alignment	law of exponents and algebraic expressions
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	4 - Good Alignment	properties of operations

MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	4 - Good Alignment	sum of algebraic expressions having a common factor
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	4 - Good Alignment	multistep ;near equations
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	4 - Good Alignment	two step linear equation
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	4 - Good Alignment	given an equation in specific form to determine the real solution
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	linear relationship is also proportional relationship
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	4 - Good Alignment	determine slope from table, graph, or written description
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	4 - Good Alignment	slope-intercept form
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	4 - Good Alignment	graph slope-intercept form
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	4 - Good Alignment	slope and y-intercept
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine	4 - Good Alignment	given system of two linear equations

	which ordered pairs satisfy the system of linear equations.		determine ordered pairs
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	4 - Good Alignment	system of two linear equations graphed in the same ordered plane determine how many solutions
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	4 - Good Alignment	solve system of two linear equation by graphing
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	4 - Good Alignment	real world bivariate
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	scatter plot
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	4 - Good Alignment	scatter plot with linear association
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	sample space
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	theoretical probability
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	4 - Good Alignment	making predictions
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	4 - Good Alignment	identify domain and range
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	4 - Good Alignment	input output table to determine linear function

MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	4 - Good Alignment	functional relationship with increasing and decreasing or constant
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	4 - Good Alignment	pythagorean theorem
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	4 - Good Alignment	pythagorean theorem
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	4 - Good Alignment	triangle inequality theorem
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	4 - Good Alignment	supplementary, complementary, vertical, or adjacent angles
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	interior and exterior angles of a triangle
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	4 - Good Alignment	use formulas for the sums of interior angles
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	4 - Good Alignment	transformation
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	4 - Good Alignment	dilations

MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	4 - Good Alignment	transformation on two dimensional figures
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	4 - Good Alignment	proportional relationships between similar triangles
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	4 - Good Alignment	rational and irrational numbers
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	4 - Good Alignment	order and compare rational and irrational numbers
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	4 - Good Alignment	law of exponents
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	4 - Good Alignment	scientific notation
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	4 - Good Alignment	add subtract multiply and divide in scientific notation
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	4 - Good Alignment	real world problems expressed in scientific notation
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	4 - Good Alignment	multi step problems including exponents and radicals

MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	analyzing the problem
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	demonstrate understanding by representing problem in various ways
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	4 - Good Alignment	select efficient and appropriate methods

	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	communication mathematical ideas and vocabulary effectively
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	4 - Good Alignment	focus on relevant details

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	check calculations
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	4 - Good Alignment	connect math with everyday experiences

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	cite evidence
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	read and comprehend complex text
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	make inferences
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	use appropriate collaborative techniques
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	rules governing specific format to create quality work
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	use appropriate voice and tone
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	ELL

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	content aligns with state standards
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	content written to correct kill level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	materials adaptable

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	material provide sufficient details
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	content matches standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	matches students abilities and grade level
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	time period allowed for teaching
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	materials reflect expert information
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	quality of content
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	typographical errors
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	material presented objectively
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	concepts standards and models in the subject area
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	content is factual
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	content up to date

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	content is appropriate and relevant context
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	content is appropriate
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	content includes connections to life
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	connections which are intended to make content meaningful to students
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	multicultural representation
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	humanity and compassion
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	standards covered

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	comprehensiveness
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	alignment of instructional components
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	Organization of Instructional Materials

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	readability of instructional materials
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	pacing content
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	3 - Fair Alignment	accessibility
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	presentation

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	motivational strategies
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	"Big Ideas"
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Explicit instruction
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	guidance and support
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	guidance and support
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	active participation

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	active participation
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	instructional strategies for successful teaching
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	instructional strategies incorporation of materials
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	assessment strategies correlate assessment strategies
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	assessment strategies for effective in assessing the learner's performance
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	universal design for learning
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	BEST standards
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	submission satisfaction

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	critical race theory
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	instructional materials omit CRT

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Social Justice
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	Instructional materials solicit Social Emotional Learning

Reviewer's Name: Jasmine Peralta

Title: Florida's B.E.S.T. Standards for MATH Grade 7 Accelerated with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Accelerated Mathematics Grade 7

Bid ID: 308

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No CRT Found

Reviewer's Name: Tammy Shelton

Title: Florida's B.E.S.T. Standards for MATH Grade 7 Accelerated with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 6-8

Course: M/J Grade 7 Accelerated Mathematics

Bid ID: 308

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	I LOVE this book! This is by far the best math textbook I have seen in a while. There are great exploratory lesson for the learners to attempt prior to the topic. The explanations within the textbook are clear and concise. There are gracious plenty problems to practice. The test prep section is

	wonderful. If my district does not choose this book I want a copy for myself!

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	5 - Very Good Alignment	Great variation in DOK. I like the number of practice problems and real-world problems. Plenty to practice!
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	Love the use relevant problems.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	5 - Very Good Alignment	Great practice problems. Good variation in DOK.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	Love the context used.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	5 - Very Good Alignment	Ample problems to practice
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	5 - Very Good Alignment	Well covered in all aspects.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	Different representations used throughout with plenty of DOK

MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	na
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	5 - Very Good Alignment	Great job with relevancy
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	na
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	na
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	5 - Very Good Alignment	Great examples
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	5 - Very Good Alignment	na
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	na
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	na
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	Great explanations
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and	5 - Very Good Alignment	na

	percentages to solve mathematical and real-world problems.		
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	5 - Very Good Alignment	na
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	na
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	5 - Very Good Alignment	na
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	Love the use of Algebra Tiles. Great relevance in the real world problems.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	5 - Very Good Alignment	na
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	5 - Very Good Alignment	na
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	5 - Very Good Alignment	na
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	Good correlation
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	5 - Very Good Alignment	na
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a	5 - Very Good Alignment	na

	written description, a table or an equation in slope-intercept form.		
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	5 - Very Good Alignment	na
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	5 - Very Good Alignment	na
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	5 - Very Good Alignment	na
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	na
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	5 - Very Good Alignment	na
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	5 - Very Good Alignment	Relevancy is great
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	na
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	5 - Very Good Alignment	na
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	5 - Very Good Alignment	na

MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	5 - Very Good Alignment	na
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	5 - Very Good Alignment	na
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	5 - Very Good Alignment	na
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	5 - Very Good Alignment	na
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	na
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	5 - Very Good Alignment	na
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	5 - Very Good Alignment	Thank you for the example using the compass!
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	na

MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	5 - Very Good Alignment	na
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	5 - Very Good Alignment	na
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	5 - Very Good Alignment	na
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	5 - Very Good Alignment	na
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	5 - Very Good Alignment	na
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	5 - Very Good Alignment	na
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	na
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	na
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	5 - Very Good Alignment	na

MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	5 - Very Good Alignment	na
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	5 - Very Good Alignment	na
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	5 - Very Good Alignment	na
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	5 - Very Good Alignment	na
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	MTRs are covered throughout through the exploration and ready to learn sections throughout the book.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:	5 - Very Good Alignment	na

	• Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	na
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others.	5 - Very Good Alignment	na

	• Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	na
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.	5 - Very Good Alignment	na

	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	na
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	na
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	na
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	na
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	na
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	na

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	na
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	na

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	na
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	na
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	na
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	na
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	na
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	na
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	na
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	na

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	na
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	na
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	na
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	na
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	na
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	na
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	na
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	na
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	na
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	na
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	na

20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	na
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	na

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	na
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	na
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	na
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	na
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	na
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	na
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	na

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	na
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	na
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	na
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	na
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	na
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	na
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	na
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	na
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	na
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	na
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in	5 - Very Good Alignment	na

assessing the learners' performance with regard to the targeted outcomes.		
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	na
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	na
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	na

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	na
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	na
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	na
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	na

UDL Reviewer's Name: LOURDES Day

Title: Florida's B.E.S.T. Standards for MATH Algebra 1 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: 1200310 - Algebra 1

Bid ID: 309

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	In the student online textbook edition the background colors can be adjusted in practices, quizzes, and test only. This would be an important feature for students with visual impairments to have throughout the entire book. Magnification is built in to 400%. Font type cannot be altered.
Background: High contrast color settings are available.	3 - Fair Alignment	High Contrast was available in practices, quizzes, and test only. This feature should be included throughout the books.

Text-to-speech tools.	2 - Poor Alignment	Text to Speech was not readily available on all the pages in the book. It did allow for an outside web tool to read some of the pages. This is an important tool to increase independence in math for all students.
All images have alt tags.	3 - Fair Alignment	According to the Publisher Alt tags were available. I could not easily find them (hover over images) in the SE online textbook.
All videos are captioned.	4 - Good Alignment	Videos were closed captioned.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports text images and tags can be sent to refreshable Braille. I did not have the tool to test it.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	The navigation elements cannot be adjusted.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	I was only able to find some basic navigation elements and keyboard shortcuts. Students who are orthopedically impaired and use a switch to scan and navigate would benefit from things such as being able to use the right and left arrows to turn pages, the space bar to read and the tab key to move to the next item.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	The publisher reported that all navigation information can be sent to refreshable braille. I did not have the tool to test this item.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	A highlighter tool with five colors is readily available in the online SE.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	The highlighted notes were extracted to the highlight option within the document. This is helpful for students to use as a study tool.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	The note taking tool was readily available on all pages of the online SE. It was excellent that the student notes were collected in one area and could be printed.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	3 - Fair Alignment	Accessibility tools were available in practices, quizzes and test they were not available throughout the book. Consider adding the built-in text to speech, scanning capabilities for students who navigate using switches, and the Accessibility icon on all pages. Keep the glossary icon that is in the standard grade level book. The Settings button allowed the students to view 1 or 2 pages at a time on the screen.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	4 - Good Alignment	A PDF version of the textbook is available. It was also good that the students could self-assess/indicate their comfort level with each area of study.

Reviewer's Name: Shruti Raman

Title: Florida's B.E.S.T. Standards for MATH Algebra 1 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 1

Bid ID: 309

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of topic coverage

Reviewer's Name: Jacob Reed

Title: Florida's B.E.S.T. Standards for MATH Algebra 1 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 1

Bid ID: 309

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	I found these materials to contain curriculum and activities that I think would ensure student success in an Algebra 1 course. This text does an Excellent job of utilizing vocabulary and having student build upon their knowledge as they progress through the course.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	4 - Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	4 - Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Stand Alone Standard
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.2.3	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	4 - Good Alignment	Could be incorporated with other graphing standards

MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.2.6	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	4 - Good Alignment	Good alignment with real world problems
MA.912.AR.2.8	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	4 - Good Alignment	Good alignment with real world problems
MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	4 - Good Alignment	Standard could be used in multiple sections
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	5 - Very Good Alignment	Multiple Sections Observed with this standard

MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	4 - Good Alignment	Real world context observed
MA.912.AR.4.3	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	4 - Good Alignment	Stand Alone Sandard
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Simple Standard
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Real World Context Observed
MA.912.AR.5.6	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Excellent Real world Examples
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	4 - Good Alignment	Could be grouped with Graphing two variable linear inequalities

MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	4 - Good Alignment	Good connection with Linear Programming
MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	4 - Good Alignment	Good Presentation of Material
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	4 - Good Alignment	Good Presentation of Material
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	Good Presentation of Material
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	4 - Good Alignment	Good Presentation of Material
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Good Presentation of Material
MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	4 - Good Alignment	Good Presentation of Material
MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	4 - Good Alignment	Good Presentation of Material

MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	4 - Good Alignment	Standard should be used with slope sections
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x)+k$,$kf(x)$, $f(kx)$ and $f(x+k)$ for specific values of k.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Excellent Real World Application
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	5 - Very Good Alignment	Multiple Sections Observed with this standard

MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Multiple Sections Observed with this standard
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	Stand Alone Standard
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	MTR Observed but could be used more
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects,	4 - Good Alignment	MTR Observed but could be used more

	drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	MTR Observed but could be used more
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task.	4 - Good Alignment	MTR Observed but could be used more

	• Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	4 - Good Alignment	MTR Observed but could be used more
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	MTR Observed but could be used more

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	MTR Observed but could be used more
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	ELA Appropriate
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	ELA Appropriate
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	ELA Appropriate
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	ELA Appropriate
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	ELA Appropriate
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	ELA Appropriate
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELA Appropriate

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Appropriate Alignment with Standards
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Skill level is appropriate
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Material lends itself to classroom instruction
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Excellent explanation to students
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Rigor matches standards
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Rigor matches student ability
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Difficulty lends itself to the time allotted for the course
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Source Cited was Appropriate
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Source Cited was Appropriate
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Accurate Presentation Observed

11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Objectivity Observed
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Interdisciplinary Observed
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Factual problems observed
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Up to Date
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Appropriate Context
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Appropriate Context
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	Attempt is made
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Interdisciplinary Observed
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Unbiases
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Negative Free
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Good Alignment of Materials

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Minimal external resources needed
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Excellent Alignment
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Organization Observed
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Very good vocabulary use to engage reader
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Chunking appropriate to ensure learning
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Learners would be successful
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Good Alignment

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Attempt made to engage learners observed

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Excellent Chunking of materials
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Outcomes are clearly stated with "I Can"
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Attempt made
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Clear that developmental differences were taken into account
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Mental Engagement Observed
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Organization observed, logical extension observed
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Research based strategies observed
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Targeted Outcomes would be successful
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessment matches outcomes
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessment matches outcomes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	All students are considered
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	5 - Very Good Alignment	ELA Appropriate

Mathematical Thinking and Reasoning Standards as applicable?		
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	Good Alignment

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Negative Free
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Negative Free
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Negative Free
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	Negative Free

Reviewer's Name: Virginia Virgona

Title: Florida's B.E.S.T. Standards for MATH Algebra 1 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 1

Bid ID: 309

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This is an excellent resource for a course in Algebra 1 based on the BEST standards. It has obviously been specifically designed for this course and therefore covers all standards beautifully and does not include miscellaneous material. There are copious supports for teachers throughout. Extra examples are provided in every section. The

	formative assessments throughout with differentiated problem sets for different levels of understanding will help teachers tailor the learning to the students needs. There is a lot of continuity in the way things are presented to help students see the connections between the different concepts. Overall an excellent Algebra 1 course.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	The mathematical and real world examples are worked out to show what part of the equation is represented by the given data sets.
MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Many step by step examples.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Good coverage of basic operations on polynomials
MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Good examples
MA.912.AR.1.7	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	good chunking of factoring instruction
MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Worked out examples and many problems for practice
MA.912.AR.2.2	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written	5 - Very Good Alignment	Good examples

	description or a table of values within a mathematical or real-world context.		
MA.912.AR.2.3	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	5 - Very Good Alignment	Good explanation
MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Good background for a broad understanding of graphs of functions
MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	many examples and practice opportunities
MA.912.AR.2.6	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Very thorough coverage
MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	5 - Very Good Alignment	Well explained and plenty of practice opportunities
MA.912.AR.2.8	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	5 - Very Good Alignment	Well explained and plenty of practice opportunities
MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	Nice examples and practice problems
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	explained well

MA.912.AR.3.5	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	explained well
MA.912.AR.3.6	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	5 - Very Good Alignment	Great Coverage, good chunking of the content
MA.912.AR.3.7	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	5 - Very Good Alignment	Great Coverage, good chunking of the content
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Great Coverage, good chunking of the content
MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Good coverage and makes great connections to other concepts
MA.912.AR.4.3	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	5 - Very Good Alignment	Good coverage and makes great connections to other concepts
MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Coverage is thorough
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	Coverage is thorough
MA.912.AR.5.6	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	5 - Very Good Alignment	Coverage is thorough

MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Coverage is thorough
MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Coverage is thorough
MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	4 - Good Alignment	Good coverage
MA.912.DP.1.1	Given a set of data, select an appropriate method to represent the data, depending on whether it is numerical or categorical data and on whether it is univariate or bivariate.	5 - Very Good Alignment	Great visuals and explanations
MA.912.DP.1.2	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display.	5 - Very Good Alignment	Clear instruction of two way tables
MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	Good explanation and examples
MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	4 - Good Alignment	Good coverage
MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Very good examples
MA.912.DP.2.6	Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.	5 - Very Good Alignment	Very good explanation

MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	5 - Very Good Alignment	Great Explanation and examples
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	Great continuity in table interpretation throughout course
MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	5 - Very Good Alignment	Very good explanations and examples
MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	4 - Good Alignment	Covered well
MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Very good coverage
MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Very good coverage
MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Very good coverage
MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)+k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.	5 - Very Good Alignment	Very good coverage
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Covered explicitly

MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	5 - Very Good Alignment	Covered explicitly
MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.	5 - Very Good Alignment	Good explanation
MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Good explanation
MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	Good explanation
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Very good coverage
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	Frequently the text points out alternative ways of thinking about and solving problems

	Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Many examples and leveled practice problems are given
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:	5 - Very Good Alignment	Incorporated throughout

	• Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	I noted a good consistency in the way different functions were presented
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions.	5 - Very Good Alignment	Incorporated throughout

	• Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Each lesson begins in the real world and the text uses real world examples
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Incorporated throughout
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Very good coverage
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Incorporated throughout
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Incorporated throughout

ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Incorporated throughout
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Incorporated throughout
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Tips given throughout text on how to help ELLs

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Excellent alignment
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Excellent alignment
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Excellent alignment
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Excellent alignment
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Excellent alignment
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Excellent alignment
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Excellent alignment

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Excellent alignment
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Excellent alignment
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors noted
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Excellent alignment
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Excellent alignment
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No errors noted
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Excellent alignment
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Excellent alignment
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Excellent alignment
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Excellent alignment
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Excellent alignment
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and	5 - Very Good Alignment	Excellent alignment

various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).		
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Excellent alignment
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Excellent alignment

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Excellent alignment
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Excellent alignment
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Excellent alignment
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Excellent alignment
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Excellent alignment
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Good alignment

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Very good Alighnment

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Very Good Alignment
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Excellent alignment
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Excellent alignment
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	Excellent alignment
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	I really like the differentiated problems sets based on a provided formative assessment
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Excellent alignment
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Very Good Alignment
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Very Good Alignment
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Excellent alignment
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Excellent alignment

11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Excellent alignment
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Good alignment
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Excellent alignment
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Excellent alignment

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	None noted
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None noted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None noted
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	None noted

UDL Reviewer's Name: LOURDES Day

Title: Florida's B.E.S.T. Standards for MATH Geometry with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: 1206310 - Geometry

Bid ID: 310

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	In the student online textbook edition the background colors can be adjusted in practices, quizzes, and test only. This would be an important feature for students with visual impairments to have throughout the entire book. Magnification is built in to 400%. Font type cannot be altered.
Background: High contrast color settings are available.	3 - Fair Alignment	High Contrast was available in practices, quizzes, and test only. This feature should be included throughout the books.

Text-to-speech tools.	2 - Poor Alignment	Text to Speech was not readily available on all the pages in the book. It did allow for an outside web tool to read some of the pages. This is an important tool to increase independence in math for all students.
All images have alt tags.	3 - Fair Alignment	According to the Publisher Alt tags were available. I could not easily find them (hover over images) in the SE online textbook.
All videos are captioned.	5 - Very Good Alignment	Videos were closed captioned.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports text images and tags can be sent to refreshable Braille. I did not have the tool to test it.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	The navigation elements cannot be adjusted.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	I was only able to find some basic navigation elements and keyboard shortcuts. Students who are orthopedically impaired and use a switch to scan and navigate would benefit from things such as being able to use the right and left arrows to turn pages, the space bar to read and the tab key to move to the next item.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	The publisher reported that all navigation information can be sent to refreshable braille. I did not have the tool to test this item.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	A highlighter tool with five colors is readily available in the online SE.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	The highlighted notes were extracted to the highlight option within the document. This is helpful for students to use as a study tool.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	The note taking tool was readily available on all pages of the online SE. It was excellent that the student notes were collected in one area and could be printed.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	3 - Fair Alignment	Accessibility tools were available in practices, quizzes and test they were not available throughout the book. Consider adding the built-in text to speech, scanning capabilities for students who navigate using switches, and the Accessibility icon on all pages. Keep the glossary icon that is in the standard grade level book. The Settings button allowed the students to view 1 or 2 pages at a time on the screen.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	5 - Very Good Alignment	A PDF version of the textbook is available. It was also good that the students could self-assess/indicate their comfort level with each area of study.

Reviewer's Name: Shruti Raman

Title: Florida's B.E.S.T. Standards for MATH Geometry with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Geometry

Bid ID: 310

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	Scenarios including 'Modeling Real Life', 'Reasoning', 'Making an Argument' did not make any reference to CRT.

Reviewer's Name: Aaron Smith

Title: Florida's B.E.S.T. Standards for MATH Geometry with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Geometry

Bid ID: 310

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	in general, these resources cover the benchmarks and offer plenty of opportunities for students to meet the expectations of the benchmarks. The teacher materials present a high volume of general guidance on appropriate strategies and instructional moves, but there is a noticeable lack of point of use guidance. Because of this, the resources may not be

	the best choice for developing pedagogical content knowledge of novice teachers. Differentiation is limited to additional practice in most cases.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.GR.1.1	Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles.	4 - Good Alignment	Proof instruction is present in materials, but most of the items and examples are not based on proving any of the relationships and theorems
MA.912.GR.1.2	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg.	5 - Very Good Alignment	Majority of instruction centers on proving congruence
MA.912.GR.1.3	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	5 - Very Good Alignment	Majority of instruction centers on proving relationships in triangles
MA.912.GR.1.4	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	4 - Good Alignment	Proof instruction is present in materials, but most of the items and exercises focus on use of the properties of parallelograms
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	4 - Good Alignment	Proofs related to trapezoids are present and aligned but only in one lesson

MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	Majority of instruction centers on proving relationships in similar triangles
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	4 - Good Alignment	Functions are not present in the materials
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	5 - Very Good Alignment	Thoroughly explored in materials
MA.912.GR.2.3	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	4 - Good Alignment	Materials include instruction on mapping figures onto itself or another congruent figure. Line of symmetry instruction present in general but not explored.
MA.912.GR.2.5	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	5 - Very Good Alignment	Thoroughly explored in materials
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	4 - Good Alignment	Opportunities to justify are lacking
MA.912.GR.2.8	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	4 - Good Alignment	Justification opportunities are lacking
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	4 - Good Alignment	Present but only in one lesson
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	5 - Very Good Alignment	Thorough exploration of various ways to justify

MA.912.GR.3.3	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	4 - Good Alignment	Circle exploration limited to one lesson
MA.912.GR.3.4	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	4 - Good Alignment	Present but only in one lesson
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	4 - Good Alignment	Present but only in one lesson
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	4 - Good Alignment	Present but only in one lesson
MA.912.GR.4.3	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.	4 - Good Alignment	Present but instructional opportunities for discovery and exploration are limited
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	5 - Very Good Alignment	Multiple shapes and justification methods available in resources
MA.912.GR.4.5	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	4 - Good Alignment	Density connection is lacking
MA.912.GR.4.6	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Thoroughly explored in materials
MA.912.GR.5.1	Construct a copy of a segment or an angle.	3 - Fair Alignment	Majority of construction exploration is with a compass

MA.912.GR.5.2	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	3 - Fair Alignment	Majority of construction exploration is with a compass
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	3 - Fair Alignment	Majority of construction exploration is with a compass
MA.912.GR.6.1	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	5 - Very Good Alignment	Thoroughly explored in materials
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Thoroughly explored in materials
MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	5 - Very Good Alignment	Instruction includes all three cases
MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	5 - Very Good Alignment	Thoroughly explored in materials
MA.912.GR.7.2	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	4 - Good Alignment	Present but only in one lesson
MA.912.GR.7.3	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context.	4 - Good Alignment	Present but only in one lesson
MA.912.LT.4.3	Identify and accurately interpret “if…then,” “if and only if,” “all” and “not” statements. Find the converse, inverse and contrapositive of a statement.	3 - Fair Alignment	Present in one lesson but not related to proofs and justifications throughout the course
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	3 - Fair Alignment	Present in one lesson but only loosely

			related to proofs and justifications throughout the course
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	Thoroughly explored in materials
MA.912.T.1.2	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	5 - Very Good Alignment	Thoroughly explored in materials
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	3 - Fair Alignment	Opportunities exist but not made explicit in student materials nor is specific guidance always given in teacher materials.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.	3 - Fair Alignment	Opportunities exist but not made explicit in student materials nor is specific guidance always given in teacher materials.

	• Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	Opportunities exist but not made explicit in student materials nor is specific guidance always given in teacher materials.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes.	3 - Fair Alignment	Opportunities exist but not made explicit in student materials nor is specific guidance always given in teacher materials.

	• Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	3 - Fair Alignment	Opportunities exist but not made explicit in student materials nor is specific guidance always given in teacher materials.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	3 - Fair Alignment	Opportunities exist but not made explicit in student materials nor is specific guidance always given in teacher materials.

MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	3 - Fair Alignment	Opportunities exist but not made explicit in student materials nor is specific guidance always given in teacher materials.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Opportunities exist but not always made explicit in student materials nor is specific guidance always given in teacher materials.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Opportunities to read grade level text present but not explicit
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Opportunities to make inferences present but not explicit
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Opportunities to collaborate present but not explicit
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Opportunities to create quality work present but not explicit

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Opportunities to use appropriate voice present but not explicit
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Opportunities exist but not made explicit in student materials nor is specific guidance always given in teacher materials.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Aligns for the most part with a few exceptions where coverage is sparse or clarifications not addressed
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	The absence of some clarifications being addressed leads to some examples where correct skill level not being addressed for every benchmark
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Adaptability is limited
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	This is made clear in the teacher materials but is not prominent in student resouces
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Not addressing all clarifications adequately leaves gaps in complexity and difficulty in those respective benchmarks
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Resources are appropriate for the grade level

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	There is more than enough material in the resources. More pacing guidance could be provided to ensure appropriate depth of coverage with such an abundance of exercises and lessons
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Content experts have clearly been part of the creation of materials
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	Ancillary resources are mostly just more practice
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Content is accurate
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Content is objective
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content is representative of the discipline
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Content is factual and accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content is current and related to current research
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Contexts are relevant and appropriate
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Contexts are relevant and appropriate

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Representation could be a little more inclusive
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Representation could be a little more inclusive
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	Representation could be a little more inclusive
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Humanity and compassion are shown in the materials
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	In general, the content of the benchmarks and standards have been covered. Depth of some topics could have been more appropriate, and some clarifications are not addressed.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Teacher resources are robust but text heavy and not always specific to content at point of use
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components align
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Organization of materials is consistent and easy to understand

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Very text heavy for teacher use. Many diagrams and illustrations are small and could be difficult to see well.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Pacing is fair, but there could be more guidance as to the volume of exercises so as not to go off pace.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Materials are accessible but some navigation tools are clunky and illustrations are small
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Materials presented well with a few minor issues with usability and readability

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	Strategies are present but not always point of use specific. Real world contexts are not particularly compelling for the age group.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Big ideas are made clear in teacher resources but vertical and horizontal alignment could be more specific
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	3 - Fair Alignment	Goals are explicit but guidance on helping students who struggle or are at different entry points could be more specific.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	Suggested paths to independence is typically

		relegated to simply more practice problems
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Adaptability is addressed but not specific at point of use
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	The resources present opportunities but not in a way that becomes part of the everyday learning structure
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	These opportunities exist, but they are mostly in the form of additional practice
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	3 - Fair Alignment	Strategies are outlined in the resources, but are not always specific to point of use for each benchmark
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	If the suggested strategies are used, this would be appropriate. More guidance on how and why would be appropriate.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Assessment strategies are mostly designed around completing problems and tasks for correct responses. Materials are not designed in a way that heavily encourages reflection and discourse
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	There are plenty of opportunities to "get problems right" but not enough ways to demonstrate and discuss understanding of concepts
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	The needs are identified and addressed but are not always specific at point of use

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Opportunities exist but more specificity could be provided
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The materials can be effective in reaching learning outcomes if used appropriately. Some of the lack of specific guidance could create situations where more novice teachers are not equipped with appropriate instructional moves.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No issues with compliance
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No issues with compliance
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No issues with compliance
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No issues with compliance

Reviewer's Name: jean sterner

Title: Florida's B.E.S.T. Standards for MATH Geometry with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Geometry

Bid ID: 310

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	

Standard	Description	Reviewer Rating	Rating Justification
MA.912.GR.1.1	Prove relationships and theorems about lines and angles. Solve mathematical and real-world problems involving postulates, relationships and theorems of lines and angles.	5 - Very Good Alignment	Standards are clearly identified and at the correct rigor.
MA.912.GR.1.2	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg.	5 - Very Good Alignment	There are proofs and applications
MA.912.GR.1.3	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	5 - Very Good Alignment	There is problems relating to the theorems students have ti use
MA.912.GR.1.4	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	5 - Very Good Alignment	There are proofs and application problems relating to the theorems
MA.912.GR.1.5	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	4 - Good Alignment	There is small section related to trapezoids
MA.912.GR.1.6	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	There are many problems and sections related to this standard
MA.912.GR.2.1	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	4 - Good Alignment	There are a fair number of problems related to this standard.
MA.912.GR.2.2	Identify transformations that do or do not preserve distance.	3 - Fair Alignment	Brief description on how the transformations preserve distance.

MA.912.GR.2.3	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	4 - Good Alignment	Small section in each section related to this standard
MA.912.GR.2.5	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	4 - Good Alignment	Several problems in each section with regards to graphing
MA.912.GR.2.6	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	5 - Very Good Alignment	Many problems in each section that aligns to this standard
MA.912.GR.2.8	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	4 - Good Alignment	4.6 is devoted to transformations. Other sections uses scale factors
MA.912.GR.3.1	Determine the weighted average of two or more points on a line.	4 - Good Alignment	Small section related to this standard.
MA.912.GR.3.2	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	4 - Good Alignment	All these sections have problems using coordinate geometry
MA.912.GR.3.3	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	4 - Good Alignment	All these sections have problems using coordinate geometry
MA.912.GR.3.4	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	4 - Good Alignment	There is one section devoted to this standard with appropriate problems
MA.912.GR.4.1	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	3 - Fair Alignment	There is a small amount of problems related to this standard
MA.912.GR.4.2	Identify three-dimensional objects generated by rotations of two-dimensional figures.	4 - Good Alignment	The section problems clearly aligns to the standard

MA.912.GR.4.3	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional figures and the surface area or volume of three-dimensional figures.	4 - Good Alignment	There is a small portion in each section that aligns to the standard
MA.912.GR.4.4	Solve mathematical and real-world problems involving the area of two-dimensional figures.	5 - Very Good Alignment	Many problems at the correct rigor for this standard
MA.912.GR.4.5	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Chapter 12 covers this standard at different level of rigor
MA.912.GR.4.6	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	5 - Very Good Alignment	Chapter 12 covers this standard at different level of rigor
MA.912.GR.5.1	Construct a copy of a segment or an angle.	4 - Good Alignment	Several problems related to constructions
MA.912.GR.5.2	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	4 - Good Alignment	Several problems related to constructions
MA.912.GR.5.3	Construct the inscribed and circumscribed circles of a triangle.	3 - Fair Alignment	Only a few problems related to this standard
MA.912.GR.6.1	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	5 - Very Good Alignment	Chapter 10 has many different problems related to this standard
MA.912.GR.6.2	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Chapter 10 has many different problems related to this standard

MA.912.GR.6.3	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	3 - Fair Alignment	A few problems in this section are related to this standard. Most are angles inscribed.
MA.912.GR.6.4	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	4 - Good Alignment	Good amount of problems in these two sections related to the standard.
MA.912.GR.7.2	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	5 - Very Good Alignment	This section is clearly aligned to the standard with various problems
MA.912.GR.7.3	Graph and solve mathematical and real-world problems that are modeled with an equation of a circle. Determine and interpret key features in terms of the context.	4 - Good Alignment	A good amount of problems with regards to graphing the circle
MA.912.LT.4.3	Identify and accurately interpret “if…then,” “if and only if,” “all” and “not” statements. Find the converse, inverse and contrapositive of a statement.	5 - Very Good Alignment	This section clearly aligns to the standard with various problems
MA.912.LT.4.10	Judge the validity of arguments and give counterexamples to disprove statements.	5 - Very Good Alignment	This stand is clearly covered with rigor
MA.912.T.1.1	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	Each section covers one trig ratio accurately
MA.912.T.1.2	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	5 - Very Good Alignment	Sections have many problems at various rigor
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task.	4 - Good Alignment	There is partner activities in these sections

	• Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	Representing diagrams in different ways
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence.	4 - Good Alignment	Multi Part word problems

	• Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	Error analysis, partner discussions
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems.	4 - Good Alignment	Different approaches to solve a problem

	• Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Justifying steps to problem
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Real world problems
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students sharing their responses
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Dig deeper problems

ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Explore it and slow reveal problems
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Explore It with partners and Slow Reveal
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Performance Task
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Formative Assessment Tips
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	ELL Support

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	The content clearly aligns to the state standards
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The problems are written with various rigor as aligned to the standards
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Textbook and dashboard are adapted for the classroom
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The problems and instructions are clearly written for students to understand
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Problems range from understanding to evaluating
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Problems range from emerging to advanced

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Content allows for appropriate pacing of materials
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Materials are expertly written
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The materials accurately align to the subject matter
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors seen
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias shown
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Uses the correct postulates, theorems, and diagrams
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Mo mistakes seen
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Aligns to current standards and teaching practices
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Real World problems given
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Problems relate to student interests
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Real world problems given that relate to student interests

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	There are problems aligned to science and history
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	No bias
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No issues
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Benchmark standards are addressed

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Resources by Chapter and Textbook align to the learning outcomes
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Teacher Edition, Assessment Book, and online platform align to the curriculum.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Everything is in logical order
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Visuals are appealing and narrative is on grade level reading
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Some sections are material heavy

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Text to speech, braille, paper copies, note taking software
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Flows logically, visuals are appealing, online platform easy to navigate

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Various activities in each section to keep students motivated through the lesson
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Focus on the Work identifies key topics for the lesson
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Has learning targets and success criteria
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Scaffolding problems
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Problems differing in level of rigor
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Each lesson has an exploration activity
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	All activities and extensions align to goals and standards
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Think Pair Shares, turn and talks, explorations and other various activities

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Strategies align to outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessment materials align to learning outcomes
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	Assessments align to learners performance
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Various uses of UDL strategies
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	MTR standards marked and addressed in each lesson
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Strategies for motivation, UDL, BEST Standards, and assessment

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No mention of CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no mention of CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no mention of Social Justice
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	do not solicit SEL

UDL Reviewer's Name: LOURDES Day

Title: Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: 1200330 - Algebra 2

Bid ID: 311

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Fonts: • Big Ideas Learning's Florida's B.E.S.T. Standards for MATH online platform provides type and size adjustment features in all of the practice, quizzes, and test items in the program. The font size in the platform can be adjusted by students using the magnification tool. Student can zoom in on the text up to 400%. • While the font style and color cannot be changed, the font was selected to be visually and developmentally age appropriate. Background: • The Florida's B.E.S.T. Standards for MATH online platform provides high contrast capabilities in all of the practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for text-to-speech applications like NVDA. • All images within the Florida's B.E.S.T. Standards for MATH online platform have alt tags. • Videos within the Florida's B.E.S.T. Standards for MATH online platform have captions for students. • The Florida's B.E.S.T. Standards for MATH online platform provides flexibility and options for students in the instructional materials presentation features.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	In the student online textbook edition the background colors can be adjusted in practices, quizzes, and test only. This would be an important feature for students with visual impairments to have throughout the entire book. Magnification is built in to 400%. Font type cannot be altered.
Background: High contrast color settings are available.	3 - Fair Alignment	High Contrast was available in practices, quizzes, and test only. This feature should be included throughout the books.

Text-to-speech tools.	2 - Poor Alignment	Text to Speech was not readily available on all the pages in the book. It did allow for an outside web tool to read some of the pages. This is an important tool to increase independence in math for all students.
All images have alt tags.	3 - Fair Alignment	According to the Publisher Alt tags were available. I could not easily find them (hover over images) in the SE online textbook.
All videos are captioned.	5 - Very Good Alignment	Videos were closed captioned.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports text images and tags can be sent to refreshable Braille. I did not have the tool to test it.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *• The non-text elements of the Florida's B.E.S.T. Standards for MATH online platform cannot be adjusted by users but have been designed to be visually and developmentally age appropriate. • Florida's B.E.S.T. Standards for MATH online platform provides keyboard shortcuts in all practice, quizzes, and test items in the program. • By following WCAG 2.0 AA requirements, the Florida's B.E.S.T. Standards for MATH online platform provides essential support for refreshable Braille displays.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	The navigation elements cannot be adjusted.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	I was only able to find some basic navigation elements and keyboard shortcuts. Students who are orthopedically impaired and use a switch to scan and navigate would benefit from things such as being able to use the right and left arrows to turn pages, the space bar to read and the tab key to move to the next item.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	The publisher reported that all navigation information can be sent to refreshable braille. I did not have the tool to test this item.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *• The Florida's B.E.S.T. Standards for MATH online platform provides students with a five-color highlighter. Students can choose between rose, yellow, blue, green, and purple. • This is not explicitly supported. • The Florida's B.E.S.T. Standards for MATH online platform supports students' ability to write their own "notes" and associate those notes to any part of the text within in their Dynamic Student Edition. Students can quickly access all of their ideas by opening the notes feature and searching by page number or date. The note-taking feature in the Dynamic Student Edition is available for both teachers and students and can be used online or offline as they work through the curriculum.*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	A highlighter tool with five colors is readily available in the online SE.
Highlighted text can be automatically extracted into another document.	5 - Very Good Alignment	The highlighted notes were extracted to the highlight option within the document. This is helpful for students to use as a study tool.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	5 - Very Good Alignment	The note taking tool was readily available on all pages of the online SE. It was excellent that the student notes were collected in one area and could be printed.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *The Florida's B.E.S.T. Standards for MATH online platform provides assistive technology content that supports WCAG 2.0 AA?for student-facing users?with exceptions (PDFs, Math Tools,?Multi-Language Glossary).?The platform will support teacher-facing users by summer 2021, prior to implementation of Florida's B.E.S.T. Standards for MATH. The Dynamic Student Edition and other instructional materials provide students with several assistive technology including magnification to 600%, text-to-speech, and on-screen keyboards. NIMAS format files are available upon request.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	3 - Fair Alignment	Accessibility tools were available in practices, quizzes and test they were not available throughout the book. Consider adding the built-in text to speech, scanning capabilities for students who navigate using switches, and the Accessibility icon on all pages. Keep the glossary icon that is in the standard grade level book. The Settings button allowed the students to view 1 or 2 pages at a time on the screen.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?		
Bid Response *Florida's B.E.S.T. Standards for MATH includes a printed Student Edition, which is a one-to-one match with the online Dynamic Student Edition. Digital resources, such as worksheets, Graphic Organizers, and Vocabulary Cards, as well as all printed ancillary components can be found in the teacher's "Resources" area of the online program and were developed in a printer-friendly format.*		
Review	Rating	Comments
	4 - Good Alignment	A PDF version of the textbook is available. It was also good that the students could self-assess/indicate their comfort level with each area of study.

Reviewer's Name: Megan Hinson

Title: Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 2

Bid ID: 311

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Standards and benchmarks are well covered in the instructional materials. Laurie's notes are very helpful and should be used by teachers to help in the implementation of the curriculum. If used as the materials appear to be intended, students will have opportunities to be active learners and have time to reflect on their own learning. Some lessons are

	heavy on the content and may need to be broken up over more than one class period to give students an opportunity to digest what they are learning.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	All different types of equations and expression opportunities to identify parts.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	4.2 in particular does a great job covering this benchmark. The other lessons are partial use of the benchmark.
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Great coverage of all parts of the benchmark.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	4 - Good Alignment	Lots of mathematical examples but not as many opportunities with real-world.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	5 - Very Good Alignment	All parts of benchmark covered well.
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	5 - Very Good Alignment	Multiplying and dividing in one lesson, adding and subtracting in the other. Great coverage of benchmark.

MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	5 - Very Good Alignment	All types of solving methods included with both algebraic and real-world examples.
MA.912.AR.3.3	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	4 - Good Alignment	The benchmark calls for one-variable quadratic inequalities. Instruction is all two-variable inequalities.
MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	5 - Very Good Alignment	2.3 and 2.4 fully cover the benchmark of writing a quadratic given each form.
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Benchmark covered fully throughout linked lessons
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	5 - Very Good Alignment	Benchmark fully covered.
MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	5 - Very Good Alignment	Benchmark fully covered.
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Great progression through what students need to be able to do to get to mastery.
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Set builder notation not included

MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	4 - Good Alignment	Alignment is there but explicit examples of everything needed to master the benchmark are needed.
MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	3 - Fair Alignment	I didn't see any interpret the constant percent rate of change in terms of a real-world context.
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	All key features not addressed in instructional materials.
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	3 - Fair Alignment	Domain and range not being represented in all ways included in clarification. Asymptotes not being identified with key features.
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Domain and range not being represented in all ways included in clarification. Asymptotes not being identified with key features.
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree	5 - Very Good Alignment	Great examples.

	3 or higher over the real and complex number systems.		
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	5 - Very Good Alignment	Great examples
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	Full coverage of benchmark included.
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	4 - Good Alignment	Relative maximums/minimums not covered as key features.
MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Relative maximums/minimums not covered as key features.
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	5 - Very Good Alignment	Great examples
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	No set builder notation
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	5 - Very Good Alignment	Full coverage of benchmark

MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.AR.9.7	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	5 - Very Good Alignment	Full coverage of benchmark
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	2 - Poor Alignment	Key features not being compared. Students are finding key features but not comparing two functions.
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	5 - Very Good Alignment	All forms provided in instruction to determine odd/even/neither.

MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.	5 - Very Good Alignment	Benchmark not specific about limits or requirements of which functions but transformations are covered well.
MA.912.F.2.3	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k.	5 - Very Good Alignment	Benchmark not specific about limits or requirements of which functions but transformations are covered well.
MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the *x*- or *y*-values or multiplying the *x*- or *y*-values by a real number.	5 - Very Good Alignment	Benchmark covered well.
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations. When appropriate, include domain restrictions for the new function.	4 - Good Alignment	Domain restrictions only given in set builder notation.
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	5 - Very Good Alignment	Benchmark covered well.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	Benchmark covered well.
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	5 - Very Good Alignment	Benchmark covered well.

MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	4 - Good Alignment	APR not mentioned in the instructional information
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Benchmark covered well.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	5 - Very Good Alignment	Benchmark covered well.
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Great build and explanation to get to mastery of the benchmark.
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	Benchmark covered well.
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	5 - Very Good Alignment	Benchmark covered well.
MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	5 - Very Good Alignment	Benchmark covered well.
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	5 - Very Good Alignment	Benchmark covered well.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task.	5 - Very Good Alignment	Opportunities throughout instructional materials.

	• Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Opportunities throughout instructional materials.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations.	5 - Very Good Alignment	Opportunities throughout instructional materials.

	• Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Opportunities throughout instructional materials.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.	5 - Very Good Alignment	Opportunities throughout instructional materials.

	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Opportunities throughout instructional materials.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Opportunities throughout instructional materials.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Opportunities throughout instructional materials.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Opportunities throughout instructional materials.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Opportunities throughout instructional materials.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Opportunities throughout instructional materials.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Opportunities throughout instructional materials.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Opportunities throughout instructional materials.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELL resources throughout curriculum and teacher direction

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Overall the instructional materials are really well done and well aligned to the standards and benchmarks.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	The content is written to the correct skill level required by the standards.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The instructional materials are very well adaptable and useful for classroom instruction/use.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Several examples and extra examples given for each topic within every lesson.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The level of treatment of content matches the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	The level of treatment of content matches what students should be able to do at this level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Some lessons have a lot included within them so will likely need to be broken into multiple class periods to cover all material sufficiently.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Reputable experts and resources cited reflect expert information for the subject.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Reputable experts and resources cited reflect expert information for the subject.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No typographical or visual errors were found.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	No bias or contradictions were found.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Materials include prevailing theories, concepts, standards and models used in Algebra 2.

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No mistakes or inconsistencies were found.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content is up to date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The materials are presented in an appropriate and relevant context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The materials are presented in an appropriate and relevant context.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Content includes connections to life that should be meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Where appropriate interdisciplinary connections are included that should be meaningful to students.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Materials are presented in a fair and unbiased way.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Materials are presented with compassion, sympathy and consideration.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Overall the content of the benchmarks and standards are covered in the materials.

Presentation	Reviewer Rating	Rating Justification

1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Teacher materials give lots of suggestions and practice. Student materials have lots of opportunities for practice and reflection.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Materials well aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The instructional materials are organized in a consistent and logical manner.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Lots of visuals and appealing examples that are engaging.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Some lessons are heavy on the material but can be covered in a couple days.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Font size adjustable, high contrast settings, text-to-speech tools, videos captioned, refreshable Braille displays, adjustable size, keyboard shortcuts, highlight options.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	The presentation of the materials meets/exceeds all requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Opportunities to make predictions, turn and talk, and examples that are relevant should help to maintain learner motivation.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Some lessons have more than a few big ideas, sometimes too many
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Every lesson includes specific goals/outcomes.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	There is a progression of learning/questioning with more complex concepts.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Teachers can adapt examples easily to support learning differences/styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Lessons all include instructional strategies to make students active learners
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	The materials include organized activities that are logical extensions of content, goals, and objectives.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	Strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements are included throughout.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements are included throughout.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Lesson-by-lesson and chapter self-assessment, test prep,
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The assessment strategies incorporated in the materials are effective in assessing the learners' performance.

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	All student needs considered.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	ELA expectations and MTR standards are represented throughout the instructional materials.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Great examples included, in the TE Laurie's notes and suggestions are great for questions to ask, things to anticipate and instructional strategies to implement.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No CRT included in instructional materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT included in instructional materials.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT included in instructional materials.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	SEL not included in instructional materials.

Reviewer's Name: Lori Metzler

Title: Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 2

Bid ID: 311

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Although the standards could not be found by the listed sections of the textbook, I did see the standards in other places. I am not sure how that happened. Overall, the textbook is well organized, easy to read, and provides a great resource for the Algebra 2 course.

Standard	Description	Reviewer Rating	Rating Justification
MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.	5 - Very Good Alignment	Aligned well to the standard.
MA.912.AR.1.3	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	4.2 does not address this standard
MA.912.AR.1.5	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	4 - Good Alignment	4.3 & 7.4 do not address this standard.
MA.912.AR.1.6	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	2 - Poor Alignment	None of those sections address this standard.
MA.912.AR.1.8	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	3 - Fair Alignment	Many of these sections do not address this standard.
MA.912.AR.1.9	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	2 - Poor Alignment	None of those sections address this standard.
MA.912.AR.3.2	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	2 - Poor Alignment	Chapter 3 is about Linear Functions.
MA.912.AR.3.3	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	2 - Poor Alignment	Chapter 3 is about Linear Functions.

MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	2 - Poor Alignment	Chapter 2 is about Linear Inequalities
MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine constraints in terms of the context.	2 - Poor Alignment	Chapter 2 is about Linear Inequalities. Chapter 3 is about Linear Functions.
MA.912.AR.3.9	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	2 - Poor Alignment	Chapter 3 is about Linear Functions.
MA.912.AR.3.10	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	2 - Poor Alignment	Chapter 3 is about Linear Functions.
MA.912.AR.4.2	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	1 - Very Poor/No Alignment	There are no inequalities addressed in this section.
MA.912.AR.4.4	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	This section addresses literal equations.
MA.912.AR.5.2	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	1 - Very Poor/No Alignment	There is no section 6.6 in the textbook.
MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	2 - Poor Alignment	6.1 is about Properties of Exponents. There is no section 6.7.

MA.912.AR.5.5	Given an expression or equation representing an exponential function, reveal the constant percent rate of change per unit interval using the properties of exponents. Interpret the constant percent rate of change in terms of a real-world context.	3 - Fair Alignment	The standard is somewhat addressed.
MA.912.AR.5.7	Solve and graph mathematical and real-world problems that are modeled with exponential functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	The standard is addressed.
MA.912.AR.5.8	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	4 - Good Alignment	The standard is addressed.
MA.912.AR.5.9	Solve and graph mathematical and real-world problems that are modeled with logarithmic functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	The standard is addressed.
MA.912.AR.6.1	Given a mathematical or real-world context, when suitable factorization is possible, solve one-variable polynomial equations of degree 3 or higher over the real and complex number systems.	1 - Very Poor/No Alignment	4.5 is about Scatter Plots and Lines of Fit.
MA.912.AR.6.5	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	1 - Very Poor/No Alignment	Chapter 4 is Linear Functions.
MA.912.AR.7.1	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	1 - Very Poor/No Alignment	5.5 is Solving Equations by Graphing
MA.912.AR.7.2	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	1 - Very Poor/No Alignment	5.3 & 5.4 are about Solving Systems. There is no section 5.8.

MA.912.AR.7.3	Solve and graph mathematical and real-world problems that are modeled with square root or cube root functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	5.3 & 5.4 are about Solving Systems
MA.912.AR.8.1	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.AR.8.2	Given a table, equation or written description of a rational function, graph that function and determine its key features.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.AR.8.3	Solve and graph mathematical and real-world problems that are modeled with rational functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.AR.9.2	Given a mathematical or real-world context, solve a system consisting of a two-variable linear equation and a non-linear equation algebraically or graphically.	4 - Good Alignment	Standard is addressed.
MA.912.AR.9.3	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	4 - Good Alignment	Standard is addressed.
MA.912.AR.9.5	Graph the solution set of a system of two-variable inequalities.	3 - Fair Alignment	3.7 is about Transformations.
MA.912.AR.9.7	Given a real-world context, represent constraints as systems of linear and non-linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	2 - Poor Alignment	Standard is not addressed.
MA.912.DP.2.8	Fit a quadratic function to bivariate numerical data that suggests a quadratic association and interpret any intercepts or the vertex of the model. Use the model to	1 - Very Poor/No Alignment	2.4 is solving multi-step inequalities

	solve real-world problems in terms of the context of the data.		
MA.912.DP.2.9	Fit an exponential function to bivariate numerical data that suggests an exponential association. Use the model to solve real-world problems in terms of the context of the data.	1 - Very Poor/No Alignment	There is no 6.7.
MA.912.F.1.1	Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.	4 - Good Alignment	Standard is addressed.
MA.912.F.1.7	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	2 - Poor Alignment	Standard is not addressed.
MA.912.F.1.9	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	4 - Good Alignment	Standard is addressed.
MA.912.F.2.2	Identify the effect on the graph of a given function of two or more transformations defined by adding a real number to the x- or y- values or multiplying the x- or y- values by a real number.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.2.3	Given the graph or table of f(x) and the graph or table of f(x)+k,kf(x), f(kx) and f(x+k), state the type of transformation and find the value of the real number k.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.2.5	Given a table, equation or graph that represents a function, create a corresponding table, equation or graph of the transformed function defined by adding a real number to the *x*- or *y*-values or multiplying the *x*- or *y*-values by a real number.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.3.2	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations.	1 - Very Poor/No Alignment	Standard is not addressed. There is no section 6.6.

	When appropriate, include domain restrictions for the new function.		
MA.912.F.3.4	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.F.3.6	Determine whether an inverse function exists by analyzing tables, graphs and equations.	1 - Very Poor/No Alignment	Standard is not addressed. There is no section 5.8.
MA.912.F.3.7	Represent the inverse of a function algebraically, graphically or in a table. Use composition of functions to verify that one function is the inverse of the other.	2 - Poor Alignment	There is no section 5.8.
MA.912.FL.3.1	Compare simple, compound and continuously compounded interest over time.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.FL.3.4	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.NSO.1.3	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	2 - Poor Alignment	Standard is not addressed in that section. It is in 6.1.
MA.912.NSO.1.5	Add, subtract, multiply and divide algebraic expressions involving radicals.	2 - Poor Alignment	Standard is not addressed in that section. It is in 6.2.
MA.912.NSO.1.6	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	1 - Very Poor/No Alignment	Standard is not addressed.

MA.912.NSO.1.7	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	1 - Very Poor/No Alignment	Standard is not addressed.
MA.912.NSO.2.1	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	1 - Very Poor/No Alignment	Standard is not addressed. 3.2 is about functions.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	3 - Fair Alignment	Some evidence of MTR 1.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations.	4 - Good Alignment	Some evidence of MTR 2.

	• Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	Some evidence of MTR 3.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Lots of examples of MTR 4.

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Lots of examples of MTR 5.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	1 - Very Poor/No Alignment	No evidence of MTR 6.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	5 - Very Good Alignment	Lots of examples of MTR 7.

	• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Standard is addressed.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Standard is addressed.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Standard is addressed.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Standard is addressed.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Standard is addressed.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Standard is addressed.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Standard is addressed.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Although the listed sections did not correlate to the standards.

		The standards are present in the resoureces.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Meets the skill level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Yes
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Examples are well presented.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Yes
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	Yes
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	yes
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	yes
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	yes
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	yes
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	yes
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include	5 - Very Good Alignment	yes

prevailing theories, concepts, standards, and models used with the subject area).		
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	yes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	yes
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	yes
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	yes
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	yes
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	yes
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	yes
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	yes
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	yes

Presentation	Reviewer Rating	Rating Justification

1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	yes
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Textbook is well organized.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	yes
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	yes
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	yes
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	yes
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Presented well.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Some are present.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	yes
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	yes

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	yes
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	yes
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	yes
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	5 - Very Good Alignment	Very well organized
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Notes on the side
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	yes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	yes
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	yes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	yes
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The MTRs were very well noted
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	yes

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	The materials align.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None noted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None noted
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	None noted

Reviewer's Name: Shruti Raman

Title: Florida's B.E.S.T. Standards for MATH Algebra 2 with CalcChat® and CalcView®

Publisher: Big Ideas Learning, LLC

Author: Ron Larson and Laurie Boswell

Copyright: 2023

Edition: 1

Grade Level: 9-12

Course: Algebra 2

Bid ID: 311

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	The contexts used in 'Modeling Real Life', "examples', 'Problem Solving' did not make reference to CRT.

Reviewer's Name: Erin Anderson

Title: Florida EdGems Math Course 1

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 312

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	There are a lot of really great aspects to these digital textbook materials. You can tell the company put time into the assessment pieces in print and digitally as well as the performance tasks. I also really liked the rich tasks that are available for supplement for teachers. The meat of the lessons is what I have issues with. There are a lot of questions, but the

	questions are recall level 1. The B.E.S.T. standards are meatier than level 1. The questioning in the lessons will not get our students in the state of Florida up to the mastery level of the newly adopted standards in every lesson. Teachers will have to supplement with the other materials provided away from the textbook to do this.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	5 - Very Good Alignment	Good intro. on expressions.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	3 - Fair Alignment	Would like more real world applications with standard.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Good intro to order of operations.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	3 - Fair Alignment	No associate and communicate property lessons.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	Integer lessons are aligned with standard.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	4 - Good Alignment	Focused and aligned with standard.

MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	One step equations are aligned and utilized correctly.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	4 - Good Alignment	All four operations are used with standard.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	3 - Fair Alignment	Would like more real world problems to align with this standard.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	Rates and unit rates are aligned.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	5 - Very Good Alignment	Utilizes ratio tables through fractions and numerical patterns.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	Focused and aligned with standard.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	Students are comparing rates to solve problems.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	Good intro. to statistics.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	Measure and spread have multiple

			examples for students to practice.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Box plots are aligned to standard in this lesson.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	Line plots are aligned to standard in this lesson.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Histograms are aligned to standard in this lesson.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	Focused and aligned with standard.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	Focused and aligned with standard.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Focused and aligned with standard.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	5 - Very Good Alignment	Focused and aligned with standard.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	4 - Good Alignment	Focused and aligned with standard.

MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	Focused and aligned with standard.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	4 - Good Alignment	Focused and aligned with standard. Would like more real world examples though.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	Focused and aligned with standard. Would like more real world examples though.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Good intro. to rational numbers and meeting the standard.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Need more real world content and questions.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	Need more real world content and questions.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	4 - Good Alignment	Need more real world content and questions.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Focused and aligned with standard.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	Good use of fractions that align with this standard.

MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	2 - Poor Alignment	Not using all 4 operations in this standard. Only hitting the adding and subtracting. I didn't see it as a supporting standard later either.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	Focused and aligned with standard.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Focused and aligned with standard.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	Rational numbers are aligned within the lesson and standard.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	Focused and aligned with standard.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Focused and aligned with standard.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	Focused and aligned with standard.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	5 - Very Good Alignment	Focused and aligned with standard and fluency built in.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task.	3 - Fair Alignment	Didn't see a lot of opportunity for students to work with partners or in groups. Only 1 question at

	• Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.		end that had students thinking and justifying answers.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	3 - Fair Alignment	Mostly recall; low leveled questions for students to practice. Not a lot of option for representing answers through problems in multiple ways.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations.	4 - Good Alignment	Student and teacher digital editions have a fluency piece for students.

	• Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	There are rich tasks on teacher digital edition that take you to 3 Act Math Tasks, Open Middle problems, etc. ELL editions are available online as well.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts.	5 - Very Good Alignment	There are multiple performance tasks and rich tasks available each lesson.

	• Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Students are using error analysis on problems and justifying answers.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	3 - Fair Alignment	Didn't see much real world problems that make students apply mathematics.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Didn't see much of this.

ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	2 - Poor Alignment	Performance tasks are higher, but textbook lessons aren't.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Not in lessons in students book, but on supplement activities there are.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	Didn't see anywhere in student lessons for students to turn and discuss. or actively listen.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Lots of lower level recall questions in lessons.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Student have to explain error on assessments and some justify your response.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	ELL student edition available.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	A couple of questions have Students are asked to explain their reasoning.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	A lesson are aligned with standards and have connecting or supporting standards as well.

2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	A lesson are aligned with standards and to the level of the standard.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Curriculum is available in multiple avenues. Digitally and print.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Students have I can statements at the start of each lesson to they know where the lesson is going and their expectations by the time it is over.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Questions are recall level in the student books. To reach the level of some of the standards, they would need to be altered.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	Questions are recall level in the student books. To reach the level of some of the standards, they would need to be altered.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	Pacing time is appropriate but complexity isn't there.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Seems to reflect expert info. on subject.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	The secondary sources are excellent. 3 Act Math Tasks and Open Middle take the content and standards to the highest levels!
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Didn't see any typographical or visual errors.

11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Material is presented free of bias and contradictions.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Material content is accurate.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	At this time didn't see any mistakes in the digital editions.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content seems up-to-date.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Standards and benchmarks are used correctly and appropriate to content.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Content is appropriate for intended learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	There are some real world visuals and problems for students in textbook.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The open middle and 3 act math tasks as well as performance tasks are great.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Didn't see any unfair or biased portrayals.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	Didn't see.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	The standards are aligned, but the questioning in the lessons

		are low level recall and will have problems bringing students to the level of the standards.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Easy to find and utilize.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Multiple components and they align to curriculum.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Easy to follow and organized materials digitally.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	Not much visualization or narration in student digital version.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Pacing for lesson and topics seems appropriate.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	Digital teacher and student editions are easy to use and access.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Presentation of the digital student and teacher edition are great for all parties.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	There are tiered assessments and self assessments for students.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Big ideas are taught throughout and standards are spiraled back through supporting and connecting to the current standard and lesson.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Materials have a clear outcome for students and teachers.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	There are multiple recall level problems for students to practice, but not enough to prompt them to be thinkers.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	There are tiered assessments and multiple performance tasks.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Other than recall problems, there isn't much to engage them in the textbook. If you chose to use the rich tasks then it would be more engaging.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Materials are organized digitally for teachers and students logical and objectives are clear.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Students have an I can statement at the top of each lesson that let them know where they are expected to be by the time the lesson is done.

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	There are multiple problems for students to practice in the lessons. Just not enough higher leveled questions.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	There are formatives and summative built into the lessons as well units. Performance tasks are available as well.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessments align with standards.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	UDL is possible through the teacher digital edition. All aspects are are easily found digitally and a learn outcome as well.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Mathematical standards are located in the lessons in these digital editions. Not all ELA standards are available.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The majority of the textbook is appropriate to student learning. Just wish there was high leveled questioning to meet the rigor of the standards.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	Yes they do.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes they do.

Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes they do.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	4 - Good Alignment	They do not solicit.

Reviewer's Name: Jennifer Halter

Title: Florida EdGems Math Course 1

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 6 Mathematics

Bid ID: 312

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	I reviewed all materials and saw no evidence of prohibited topic, Critical Race Theory.

UDL Reviewer's Name: Clayton Littell

Title: Florida EdGems Math Course 1

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: 1205010 - Grade Six Mathematics

Bid ID: 312

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Florida EdGems Math Course 1 enables students to choose instructional material display options through the digital student edition (via HTML5 format) and each lesson's eBook, located by clicking the eBook icon. The eBook contains the following functionality: • Teacher narrated text and images, via the "speaker" icon at the lower left side of the page. The textbook can be read on a sentence-by-sentence basis and each selected sentence is highlighted in yellow. The tool also reads alt text for the images. • Text highlighting • Key word searching • Comment functionality for one-to-one devices Additional functionality found in the digital program includes: • Closed-caption Lesson videos for every lesson; • Text-based instructional materials, provided in PDF format, can be enlarged or reduced using "+" and "-" functionality located on the right side of the PDF when opened. • Alt text exists for instruction-related images and can be read with Adobe Acrobat Pro. • Adjustment of colors and background colors can be done using the devices's built-in manufacturers settings or built-in browser settings of computers/laptops; dimming of screens etc.; color of fonts and backgrounds). Florida EdGems Math Course 1 supports and complies with the Individuals with DisabilitiesAct (IDEA) and the terms and conditions of the National Instructional Materials AccessCenter, NIMAC. In accordance with IDEA, EdGems Math will upload its series of middle school math textbooks to the NIMAC at the time of printing.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Publisher reports that text in the instructional materials in PDF format can be enlarged or reduced using buttons on right side of PDF when opened. Buttons are not found on right side of opened PDF materials. Adjusting the type of fonts and size can increase readability of the content for some students.

Background: High contrast color settings are available.	3 - Fair Alignment	Publisher reports that adjustment of colors and background are done using devices and browser settings. Devices and browsers used vary from student to student, therefore consistency of accessibility cannot be predicted.
Text-to-speech tools.	3 - Fair Alignment	Built-in text-to-speech tool available for eBook but not for additional materials and lessons. Consistency of accessibility cannot be predicted.
All images have alt tags.	3 - Fair Alignment	Publisher reports that alt text exists and can be read with Adobe Acrobat Pro. Availability of Adobe Acrobat Pro cannot be predicted for all students.
All videos are captioned.	5 - Very Good Alignment	Publisher reports closed-caption lesson videos for ever lesson, consistency confirmed.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher does not report on refreshable Braille display accessibility. I do not have the devices/software to test.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Florida EdGems Math Course 1 has navigation features in the instructional materials that include: • Non-text navigation elements such as buttons, icons, arrows, etc. that can be adjusted in size within each lesson's eBook page view controls, as well as the devices' built-in or browser options; • Navigation elements that are keyboard-navigable. • Navigation information can be sent to refreshable Braille displays using JAWS software on a Windows PC and Internet Explorer.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	5 - Very Good Alignment	Publisher reports non-text navigation available with adjustability in size for eBook, consistency confirmed.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	Publisher reports navigation elements are keyboard navigable. Keyboard shortcuts for menu items not found. Consistency of accessibility cannot be predicted.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports refreshable Braille displays using JAWS software on a Windows PC and Internet Explorer. I do not have the devices/software to test.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Florida EdGems Math Course 1 provides the following study tools: • PDF's can be highlighted in yellow, rose, green, blue, and additional colors when they are downloaded and used with Adobe Acrobat Pro; • Selected text in each lesson's eBook can be highlighted in yellow; • Highlighted text can be viewed in the eBook (and can be turned on and off as needed). Selected text can be copied and pasted into another document; however, automatic extraction of the highlighted text is not available at this time; • The note taking tool in the eBook is available for students and teachers (for one-to-one computer use).*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	Publisher reports PDF's can be highlighted when colors are downloaded and used with Adobe Acrobat Pro. Consistency of accessibility cannot be predicted.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Publisher reports automatic extraction of highlighted text is not available at this time. Consistency of accessibility cannot be predicted.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Publisher reports note taking tool is available in eBook. I did not find note taking tool in eBook. Consistency of accessibility cannot be predicted.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Each lesson in Florida EdGems Math Course 1's eBook (accessed by clicking the eBook icon on every lesson page in the digital student edition) provides accurate text-to-speech and magnification within the eBook tool. In addition, every print-based lessons contain Alt-text, and all print-based resources are downloadable in PDF format.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher reports all lessons provide AT accessibility for text-to-speech and magnification. Consistency confirmed.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?

Bid Response *Florida EdGems Math Course 1 is available as a printed text for students and contains all lessons and Appendices. In addition, digital resources such as assessments and worksheets are downloadable and can be printed out for students.*		
Review	Rating	Comments
	5 - Very Good Alignment	Publisher reports all lessons are available as printed text and assessments and worksheets are downloadable. Consistency confirmed.

Reviewer's Name: Joanna Pitts

Title: Florida EdGems Math Course 1

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: Grade Six Mathematics

Bid ID: 312

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Strengths - this material gives a lot of good ideas and materials for teachers to use to expand the knowledge of their students. There is a lot of detailed information provided that gives a teacher instruction of how to use the material. As a teacher, I spend a lot of time looking for extra activities for students to be able to work in a group or to do

	something other than straight "book work" or worksheets. This materials provides those opportunities for teachers and prevents a teacher from having to find extra materials elsewhere, which is a big time saver for the teacher. The resources are easy to find and are efficiently organized on the teacher resources page. The "student gems" section has a lot of great resources that students can easily find and, again, makes it easier on the teacher so that they do not not have to spend time searching for these resources themselves! There are multiple opportunities given throughout the teacher and student resources that allow students to learn and practice the skills learned in different ways. Teachers are given resources that allow them to teach students at different lessons. Assessments can be leveled for students with various needs as well. Group activities, self-reflection opportunities, hands on activities are given in the resources for students to learn in other ways besides the textbook. Weaknesses - I would like to see more guided work in the lessons provided for students. There are a lot of explanations and examples, but I feel that students need more guided practice before they are "sent" on to do work on their own. I would like to see more problems where students complete individual steps on their own to be able to break multi-step problems up for those learners who need things presented in different steps. I am not sure if this is because of this being a sample or not, but the user interface for the digital lessons was difficult to navigate. Each time I would have to sign in again to navigate to another lesson. This may have been only due to this being a sample use or a user error on my part!

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	numerous examples and explanations

MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	4 - Good Alignment	relatable real world examples
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	aligns to standard
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	4 - Good Alignment	provides various ways to rewrite expressions
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	many examples given; information is organized well
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	relatable real world problems are given; examples clearly show steps to solve
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	aligns with standard; appropriate complexity given in lesson
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	appropriate complexity level
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	addresses all three ways to write ratios
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	provides multiple examples and various types of word problems to practice

MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	students are required to fill in table, as well as answer questions based on the table in 2.2
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	3 - Fair Alignment	more examples and practice needed involving steps of applying ratio relationships
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	4 - Good Alignment	uses various representations of ratios (tables, number lines, etc.)
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	good explanation and examples of statistical questions; gives a lot of practice for students
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	4 - Good Alignment	plenty of examples and practice given in leson
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	4 - Good Alignment	includes many types of real world problems
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	3 - Fair Alignment	needs to include more practice for qualitative descriptions
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	more practice needed to create represent data

MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	3 - Fair Alignment	there are not many examples of this standard or opportunities to find changes in data
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	4 - Good Alignment	Appropriate complexity of problems; includes rational numbers in ordered pairs; addresses reflections on the coordinate plane.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	Distance problems are given; limitations are evident in the problems.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	many example of complex word problems
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	4 - Good Alignment	Explore activity helps students derive the formula as the standard states; more examples of this needed in the lesson
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	includes problems that require rigor and multiple steps
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	4 - Good Alignment	Complexity levels are appropriate; use of rational numbers for side lengths
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular	3 - Fair Alignment	lessons could use more visual models of nets

	prisms and right rectangular pyramids using the figure's net.		
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	4 - Good Alignment	Lesson 5.2 provides a good visual of what rational numbers are; explore activity gives opportunity to expand knowledge and explain reasoning
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	Numerous practice problems are given in the lesson; I do not see many opportunities for students to explain the meaning of zero in the context of the problems
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	4 - Good Alignment	Absolute value of integers and rational numbers are given
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	3 - Fair Alignment	could include more absolute value real world word problems as given in the example of the standard
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	the steps provided for multiplication and division in the lessons will be a great asset
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	4 - Good Alignment	lessons connect models with algorithm, as the standard states.

MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	Complex word problems are given in each lesson that continues to build upon the previous lessons. The problems are multi-step problems that pull from what students learned in the lesson prior.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	4 - Good Alignment	Lessons and activities align to standard
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	lesson easily connects to NSO.3.1
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Problems in lesson and activities are limited to exponents up to 5, as stated in benchmark clarification
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	standard has a good connection with exponents in lesson 7.1
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	explore activity relates standard to real world problems that student should be familiar with
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	explore and lesson begins with use of manipulatives as standard suggests

MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	more instruction needed using clarification 2 of standard
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	detailed guided explanations are provided in the teacher view
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	There are many activities presented throughout each lesson that allow students to see problems represented in various ways

MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	students are able to make their own goals and targets
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	The explore problems, self reflection activities, and challenge problems allow students to engage together and reflect on their own learning.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	4 - Good Alignment	each lesson seems to have a connection to previous lessons or presents the lesson in a way to preview

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		what's coming in future lessons
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	Many lessons encourage students to explain answers and check their answers
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	5 - Very Good Alignment	every lesson had problems that students can relate to because they are real-world problems that connect them to something they may

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		or will be familiar with
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students encouraged to explain reasonableness of answers or explain
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Text on grade level
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	Explore activities give opportunities to make inferences; self reflection allows students to support their comprehension
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	plenty of opportunities are given for students to work in pairs or groups with the given teacher activities
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Many opportunities are given for students to practice record their work appropriately
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Partner/group activities allow for this practice
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	4 - Good Alignment	ELL support explains to teachers how to

	for academic success in the content area of Mathematics.		teach students at this level
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	There are multiple resources provided for teachers and students that aid in the learning of ELL students

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	The content is well aligned with examples and clarifications given in standards.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Lessons stay within benchmark clarifications.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	There are various types of materials available for students and teachers to use for instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Many examples are given in the lessons and the student gems gives more opportunities for instruction
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Students are given various difficulty levels to practice skills
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Content is on grade level, but also gives content to support those who are below or above grade level

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	Appropriate time is given to each unit
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	All sources match the standards and go beyond to extend learning
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Secondary sources give extra support that matches primary lessons.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors were found while reviewing material.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	Not bias notes while reviewing material.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	3 - Fair Alignment	Appropriate models are given; I would prefer more examples to be given for students that require more in depth explanations
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	I did not find any mistakes while looking through lessons and activities
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content uses current standards, follows current and widely used models in lessons
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	Presentation of content is well organized
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Leveled activities help all students to learn the content
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Many examples in lessons or explore activities that are relatable for students.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Lessons use skills from previous lessons to connect what students are learning.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	I did not find any evidence of biased information
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	I did not find any evidence of inappropriate material
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Benchmarks and standards are covered completely

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	there is evidence of plenty of resources given to the student and teacher that aligns with lesson targets
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	explore activities, group activities, lessons, extra "gems" all align with one another
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Each lesson is organized with easy access to extra materials and resources
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	materials includes word problems and visuals that students can relate to
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	3 - Fair Alignment	students are given plenty of practice problems for each lesson, although it seems to be

		a lot of direct practice given on one page - may be intimidating to students
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	Plenty of materials are given through the teacher tools that can be used with leveled students (below and above) as well as ELL students
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	All resources are easy to find and use; lessons are set up in a way that make them easy to follow

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	explore activities allow students to have hands on opportunities; student gems give students extra learning opportunities that align with lessons
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Lessons connect standards with big ideas and themes
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Materials connect with one another in a clear and concise way
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Complex word problems, student gems, challenge problems give students opportunities to expand their learning. Also, for each lesson, students are given opportunities to self evaluate.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Teacher resources provide teachers with leveled practice and assessments

6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Explore activities allow students opportunities to engage in learning as well as the self evaluations. Lessons themselves seem pretty straight forward, not giving a lot opportunity for engagement.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	Extra resources outside of the given lesson material give students an opportunity to extend learning beyond what they have learned in the textbook
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Most of the standards were taught in a way that are known and widely used math strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Examples are effective in modeling the steps, although more thorough examples could be added to the lessons
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessment align with lessons and standards
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Assessment is well aligned and leveled assessments are given
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Leveled materials are given in the teacher resources
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	ELA and MTR are observed throughout lessons and activities

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The materials satisfies the learning requirements

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	I did not see any evidence of CRT in the instructional materials
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	N/A
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	N/A
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	N/A

Reviewer's Name: Vanessa Chaoui

Title: Florida EdGems Math Course 1 Accelerated

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 314

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	I think this is a great learning tool that is visually appealing, and includes multiple materials resources to support the learners. I think it was a well thought out book. I would like to see more real world within the text. The online tools site exceeds expectations. I think the material is presented in a way that would engage higher leveled learners which being an

	accelerated course, it should be the intention. The book is well thought out, but it would not be completely as good if it did not have the online component to support. This book should be a front runner in adoption.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	Scaffolded lessons introducing the benchmark and supporting throughout.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	3 - Fair Alignment	Inequalities presented on and focused in this section is one step inequalities which do not seem to be the focus of the standard.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	5 - Very Good Alignment	Operations with Integers is required. Aligned.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	5 - Very Good Alignment	Explicit instruction of benchmark.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	3 - Fair Alignment	Do not see examples when a solution set of multiple possible answers is given.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	5 - Very Good Alignment	Explicit instruction here and scaffolded lessons to support.

MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	5 - Very Good Alignment	Explicit instruction here and scaffolded lessons to support.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	5 - Very Good Alignment	Aligned completely.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	5 - Very Good Alignment	Aligned.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	5 - Very Good Alignment	Explicit Instruction of standard.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	4 - Good Alignment	Explicit instruction of standard and support throughout.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	5 - Very Good Alignment	Directly aligned.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	5 - Very Good Alignment	Explicit and supporting benchmarks.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	Explicitly taught.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	Explicit Instruction.

MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	4 - Good Alignment	Great.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	5 - Very Good Alignment	Aligned
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	5 - Very Good Alignment	Explicit and supporting.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	5 - Very Good Alignment	explicit and supporting.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	5 - Very Good Alignment	Explicit and supporting.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	4 - Good Alignment	within lesson on coordinate plane and supported after.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Would like more examples and explicit instruction.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	3 - Fair Alignment	I see using the formula but not the deriving from rectangle.

MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	5 - Very Good Alignment	explicitly taught.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	5 - Very Good Alignment	explicit.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	5 - Very Good Alignment	Online components also help.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	5 - Very Good Alignment	explicit and supporting benchmarks.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	5 - Very Good Alignment	real world examples included.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	real world examples included and support goals.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	explicit and supporting.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	explicitly taught and embedded in other lessons.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	5 - Very Good Alignment	explicit and supporting.

MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	5 - Very Good Alignment	explicit and supporting.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	Supported by 7th grade standard coverage.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	5 - Very Good Alignment	Distributive property. Scaffolded throughout.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	5 - Very Good Alignment	Explicitly taught.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	5 - Very Good Alignment	Explicit. Stayed within limits.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	5 - Very Good Alignment	Extended with 7th grade standards.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	5 - Very Good Alignment	extended throughout and supported.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	5 - Very Good Alignment	Fluency of operations supported throughout book, not just in listed activities or lessons.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	covered through 6th grade lessons.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	4 - Good Alignment	Embedded within lesson containing 6th

			grade standard. well aligned.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	Extension of lesson.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	5 - Very Good Alignment	extension of 6th grade standards.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	5 - Very Good Alignment	extension of 6th grade standards.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	5 - Very Good Alignment	embedded as extension of 6th grade skills.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	5 - Very Good Alignment	comprehensive.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	5 - Very Good Alignment	directly aligned.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	directly aligned.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	explicit instruction. would like to see supporting lessons.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Aligned

MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	4 - Good Alignment	aligned
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	explicitly taught and supported.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	5 - Very Good Alignment	explicit.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	5 - Very Good Alignment	explicit and supporting lessons.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	5 - Very Good Alignment	explicit and supporting lessons.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	5 - Very Good Alignment	Aligned.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Online components complete the alignment here,

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	Various strategies used.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Online tools.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	5 - Very Good Alignment	Online materials support reflective learning.

	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	5 - Very Good Alignment	Evident.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	5 - Very Good Alignment	Directly aligned. Student moves

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		exceed the expectations.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	4 - Good Alignment	Would like to see more Real world problems in the student text.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	There are not only questions requiring answers, but also justification.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Aligned.
ELA.K12.EE.3.1	Make inferences to support comprehension.	5 - Very Good Alignment	Inferences required throughout these activities.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Meets standard.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Accurate description.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	Could not find the specific video guide.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELL support throughout teacher resources.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Overall it is aligned to standards and benchmarks. I think the ones that are inconsistent its because it is an accelerated course and may be missing some of the foundational.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	A bit advanced for all students.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	With all the materials and tools and offered to the teacher, it is adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Examples, examples!
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	It sometimes surpasses.

6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	I think students at an accelerated pace could handle the material.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	Pacing and time period seems fair. Sufficient time is allotted per topic.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Expert information is reflected on the subject and the standards.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Quality is evident.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No to minimal errors noted.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Found examples and real world problems that were free of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Evident.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Minimal to no mistakes or inconsistencies.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Evident.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Material is presented to support the standards and benchmarks.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Supports all learners and instructional materials included support.

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Real world examples that are applicable to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Interdisciplinary content throughout.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	Fair and unbiased material.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	No offensive material noted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Material and content for this course is covered in the material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	So many materials presented! Supporting all learners including ELL.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Scaffolded instruction and alignment throughout the materials is evident.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Scaffolding evident.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Material is understandable and level appropriate of students in 6th grade.

5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	This curriculum is for accelerated students. May be much for students with learning disabilities or ELLS.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	So there were no access points, BUT it is evident that the material presented is supportive of all learners and can be used to adapt learning.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	Overall I think the content is presented in a way that is engaging, adaptable, and age appropriate for the intended learners.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Book is visually appealing to students. There are illustrations and guides that will appeal to the eye.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	I would think it is because of the accelerated path but would like to see more thorough explanations for struggling learners.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	3 - Fair Alignment	Saw it more on the teacher's end. Not so much on student's side. Would like to see learning objectives for each lesson.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	This is great for an advanced track student, not all learners. Would require a little more information and guidance.

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Ell Learner resources available. Access points not so much.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Do not see so much use of manipulatives as I would like to see.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	Scaffolded learning throughout the book and extensions of learning in Spiral reviews.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	MTR's suggested for teachers in guides.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	MTR's.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Would like for more explicit correlation.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	Materials are carefully designed.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	I have no access to access points but I think overall it does. Tiered activities are great.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	Do not notice ELA Expectation throughout but yes for MTR.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	I think all requirements or expectations are satisfied for learning.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	NO CRT in materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Omit culturally Responsive teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Omit Social Justice.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No soliciting of SEL.

Reviewer's Name: Jennifer Halter

Title: Florida EdGems Math Course 1 Accelerated

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: M/J Accelerated Mathematics Grade 6

Bid ID: 314

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of prohibited topic, Critical Race Theory.

UDL Reviewer's Name: Clayton Littell

Title: Florida EdGems Math Course 1 Accelerated

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: 1205020 - M/J Grade 6 Accelerated Mathematics

Bid ID: 314

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Florida EdGems Math Course 1Accelerated enables students to choose instructional material display options through the digital student edition (via HTML5 format) and each lesson's eBook, located by clicking the eBook icon. The eBook contains the following functionality: • Teacher narrated text and images, via the "speaker" icon at the lower left side of the page. The textbook can be read on a sentence-by-sentence basis and each selected sentence is highlighted in yellow. The tool also reads alt text for the images; • Text highlighting; • Key word searching; • Comment functionality for one-to-one devices. Additional functionality found in the digital program includes: • Closed-caption Lesson videos for every lesson; • Text-based instructional materials, provided in PDF format, can be enlarged or reduced using "+" and "-" functionality located on the right side of the PDF when opened. • Alt text exists for instruction-related images and can be read with Adobe Acrobat Pro. • Adjustment of colors and background colors can be done using the devices' built-in manufacturers settings or built-in browser settings of computers/laptops; dimming of screens etc.; color of fonts and backgrounds). Florida EdGems Math Course 1 Accelerated supports and complies with the Individuals with Disabilities Act (IDEA) and the terms and conditions of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA, EdGems Math will upload its series of middle school math textbooks to the NIMAC at the time of printing.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Publisher reports that text in the instructional materials in PDF format can be enlarged or reduced using buttons on right side of PDF when opened. Buttons are not found on right side of opened PDF materials. Adjusting the type of fonts and size can increase readability of the content for some students.

Background: High contrast color settings are available.	3 - Fair Alignment	Publisher reports that adjustment of colors and background are done using devices and browser settings. Devices and browsers used vary from student to student, therefore consistency of accessibility cannot be predicted.
Text-to-speech tools.	3 - Fair Alignment	Built-in text-to-speech tool available for eBook but not for additional materials and lessons. Consistency of accessibility cannot be predicted.
All images have alt tags.	3 - Fair Alignment	Publisher reports that alt text exists and can be read with Adobe Acrobat Pro. Availability of Adobe Acrobat Pro cannot be predicted for all students.
All videos are captioned.	5 - Very Good Alignment	Publisher reports closed-caption lesson videos for ever lesson, consistency confirmed.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher does not report on refreshable Braille display accessibility. I do not have the devices/software to test.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Florida EdGems Math Course 1 Accelerated has navigation features in the instructional materials that include: • Non-text navigation elements such as buttons, icons, arrows, etc. that can be adjusted in size within each lesson's eBook page view controls, as well as the devices' built-in or browser options. • Navigation elements that are keyboard navigable. • Navigation information can be sent to refreshable Braille displays using JAWS software on a Windows PC and Internet Explorer.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	5 - Very Good Alignment	Publisher reports non-text navigation available with adjustability in size for eBook, consistency confirmed.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	Publisher reports navigation elements are keyboard navigable. Keyboard shortcuts for menu items not found. Consistency of accessibility cannot be predicted.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports refreshable Braille displays using JAWS software on a Windows PC and Internet Explorer. I do not have the devices/software to test.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Florida EdGems Math Course 1 Accelerated provides the following study tools: • PDF's can be highlighted in yellow, rose, green, blue, and additional colors when they are downloaded and used with Adobe Acrobat Pro. • Selected text in each lesson's eBook can be highlighted in yellow. • Highlighted text can be viewed in the eBook (and can be turned on and off as needed). Selected text can be copied and pasted into another document; however, automatic extraction of the highlighted text is not available at this time. • The note taking tool in the eBook is available for students and teachers (for one-to-one computer use).*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	Publisher reports PDF's can be highlighted when colors are downloaded and used with Adobe Acrobat Pro. Consistency of accessibility cannot be predicted.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Publisher reports automatic extraction of highlighted text is not available at this time. Consistency of accessibility cannot be predicted.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Publisher reports note taking tool is available in eBook. I did not find note taking tool in eBook. Consistency of accessibility cannot be predicted.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Each lesson in Florida EdGems Math Course 1 Accelerated's eBook (accessed by clicking the eBook icon on every lesson page in the digital student edition) provides accurate text-to-speech and magnification within the eBook tool. In addition, every print-based lessons contain Alt-text, and all print-based resources are downloadable in PDF format.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher reports all lessons provide AT accessibility. Consistency confirmed.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?

Bid Response *Florida EdGems Math Course 1 Accelerated is available as a printed text for students and contains all lessons and Appendices. In addition, digital resources such as assessments and worksheets are downloadable and can be printed out for students.*		
Review	Rating	Comments
	5 - Very Good Alignment	Publisher reports all lessons are available as printed text and assessments and worksheets are downloadable. Consistency confirmed.

Reviewer's Name: Aaron Smith

Title: Florida EdGems Math Course 1 Accelerated

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 314

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	This set of resources is serviceable in terms of providing aligned content and solid point of use teacher guidance. While I would recommend these materials based strictly on the evaluation criteria to make the list, I would caution that there is an inherent lack of connections being made between concepts throughout the materials. In many cases,

	we see aligned content that meets the expectations of the INDIVIDUAL benchmarks, but the way the concepts are isolated from one to the next is something to watch out for. Veteran teachers and content experts would catch this, but newer teachers or those lacking deep knowledge of the standards and their progression and connection could lead to a disconnect between students being able to get problems correct and actually understand the mathematics they are doing.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	4 - Good Alignment	Alignment is good. Pages are dense with text.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	5 - Very Good Alignment	Materials address how some solutions, while mathematically correct, do not make sense given a particular context.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to "evaluate" beyond just getting an answer.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	4 - Good Alignment	Some of the distributive property items are below grade level and not used to generate expressions

MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	5 - Very Good Alignment	Alignment is good here
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	4 - Good Alignment	Items and instruction is very procedural and could benefit from a more conceptual approach to equation solving.
MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	4 - Good Alignment	Items and instruction is very procedural and could benefit from a more conceptual approach to equation solving.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	3 - Fair Alignment	While the items and instruction technically do what the standard says. There is very little exploration of the "why" behind it. Instead, students are asked to just do procedural math to find answers.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	3 - Fair Alignment	Conceptual understanding of relative sizes of two quantities is weak.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	4 - Good Alignment	Procedural tasks are more prevalent than exploring the meaning of what a unit rate actually is.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to	3 - Fair Alignment	Tables are generated, but the connection to

	display equivalent part-to-part ratios and part-to-part-to-whole ratios.		how the tables display ratios is weak.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	4 - Good Alignment	Addresses the standard in general, but items and instruction are very procedural.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	3 - Fair Alignment	Items and instruction address the standard, but there is little student guidance and exploration as to what connections this makes to the mathematical concepts they are learning.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	4 - Good Alignment	Instruction identifies intervals that are incorrect or misleading, but there could be more exploration of how to select and generate appropriate intervals

MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	4 - Good Alignment	Instruction identifies intervals that are incorrect or misleading, but there could be more exploration of how to select and generate appropriate intervals
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	4 - Good Alignment	The exploration of choosing the best measure of center for a data set is limited to a few examples
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.	4 - Good Alignment	Exploration of reflection could be more substantial.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	4 - Good Alignment	Items are aligned, but instruction is limited.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	3 - Fair Alignment	Exploration of this topic is very procedural.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to explore beyond just getting an answer.

MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	3 - Fair Alignment	The materials jump directly from rectangular prisms to composite figures with little connection to the concept.
MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	4 - Good Alignment	There are figures and nets, but it's not always clear how or why they are connected to one another. Further student exploration would be helpful.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	3 - Fair Alignment	Comparing rational numbers defaults to procedural steps that do not necessarily tap into student number sense.
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	4 - Good Alignment	The concept of "opposite directions" is addressed but not explored to benefit student understanding
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Even though the standard calls for the standard algorithm to be used, instruction is limited to procedures

			as opposed to why the algorithms still work with decimals.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	3 - Fair Alignment	Initial instruction on this topic is below grade level.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	4 - Good Alignment	Fraction material is aligned well, but decimal material doesn't really differentiate between the expectation of this benchmark and NSO.2.1
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to explore beyond just getting an answer.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to explore beyond just getting an answer.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to

			explore beyond just getting an answer.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to explore beyond just getting an answer.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to explore beyond just getting an answer.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to explore beyond just getting an answer.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to explore beyond just getting an answer.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to

			explore beyond just getting an answer.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	Addresses the standard in general, but items and instruction are very procedural.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	4 - Good Alignment	Addresses the standard in general, but items and instruction are very procedural.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to explore beyond just getting an answer.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to explore beyond just getting an answer.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	5 - Very Good Alignment	Items and instruction are aligned to the

			expectation of the benchmark.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	4 - Good Alignment	Item and instructional alignment is good, but it could use more material with students having to explore beyond just getting an answer.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	5 - Very Good Alignment	Items and instruction are aligned to the expectation of the benchmark.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Items and instruction is very procedural and could benefit from a more conceptual approach to equation solving.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Items and instruction is very procedural and could benefit from a more conceptual approach to equation solving.

MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not

	• Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.		always explicit in the student materials.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem.	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.

	• Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.

	methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.

ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	The teacher materials do a nice job of identifying this in context and at point of use, but it's not always explicit in the student materials.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	The teacher materials do a nice job of identifying these at point of use.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	Content is aligned procedurally, but some conceptual pieces are lacking.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Some of the introductory pieces to some benchmarks are below grade level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials meet this expectation
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Content is aligned procedurally, but some conceptual pieces are lacking that could help students understand the math they are doing as opposed to just finding answers.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Content is aligned procedurally, but some conceptual pieces are lacking.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	Some of the introductory pieces to some benchmarks are below grade level

7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The materials meet this expectation
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	The materials meet this expectation
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	The materials meet this expectation
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	The materials meet this expectation
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	The materials meet this expectation
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Content is aligned procedurally, but some conceptual pieces are lacking.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	The materials meet this expectation
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The materials meet this expectation
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The materials meet this expectation
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The materials meet this expectation
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	The materials meet this expectation

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	The materials meet this expectation
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	The materials meet this expectation
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The materials meet this expectation
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Content is aligned procedurally, but some conceptual pieces are lacking.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	Point of use instructional pieces are helpful and adequate for instruction preparation
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Materials are aligned within each unit
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	It's easy to find everything that connects with each benchmark and topic
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Some of the student text pieces are rather dense
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Materials are paced appropriately

6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	The materials meet this expectation
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Everything is arranged in a manner that makes sense and is easily navigable for both teachers and students.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	There's a focus on "answer getting" that causes the materials to lack long-term motivational qualities
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	This is done relatively well, but the connections between topics is somewhat lacking.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Materials are explicit about what answers should be, but there's a lack of focus on why the answers are what they are in the context of what's being learned
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	Sometimes guidance and support is limited to just more practice problems
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	This can be done, but it typically would require heavy teacher intervention to adapt things beyond answer getting.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	There are places for this to happen, but they are skippable and not always explicit or baked into the learning process

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	At times the materials seem like just a collection of topics. There's little differentiation between shared (6th and 7th) grade level standards, and concepts often feel isolated as opposed to exploring how the ideas connect with one another.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	Strategies work but are often limited to procedural steps
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Strategies work but are often limited to procedural steps
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	A variety of item types are not baked into the resources
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	A variety of item types are not baked into the resources
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Strategies work but are often limited to procedural steps. Teacher materials address this, but student materials don't always contain appropriate guidance for unfinished learning.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The materials meet this expectation
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	At times the materials seem like just a collection of topics. There's little differentiation between shared (6th and 7th) grade level standards, and concepts often feel isolated as

		opposed to exploring how the ideas connect with one another.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	The materials meet this expectation
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	The materials meet this expectation
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	The materials meet this expectation
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	The materials meet this expectation

Reviewer's Name: Thomas Womble

Title: Florida EdGems Math Course 1 Accelerated

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 6 Accelerated Mathematics

Bid ID: 314

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	2 - Poor Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Edgems is presents more like a workbook then like a grade 6 math textbook. There are a lot of questions for students to practice fluency. The lessons are not presented well. The descriptions are long winded and will depend on the student reading paragraphs for understanding instead of conceptualizing to gain understanding. It is not a user friendly online

	format. I would have to sign in each time I changed chapters.

Standard	Description	Reviewer Rating	Rating Justification
MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	2 - Poor Alignment	There are a lot of words for in this unit. Will slow down learning with 6th graders.
MA.6.AR.1.2	Translate a real-world written description into an algebraic inequality in the form of  . Represent the inequality on a number line.	2 - Poor Alignment	Depends too much on description. Needs more conceptualization.
MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	2 - Poor Alignment	Depends too much on description. Needs more conceptualization.
MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	2 - Poor Alignment	Depends too much on description. Needs more conceptualization.
MA.6.AR.2.1	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.	2 - Poor Alignment	Depends too much on description. Needs more conceptualization.
MA.6.AR.2.2	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.	2 - Poor Alignment	Depends too much on description. Needs more conceptualization.

MA.6.AR.2.3	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.	2 - Poor Alignment	Depends too much on description. Needs more conceptualization.
MA.6.AR.2.4	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.	2 - Poor Alignment	So many notes in this curriculum.
MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation:  , a to b, or a:b where b ≠ 0.	2 - Poor Alignment	The presentation is clunky and not appealing. Real world scenarios are not topical or interesting.
MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	2 - Poor Alignment	Alignment is not presented well.
MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	2 - Poor Alignment	Depends too much on description. Needs more conceptualization.
MA.6.AR.3.4	Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.	2 - Poor Alignment	No manipulative. All words. No visuals.
MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.	3 - Fair Alignment	1.2, 1.3, 3.1-3.3, do not address this standard. Where the standard is addressed in, module 2 and 3, it is done so sufficiently.
MA.6.DP.1.1	Recognize and formulate a statistical question that would generate numerical data.	2 - Poor Alignment	Standard is addressed, but the curriculum is missing instruction for understanding that

			will relate to 6th graders.
MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	2 - Poor Alignment	Standard is addressed, but the curriculum is missing instruction for understanding that will relate to 6th graders.
MA.6.DP.1.3	Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.	2 - Poor Alignment	Too much reading. Not enough manipulatives and conceptualization. No room to answer questions on the worksheets.
MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	2 - Poor Alignment	Too much reading. Not enough manipulatives and conceptualization. No room to answer questions on the worksheets.
MA.6.DP.1.5	Create box plots and histograms to represent sets of numerical data within real-world contexts.	2 - Poor Alignment	Too much reading. Not enough manipulatives and conceptualization. No room to answer questions on the worksheets.
MA.6.DP.1.6	Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.	2 - Poor Alignment	Standard is addressed, but the curriculum is missing instruction for understanding that will relate to 6th graders.
MA.6.GR.1.1	Extend previous understanding of the coordinate plane to plot rational number	3 - Fair Alignment	2.2 and 2.4 should not be included as a

	ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.		resource. There is a coordinate grid for the students to practice and real world context.
MA.6.GR.1.2	Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.	3 - Fair Alignment	There is a coordinate grid for the students to practice and real world context.
MA.6.GR.1.3	Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.	3 - Fair Alignment	2.2 and 2.4 should not be included as a resource. There is a coordinate grid for the students to practice and real world context.
MA.6.GR.2.1	Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.	1 - Very Poor/No Alignment	Students are not tasked with deriving the formula of a rectangle or a triangle. 5.4 should not be included as a resource for this standard.
MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	2 - Poor Alignment	Lots of practice in 10.3 for composite figures, but there are not many real word scenarios. 2.5, 5.4, 10.4, and 10.5 do not address this standard directly.
MA.6.GR.2.3	Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.	2 - Poor Alignment	10.5 has practice but the lesson is not presented well. There is not option for using manipulatives or for the students to derive a solution. Little use of real world context.

MA.6.GR.2.4	Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.	2 - Poor Alignment	Dimensions of example is confusing visually.
MA.6.NSO.1.1	Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.	1 - Very Poor/No Alignment	Confusing from example 1. Example description: "The opposite of the absolute value of a number is negative." Why start with that?
MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	2 - Poor Alignment	Confusing. Not presented well visually.
MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	2 - Poor Alignment	Confusing. Not presented well visually.
MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	2 - Poor Alignment	Confusing. Not presented well visually.
MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	2 - Poor Alignment	Manipulative are not color coordinated or appealing to the eye. Lesson is clunky with little preparation for student to recall previous knowledge.
MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	4 - Good Alignment	Lots of fluency exercises.
MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with	3 - Fair Alignment	Lots of procedural practice, but not

	positive multi-digit decimals or positive fractions, including mixed numbers.		much real world context.
MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	3 - Fair Alignment	Lesson is done well. Just a lot of reading for the student.
MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	2 - Poor Alignment	Touched on in 1.4. 8.6 and 8.3 do not make since to be listed here.
MA.6.NSO.3.3	Evaluate positive rational numbers with natural number exponents.	3 - Fair Alignment	I like the order of explanation for this lesson. Same issues mentioned from previous lessons.
MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	2 - Poor Alignment	Not done well.
MA.6.NSO.3.5	Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.	2 - Poor Alignment	Not done well. No manipulative. No discovery. Just work.
MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	3 - Fair Alignment	Curriculum does include fluency work. Lesson is short and will not be sufficient for all students.
MA.6.NSO.4.2	Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.	3 - Fair Alignment	Curriculum does include fluency work. Lesson is short and will not be sufficient for all students.
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	2 - Poor Alignment	Lesson is short and will not be sufficient for all students.

MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	2 - Poor Alignment	Confusing. Lesson is poor.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	2 - Poor Alignment	Very little instruction for how to write a linear inequality.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	2 - Poor Alignment	Not done well.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	3 - Fair Alignment	Has standard content, but is not presented well.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	2 - Poor Alignment	Not enough front loading for students to sufficiently determine which measure of center to use.
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	2 - Poor Alignment	Needs more visuals and real world connections to engage students at beginning of lessons.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	1 - Very Poor/No Alignment	I do not see random samples in referenced resources.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	2 - Poor Alignment	Not presented well.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	3 - Fair Alignment	Standard covered.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	3 - Fair Alignment	Standard covered.

MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	1 - Very Poor/No Alignment	Students are not tasked with flipping a coin or rolling a dice to discover this standard.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	3 - Fair Alignment	Standard is covered sufficiently.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	3 - Fair Alignment	Lots of practice, not many real life examples.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	3 - Fair Alignment	Standard covered sufficiently.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	3 - Fair Alignment	Standard covered sufficiently.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	3 - Fair Alignment	Standard covered sufficiently.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	1 - Very Poor/No Alignment	Not a very task based curriculum. Relies on worksheets.

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	1 - Very Poor/No Alignment	Curriculum is hard to follow with answered examples used for instruction.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	The curriculum does have a lot of fluency exercises.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	1 - Very Poor/No Alignment	Not apparent in curriculum. Would depend on teacher structuring of their class.

	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	1 - Very Poor/No Alignment	Not done well.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	1 - Very Poor/No Alignment	Not done well.

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	1 - Very Poor/No Alignment	Lots of practice, but not many real world situations.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	1 - Very Poor/No Alignment	Not done well.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Student will need to complete a large amount of reading and comprehension.
ELA.K12.EE.3.1	Make inferences to support comprehension.	1 - Very Poor/No Alignment	Not done well.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	1 - Very Poor/No Alignment	Not done well.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	1 - Very Poor/No Alignment	Lots of practice, but the worksheets do not provide the student with enough space to demonstrate their work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	Too much reading for grade level.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Fairly aligned.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	1 - Very Poor/No Alignment	The BEST standards represent a marriage of discovery and fluency exercise and this curriculum is not in the spirit of the new standards.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	1 - Very Poor/No Alignment	Not presented well for grade level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	1 - Very Poor/No Alignment	This curriculum will depend a lot on the teacher creating supplementary lessons to make up for what the lessons lack in content.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	1 - Very Poor/No Alignment	Lots of practice, but the lessons are too short and not presented well.

5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	1 - Very Poor/No Alignment	Not done well.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	1 - Very Poor/No Alignment	Lots of reading for understanding.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	1 - Very Poor/No Alignment	There is not enough time to finish lessons that are this wordy.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	This is done with fair alignment.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	This is done with fair alignment.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No errors noticed.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Materials are presented objectively.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	3 - Fair Alignment	Material is representative of prevailing theories of content, but not presentation.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	No errors observed.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	2 - Poor Alignment	Not done well.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	3 - Fair Alignment	This is fairly aligned.

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	2 - Poor Alignment	Too many words for grade level.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	2 - Poor Alignment	Not done well.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	2 - Poor Alignment	Not done well.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	3 - Fair Alignment	This is fairly aligned.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	This is in alignment with standards.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	2 - Poor Alignment	Not done well.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	2 - Poor Alignment	This curriculum will depend a lot on the teacher creating supplementary lessons to make up for what the lessons lack in content.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	2 - Poor Alignment	It does not.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	The content follows a logical progression of the standards.

4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	1 - Very Poor/No Alignment	This curriculum does not engage the student with visuals or readings.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	1 - Very Poor/No Alignment	The amount of reading necessary will not allow for enough time to finish a lesson in its entirety.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	1 - Very Poor/No Alignment	Very little support from the lessons and the other resources are not great either.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	1 - Very Poor/No Alignment	This is not presented well for the age and level of the intendent audience.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	2 - Poor Alignment	There is little motivation presented in the curriculum and it will depend heavily on the teacher.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	2 - Poor Alignment	Big ideas are not chunked sufficiently.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	1 - Very Poor/No Alignment	There are target statements at the beginning of each unit.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	1 - Very Poor/No Alignment	Sink or swim way to present lessons.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	This curriculum will depend a lot on the teacher creating supplementary lessons to

		make up for what the lessons lack in content.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	1 - Very Poor/No Alignment	Lessons are presented in this order. See example. Read about example. Do work.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	1 - Very Poor/No Alignment	There are not many activities in the curriculum.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	1 - Very Poor/No Alignment	No manipulatives. No discovery. No front loading.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	Not done well. See other comments.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	There are a lot of fluency exercises.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	2 - Poor Alignment	I did not notice much test strategies.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Answered sufficiently.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	The curriculum depends a lot on ELA expectations.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	1 - Very Poor/No Alignment	See above comments.

Special Topics	Reviewer Rating	Rating Justification

Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No mention of CRT in curriculum.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No mention of CRT in curriculum.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No mention of CRT in curriculum.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No mention of CRT in curriculum.

Reviewer's Name: Rosetta Bailey

Title: Florida EdGems Math Course 2

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 316

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	There were a few AR, DP, G domains that were not directly aligned to the BEST benchmarks. The resources that were provided wear great but lacked conceptual materials to allow students to manipulate tools to understand the concept behind the steps to solve a problem.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	4 - Good Alignment	The material does not provide problems that expression problems as the equivalent. It provides students the opportunities to simplify the expression but there is no instruction on the equivalent expression.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	2 - Poor Alignment	There was no material for students to determine whether two linear expressions are equivalent.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	5 - Very Good Alignment	Primary and supplemental materials were aligned to the standard with additional supporting materials.
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	5 - Very Good Alignment	Primary and supplemental materials were aligned to the standard with additional supporting materials.
MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	3 - Fair Alignment	Materials did not provide resources for all types of percent

			problems listed in the benchmark.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	3 - Fair Alignment	no other forms besides propotion ie tables
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	3 - Fair Alignment	Materials and supplementary materials did not provide conceptual material for students to understand concept for this benchmark.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	2 - Poor Alignment	Primary and supplemental materials were not aligned to the benchmark.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	2 - Poor Alignment	Primary and supplemental materials were not aligned to the benchmark.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	2 - Poor Alignment	all partPrimary and supplemental materials were not aligned to the benchmark. s not given
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	3 - Fair Alignment	Did not notice many verbal descriptions or tables with real world situations.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	The primary and secondary resources are aligned to the standard.

MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	4 - Good Alignment	Materials provided resources to determine an appropriate measure of center or measure of variation. I did not see information to determine the outlier
MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	3 - Fair Alignment	Materials does not provide the opportunity to compare two numerical or graphical representations of data
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	Primary and supplemental materials were aligned to the standard with additional supporting materials.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	The primary and secondary materials are aligned to the standard.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	2 - Poor Alignment	The material provides the opportunity to use graphic representation. However the material does not support choose and create an appropriate graphical representation
MA.7.DP.2.1	Determine the sample space for a simple experiment.	3 - Fair Alignment	The benchmark in taught within other benchmarks and there was not

			sufficient resources for students to practice sample space.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	3 - Fair Alignment	The benchmark in taught within other benchmarks and there was not sufficient resources.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	3 - Fair Alignment	The benchmark in taught within other benchmarks and there was not sufficient resources.
MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	3 - Fair Alignment	The material did not include very many opportunitiesfor students to run various numbers of trials to discover that the increased repetition of the experiment will bring the experimental probability closer to the theoretical.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	2 - Poor Alignment	The expectation for this standard is not to memorize area formulas for trapezoids, parallelograms and rhombi. However the material provides students with the formula instead of using the triangle and rectangle formula to solve for the area. The other lessons listed for this

			benchmark does not align.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	3 - Fair Alignment	Materials should have more real world problems with models.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	3 - Fair Alignment	More activities for students to explore the proportional relationship between circumferences and diameters of circles.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	3 - Fair Alignment	More activities for students to explore the proportional relationship between circumferences and diameters of circles.
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	4 - Good Alignment	Material lack the options for students to use manipulatives for students to understand the conceptual understanding.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	3 - Fair Alignment	Instruction focuses on representing a right circular cylinder with its net and on the connection between surface area of a figure and its net. The material does not provide very many examples of using nets.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	4 - Good Alignment	The primaThe primary and secondary resources are aligned

			to the standard. ry and secondary materials are aligned to the standard.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	4 - Good Alignment	The primThe primary and secondary resources are aligned to the standard. ary and secondary materials are aligned to the standard.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	3 - Fair Alignment	The material does not allow students to develop the Laws of Exponents based on patterns emerging from a series of examples.
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	4 - Good Alignment	The primary and secondary materials are aligned to the standard.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	4 - Good Alignment	Primary and supplemental materials were aligned to the standard with additional supporting materials.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	4 - Good Alignment	Primary and supplemental materials were aligned to the standard with additional supporting materials.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	4 - Good Alignment	Primary and supplemental

			materials were aligned to the standard with additional supporting materials.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	5 - Very Good Alignment	Material provide teachers will documents for how the MTRs align with in each unit. It also provides examples of teachers and student moves.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	5 - Very Good Alignment	Material provide teachers will documents for how the MTRs align with in each unit. It also provides examples of teachers and student moves.

MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	5 - Very Good Alignment	Material provide teachers will documents for how the MTRs align with in each unit. It also provides examples of teachers and student moves.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	5 - Very Good Alignment	Material provide teachers will documents for how the MTRs align with in each unit. It also provides examples of teachers and student moves.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.	5 - Very Good Alignment	Material provide teachers will documents for how the MTRs align with in each unit. It also provides examples of

	Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.		teachers and student moves.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	5 - Very Good Alignment	Material provide teachers will documents for how the MTRs align with in each unit. It also provides examples of teachers and student moves.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences.	5 - Very Good Alignment	Material provide teachers will documents for how the MTRs align with in each unit. It also provides examples of teachers and student moves.

	• Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	The primary and secondary resources are aligned to the standard.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	The primary and secondary resources are aligned to the standard.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	The primary and secondary resources are aligned to the standard.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	The primary and secondary resources are aligned to the standard.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	The primary and secondary resources are aligned to the standard.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	The primary and secondary resources are aligned to the standard.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	There were a varity of resources that supported ELL students.

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	The primary and secondary resources are aligned to the standard.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Some of the DP benchmarks are not aligned to the standard.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	Some of the content skill level is lower than benchmark expectations DP and P benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	There a many recourses within the material that adaptable and useful for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	he materials provide sufficient details for students to understand the significance of topics and events. It would have been better to have more manipulatives for students to interact with the material.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	For some of the benchmarks the level of difficulty did not meet the benchmark.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	4 - Good Alignment	The secondary material provides various resourses that supports all learners.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	3 - Fair Alignment	The level of complexity is better in some benchmarks than others.

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	The material cites some expert information.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	The material contributes to quality and a variety of content.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I did not notice any visual errors within the materials.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	The materials were free of bias.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	4 - Good Alignment	Materials could have provided more conceptual concepts within the lessons.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	I did not notice any mistakes within the materials.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	The materials seem to be up to date with standard practice. Except the use of manipulatives.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	The materials were presented in an appropriate context.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The variety of presentations was relevant for learners of all types.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Some of the material would be meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Some of the material would be meaningful to students.

19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	4 - Good Alignment	There were a variety of cultures and background represented in the material.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	The material portrayed people and animals with compassion.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	In general the majority of the material covered all of the BEST benchmarks.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	4 - Good Alignment	Each lesson provides outcomes and learning targets for teacher and student.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	All primary and secondary materials aligned.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	The materials are consistent to the math benchmarks.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	Secondary materials provide videos, slide show and online resources to visually engage learners.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	The primary and secondary materials provide enough content.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with	4 - Good Alignment	The online resources provides several tools for students with

the material. (For assistance refer to the answers on the UDL questionnaire).		disabilities to interact with the materials.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	4 - Good Alignment	The secondary materials provide several different ways for students to interact with materials besides the traditional paper pencil.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The secondary materials provides games related to the standard that may motivate learners.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	The material provide teaching of a few ideas concepts and themes.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The TE contain clear instructions. The materials for the students provide explicit instruction.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	4 - Good Alignment	The material provide some guidance. It should have more conceptual strategies for students to connect their learner.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	It should have more conceptual strategies for students to connect their learner.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	The material engages students in a variety of activities.

7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The material provided logical extension in the TE and SE. The objects and goals for the lesson is provided at the beginning of each lesson.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	The materials provide exit ticket and scaffolded practice for students.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The materials allow teachers to instruct the desired outcome and target student needs.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The Material Provide several opportunities for teacher to assess student knowledge. Such as exit tickets and summative assessments
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	4 - Good Alignment	The Material Provide several opportunities for teacher to assess student knowledge. Such as exit tickets and summative assessments
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	The material provide various opportunity (such as different practice types) for materials to meet the needs of all learners.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	5 - Very Good Alignment	Each lesson provide alignment information for the MTRs and the ELA
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	The material provide sufficient resources to support the needs of all learners.

Special Topics	Reviewer Rating	Rating Justification

Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	The material and supplementary does not have evidence of Critical Race Theory.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	The material and supplementary have evidence of Culturally Responsive Teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	The material and supplementary does not have evidence of Social Justice
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	The material and supplementary does not have evidence of Social Emotional Learning.

Reviewer's Name: Jennifer Halter

Title: Florida EdGems Math Course 2

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 7 Mathematics

Bid ID: 316

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of Critical Race Theory during my review.

UDL Reviewer's Name: Clayton Littell

Title: Florida EdGems Math Course 2

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: 1205040 - Grade Seven Mathematics

Bid ID: 316

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Florida EdGems Math Course 2 enables students to choose instructional material display options through the digital student edition (via HTML5 format) and each lesson's eBook, located by clicking the eBook icon. The eBook contains the following functionality: • Teacher narrated text and images, via the "speaker" icon at the lower left side of the page. The textbook can be read on a sentence-by-sentence basis and each selected sentence is highlighted in yellow. The tool also reads alt text for the images. • Text highlighting • Key word searching • Comment functionality for one-to-one devices Additional functionality found in the digital program includes: • Closed-caption Lesson videos for every lesson; • Text-based instructional materials, provided in PDF format, can be enlarged or reduced using "+" and "-" functionality located on the right side of the PDF when opened. • Alt text exists for instruction-related images and can be read with Adobe Acrobat Pro. • Adjustment of colors and background colors can be done using the devices' built-in manufacturers settings or built-in browser settings of computers/laptops; dimming of screens etc.; color of fonts and backgrounds). Florida EdGems Math Course 2 supports and complies with the Individuals with Disabilities Act (IDEA) and the terms and conditions of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA, EdGems Math will upload its series of middle school math textbooks to the NIMAC at the time of printing.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Publisher reports that text in the instructional materials in PDF format can be enlarged or reduced using buttons on right side of PDF when opened. Buttons are not found on right side of opened PDF materials. Adjusting the type of fonts and size can increase readability of the content for some students.

Background: High contrast color settings are available.	3 - Fair Alignment	Publisher reports that adjustment of colors and background are done using devices and browser settings. Devices and browsers used vary from student to student, therefore consistency of accessibility cannot be predicted.
Text-to-speech tools.	3 - Fair Alignment	Built-in text-to-speech tool available for eBook but not for additional materials and lessons. Consistency of accessibility cannot be predicted.
All images have alt tags.	3 - Fair Alignment	Publisher reports that alt text exists and can be read with Adobe Acrobat Pro. Availability of Adobe Acrobat Pro cannot be predicted for all students.
All videos are captioned.	5 - Very Good Alignment	Publisher reports closed-caption lesson videos for ever lesson, consistency confirmed.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher does not report on refreshable Braille display accessibility. I do not have the devices/software to test.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Florida EdGems Math Course 2 has navigation features in the instructional materials that include: • Non-text navigation elements such as buttons, icons, arrows, etc. that can be adjusted in size within each lesson's eBook page view controls, as well as the devices' built-in or browser options. • Navigation elements that are keyboard navigable. • Navigation information can be sent to refreshable Braille displays using JAWS software on a Windows PC and Internet Explorer.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	5 - Very Good Alignment	Publisher reports non-text navigation available with adjustability in size for eBook, consistency confirmed.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	Publisher reports navigation elements are keyboard navigable. Keyboard shortcuts for menu items not found. Consistency of accessibility cannot be predicted.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports refreshable Braille displays using JAWS software on a Windows PC and Internet Explorer. I do not have the devices/software to test.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Florida EdGems Math Course 2 provides the following study tools: • PDF's can be highlighted in yellow, rose, green, blue, and additional colors when they are downloaded and used with Adobe Acrobat Pro. • Selected text in each lesson's eBook can be highlighted in yellow. • Highlighted text can be viewed in the eBook (and can be turned on and off as needed). Selected text can be copied and pasted into another document; however, automatic extraction of the highlighted text is not available at this time. • The note taking tool in the eBook is available for students and teachers (for one-to-one computer use).*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	Publisher reports PDF's can be highlighted when colors are downloaded and used with Adobe Acrobat Pro. Consistency of accessibility cannot be predicted.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Publisher reports automatic extraction of highlighted text is not available at this time. Consistency of accessibility cannot be predicted.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Publisher reports note taking tool is available in eBook. I did not find note taking tool in eBook. Consistency of accessibility cannot be predicted.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Each lesson in Florida EdGems Math Course 2's eBook (accessed by clicking the eBook icon on every lesson page in the digital student edition) provides accurate text-to-speech and magnification within the eBook tool. In addition, every print-based lesson contains Alt-text, and all print-based resources are downloadable in PDF format.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher reports all lessons provide AT accessibility. Consistency confirmed.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?

Bid Response *Florida EdGems Math Course 2 is available as a printed text for students and contains all lessons and Appendices. In addition, digital resources such as assessments and worksheets are downloadable and can be printed out for students.*		
Review	Rating	Comments
	5 - Very Good Alignment	Publisher reports all lessons are available as printed text and assessments and worksheets are downloadable. Consistency confirmed.

Reviewer's Name: Elizabeth Pendas

Title: Florida EdGems Math Course 2

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: Grade Seven Mathematics

Bid ID: 316

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	No
How would you rate the overall usability of the instructional material?	3 - Fair Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Strengths: Lessons are scaffold with step by step explanations. The curriculum makes connections to previous concepts learned. The teacher resources includes parent support printouts with some strategies. The teacher resources include Professional Development for the unit,. Spanish resources available for students include lessons,

	supplemental resources and assessments. Rich text and explore activities allows for students to collaborate. Weaknesses: There are several explanations and graphics that can create misconceptions. There is a lack of multiple strategies for students to solve problems. Explanations within the student textbook are very procedural and lack different representations and models. The complexity or rigor is low for most of the problems within the student's lessons and assessments. Rich tasks included in the teacher resources section are open materials resources such as Open Middle, Which One Doesn't Belong, Dan Meyer's Three Act Tasks and other instructors' blogs. Students' Gems are links to other resources for additional practices such as IXL and Khan Academy. I found the resources to be truncated and hard to navigate since you have to log in everytime you switch units. The supplemental resources were not incorporated within the main textbook, therefore there was a lot of clicking into different icons to review resources.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.1.1	Apply properties of operations to add and subtract linear expressions with rational coefficients.	3 - Fair Alignment	The arrows in the examples can be confusing and there is a big emphasis of using substitution as a strategy. There is a lack of different strategies and multiple representations to help student conceptualized the algebraic concepts.
MA.7.AR.1.2	Determine whether two linear expressions are equivalent.	3 - Fair Alignment	The arrows in the examples can be confusing and there is a big emphasis of

			using substitution as a strategy. There is a lack of different strategies and multiple representations to help student conceptualized the algebraic concepts. Even thought there is one example using Algebra Tiles in lesson 3.2, there is no instructional support or mentioned in any of the materials attached to lesson.
MA.7.AR.2.1	Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.	3 - Fair Alignment	Instruction focus on an algorithm procedure to solve equations without the mention of the use of properties of operations to build conceptual understanding.
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	2 - Poor Alignment	Lesson 4.1 is a grade 6 benchmark. Instruction focus on an algorithm procedure to solve equations without the mention of the use of properties of operations to build conceptual understanding. There is a lack of multiple representations and strategies. Vocabulary used is not mathematical sound ex. 2 on lesson 4.3.

MA.7.AR.3.1	Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.	4 - Good Alignment	Instruction lacks the use of multiple strategies and representations such as tables, bar graphs, diagrams, or double number lines. to help students conceptualized the math.
MA.7.AR.3.2	Apply previous understanding of ratios to solve real-world problems involving proportions.	3 - Fair Alignment	Instruction in lesson 5.1 includes using cross products, such a strategy to test for equivalent ratios may lead to errors and misconceptions solving more complex equations in the future. There is no supporting explanation as to why this strategy works. There is a lack of models and use of tables to connect ratios and proportional reasoning.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	3 - Fair Alignment	Instruction is lacking money examples. Graphic on page 87 can create a misconception that the conversions are one to one conversions.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	3 - Fair Alignment	There are no negative constant of proportionality examples. The explanation of the origin in the tables for

			lesson 5.4 could create a misconception.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	2 - Poor Alignment	There are no negative constant of proportionality examples. The explanation of the origin in the tables for lesson 5.4 could create a misconception.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	3 - Fair Alignment	There are no negative constant of proportionality examples. The explanation of the origin in the tables for lesson 5.4 could create a misconception.
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	3 - Fair Alignment	There are no negative constant of proportionality examples. The explanation of the origin in the tables for lesson 5.4 could create a misconception.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	4 - Good Alignment	There are limited amount of real-world problems.
MA.7.DP.1.1	Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.	3 - Fair Alignment	Lessons 9.1 and 9.2 are 6th grade benchmarks. The lessons are very scaffolded and just touch upon interpreting the data.

MA.7.DP.1.2	Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.	3 - Fair Alignment	The lessons are very scaffolded and just touch upon interpreting the data.
MA.7.DP.1.3	Given categorical data from a random sample, use proportional relationships to make predictions about a population.	4 - Good Alignment	The use of cross products should be avoided to prevent misconceptions.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	4 - Good Alignment	The use of cross products should be avoided to prevent misconceptions.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	2 - Poor Alignment	The statistical lessons are taught in isolation. There is very little connection between the different data representations and when each should be used.
MA.7.DP.2.1	Determine the sample space for a simple experiment.	4 - Good Alignment	Manipulatives and models will be a great addition to instructional strategies for this benchmark.
MA.7.DP.2.2	Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.	4 - Good Alignment	Instruction includes representing probabilities as fractions, percentages or decimals.
MA.7.DP.2.3	Find the theoretical probability of an event related to a simple experiment.	4 - Good Alignment	Instruction includes representing probabilities as fractions, percentages or decimals.

MA.7.DP.2.4	Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.	4 - Good Alignment	Instruction includes the comparison between theoretical and experimental probabilities and making predictions.
MA.7.GR.1.1	Apply formulas to find the areas of trapezoids, parallelograms and rhombi.	2 - Poor Alignment	Instruction emphasizes the use of formulas which is not the intend of the benchmark. The explore it activity is just one example on how students can build connections on prior knowledge.
MA.7.GR.1.2	Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.	3 - Fair Alignment	The diagrams are not explicitly labeled and can cause confusion.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	3 - Fair Alignment	Instruction is focus on procedural solutions rather than exploration to make the connection about the proportional relationship of circumference and diameter of a circle. The only opportunity for students is in the explore activity.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	3 - Fair Alignment	Instruction includes the use of proportions to solve for fractional portions of a circle but uses cross products to solve. The only approximation used for pi is 3.14.

MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	3 - Fair Alignment	Instruction does not include opportunities for students to develop the understanding of the proportional relationships of scale drawings or why you must square the scaling factor when finding the areas of figures.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	2 - Poor Alignment	Instruction emphasizes the use of formulas which is not the intend of the benchmark. Instruction makes a superficial connection between surface area of a figure and its net.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	3 - Fair Alignment	Instruction emphasizes the use of formulas which is not the intend of the benchmark.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	3 - Fair Alignment	Instruction emphasizes the use of formulas which is not the intend of the benchmark.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	2 - Poor Alignment	Rational bases are limited to a handful of practice problems and not included on the instructional examples.
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and	3 - Fair Alignment	Instruction only includes showing long division as a strategy.

	percentages to solve mathematical and real-world problems.		There is lack of models, number lines and tables to help students conceptualized equivalency for all types of rational numbers.
MA.7.NSO.2.1	Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.	2 - Poor Alignment	There are no examples or practice problems with fractions.
MA.7.NSO.2.2	Add, subtract, multiply and divide rational numbers with procedural fluency.	2 - Poor Alignment	There is limited used of models including number lines or bar graphs, to help students conceptualized the mathematics. The instructional explanations are procedural without building a conceptual understanding of the mathematics. There are several procedural methods in lessons 1.2, 1.4, 2.2 and 2.3 that can lead to misconceptions such as changing the sign placement from in front of the fraction to the numerator then back to the front and subtracting using the absolute values, where the negative sign goes away then comes back which does not build number sense. There are no examples of fraction division

			written as a complex fraction. Lesson 1.1, 1.3 and 2.1 are grade 6 benchmarks.
MA.7.NSO.2.3	Solve real-world problems involving any of the four operations with rational numbers.	3 - Fair Alignment	There are limited examples of using more than one operation to solve problems.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	4 - Good Alignment	Students are encourage to work in groups during the Rich Tasks and Explores.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations.	1 - Very Poor/No Alignment	Instruction is mostly procedural and lacks multiple representations and strategies.

	• Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	3 - Fair Alignment	Instruction is mostly procedural and lacks multiple strategies to help students become fluent. There is a proficiency practice available with each lesson.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.	3 - Fair Alignment	There are opportunities for students to engage in group work using the Rich Task and Explores but teacher resources lack guiding questions that teacher could use to encourage discussions.

MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	2 - Poor Alignment	Instruction is mostly procedural and lacks multiple representations to help students use patterns and connect concepts.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.	2 - Poor Alignment	There are minimal estimation strategies discussed in the instructional materials.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:	4 - Good Alignment	The curriculum could use more mathematical connections to cultural

	• Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.		representation and science concepts.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students have opportunities to explain their thinking within certain tasks.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Instruction is at a lower level of rigor.
ELA.K12.EE.3.1	Make inferences to support comprehension.	3 - Fair Alignment	There are some opportunities for students to make inferences but the examples include a lot of inferences already made for students.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Rich tasks and Explores provides opportunities for students to engage in discussions.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Students have opportunities to show their thinking.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	There are limited teacher supports to guide discussions.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary	4 - Good Alignment	The ELL supports are general and not

	for academic success in the content area of Mathematics.		specific to the lesson of instruction.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	The ELL supports are general and not specific to the lesson of instruction.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	3 - Fair Alignment	Most lessons are written at a lower rigor of instruction. There are several scaffolded lessons that cover six grade benchmarks.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	3 - Fair Alignment	Most lessons are written at a lower rigor of instruction. There are several scaffolded lessons that cover six grade benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Most of the supplemental resources are from outside open resources and are not adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Instructional is mostly procedural and does not include multiple representations or strategies to help students conceptualized the math.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	The problems level of complexity tend to be at a lower rigor than the benchmarks intent.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	3 - Fair Alignment	The problems level of complexity tend to be at a

		lower rigor than the benchmarks intent.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	There are several lessons that are very scaffold and include six grade benchmarks.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	2 - Poor Alignment	There are several explanations that can create misconceptions.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	2 - Poor Alignment	There are several explanations that can create misconceptions.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	I did not found any errors in my review.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	4 - Good Alignment	I did not found any bias or inflammatory materials.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	2 - Poor Alignment	Instructions did not include multiple representations or strategies to help students conceptualized the mathematics.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	3 - Fair Alignment	There were some explanations were the arrows or diagrams could be confusing for students.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	2 - Poor Alignment	Instruction is not up to the most current research based on how to teach mathematics in a nonprocedural manner.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	3 - Fair Alignment	Instruction does not include multiple strategies or representation.

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The lessons are scaffolded and provide for spiral review.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	The real-world problems within the curriculum make connection that can be meaningful to students. There could be more problems that infused different cultures and experiences.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	The real-world problems make some connections to arts and sciences.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	3 - Fair Alignment	There are minimal amount of problems that infuse different cultures and experiences. I did not found any biases.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	4 - Good Alignment	I found no examples of inhumane treatment to animals or people.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	All the benchmarks and standards are covered.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	3 - Fair Alignment	The supplemental materials were mostly from outside the curriculum resources. There practice problems are limited. I found that you had to click in and out of each resource to find other resources and had to log back in every instance making this a bit frustrating for users.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	The spiral review incorporated with each lesson incorporates previous skills learned either within the grade level or previous grade level. Some of the lessons covered previous grade level benchmarks.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	The alignment of the content is logical.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	3 - Fair Alignment	Some of the visuals can be confusing to students. There is a lack of models to explain concepts.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	4 - Good Alignment	Most lessons starts with definitions then examples with explanations for students to follow when working on practice problems. The lesson ends with spiral review.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	4 - Good Alignment	The eBook allows for text highlighting, enlargement, and keyword search. The video lessons include closed captions. Textbook lessons are available in Spanish. There is a text-to speech option
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	3 - Fair Alignment	The lessons are very descriptive for students to follow. Some of the graphics incorporated within the explanations can be confusing and create misconceptions. The supplemental materials are separated and may cause frustration for the user.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	The instruction lacks multiple representations and models to assist students make sense of the mathematics.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	The units of study are short and try to make connections within concepts.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	1 - Very Poor/No Alignment	I did not found evidence of expectations for each lesson.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	3 - Fair Alignment	The instruction is procedural with explanations for each step. It does not encourage students to discover rules or concepts on their own. There are some reflection questions for some problems.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	The instruction is procedural with explanations for each step. There is a lack of multiple strategies, models and representations to support various learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	The instruction is procedural with explanations for each step. It does not encourage students to discover rules or concepts on their own. The rich text and explore activities could be used to engage students in the learning process.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	3 - Fair Alignment	The rich text and explore activities are included with each lesson but need to be assigned by the teacher. The other supplemental materials

		are mostly from outside resources.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	2 - Poor Alignment	The instruction is procedural with explanations for each step. It does not encourage students to discover rules or concepts on their own. It lacks multiple strategies and representations to help students conceptualized the mathematics.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	The instruction is procedural with explanations for each step. It does not encourage students to discover rules or concepts on their own. It lacks multiple strategies and representations to help students conceptualized the mathematics.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The assessments included are aligned to the benchmarks.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	3 - Fair Alignment	The assessments included are aligned to the benchmarks. The question types are limited..
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	The assessments are only available in print.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	2 - Poor Alignment	The MTRs are not highlighted throughout the students' materials, only in the teacher planning resource.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	3 - Fair Alignment	The assessments are aligned with the benchmarks. It is missing the learning outcomes and MTRs within the students materials. Instruction lacks

		multiple strategies and representations to assist students reach conceptual understanding.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	I found no evidence.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I found no evidence.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I found no evidence.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	I found no evidence.

Reviewer's Name: Megan Crombie

Title: Florida EdGems Math Course 2 Accelerated

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 7 Accelerated Mathematics

Bid ID: 318

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	4 - Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	Overall this material could be adopted for state use. The majority of lessons and tasks are aligned with B.E.S.T. standards. Specific comments for improvement are made next to each benchmark. An overall comment is a call for more explicit integration of the MTRs throughout student lessons.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	4 - Good Alignment	All rational numbers, variables on either side of equation. More real world situations would be helpful for 1.1 problems 25-29. There is no context with those problems.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	3 - Fair Alignment	There are no student problems with money conversions.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	4 - Good Alignment	Showing y/x in the tables was good. Problem 23 (page) 80 asked to explain someone's mistake. Students should be flexible in solving with different algorithms so asking the student to find the error is not as helpful as a real world example.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	3 - Fair Alignment	3.4 is aligned to 7th grade, but could use more real world examples. 4.2 and 4.3 are not 7th grade standards. They are aligned with 8th slope standards. 7th accelerated should included 8th standards, so that is good that they are there, but make sure

			to tell which are 7th and which are 8th standards. Slope is not 7th.
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	3 - Fair Alignment	3.4 and 3.5 align, 5.1 is not aligned with this benchmark.
MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	4 - Good Alignment	More opportunities to use tables are needed.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	This is aligned.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	This is aligned.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	5 - Very Good Alignment	There are lots of different opportunities to show the data.
MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	3 - Fair Alignment	p. 164 - The explanation needs to have more of an emphasis on the proportional relationship between the circumference and diameter. The visual on p. 164 is good, but the relationship needs to be specifically explained as a proportion. p. 167 problem 16 is beyond the benchmark.

MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	4 - Good Alignment	The real-world comparison of the pizzas was helpful.
MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	5 - Very Good Alignment	Visuals were helpful.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	4 - Good Alignment	Give more practice with using nets to find surface area.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Real-world problems were varied and applicable.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Real-world problems were good.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	5 - Very Good Alignment	Clear explanations and examples
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	5 - Very Good Alignment	Clear explanations and examples
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	4 - Good Alignment	For better alignment, shift the emphasis to generating equivalent expressions rather than just evaluating expressions.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	4 - Good Alignment	Problems 18-27 are more aligned with MA.8.AR.1.3 because of the emphasis on factoring.

MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	5 - Very Good Alignment	Ample practice
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	Variables on both sides was a good representation.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	3 - Fair Alignment	There are no opportunities for students to represent their answers graphically. There are some problems that review inequality graphs, but there are no blank/open graphs for students to show create and show their own graphic representations.
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	5 - Very Good Alignment	Good practice problems.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	5 - Very Good Alignment	Clear representations, easy to read
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	The variety of representations was appropriate
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	5 - Very Good Alignment	Practice problems were varied and appropriate.
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	4 - Good Alignment	Problems were good, it would be more be more helpful for UDL purposes if there were graphs in the

			student lessons for students to write on.
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	5 - Very Good Alignment	Real-world contexts were good.
MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	5 - Very Good Alignment	Visuals were helpful.
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	5 - Very Good Alignment	Visuals were helpful.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	It is implied that students should have graph paper or graphing calculators for p. 161, #5-#13. Make the directions more explicit.
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	5 - Very Good Alignment	A variety of scatter plots were shown.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	3 - Fair Alignment	Clarification 1 calls for attention to outliers. There is not explicit practice with outliers.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	Varied practice opportunities.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	5 - Very Good Alignment	Varied practice opportunities.

MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	5 - Very Good Alignment	Examples were common and relatable to theoretical probability.
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	5 - Very Good Alignment	Real-world examples were good.
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	5 - Very Good Alignment	Visuals were helpful.
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	5 - Very Good Alignment	Visuals were helpful.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	3 - Fair Alignment	There are not enough opportunities to use and apply the ideas of whether a function is increasing, decreasing, or constant. The questions ask for predictions based on real-world situations, but there needs to be explicit real-world practice with the ideas of increasing, decreasing, constant.
MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	4 - Good Alignment	problems 15-20 on p. 50 are better aligned with GR.1.3. If the intent is to use the Pythagorean Theorem, then the directions need to be

			more explicit. There is no model for how to do this.
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	4 - Good Alignment	problems 7-15 on page 59 need explicit instructions to use graph paper/the coordinate plane so instructors do not try to use the distance formula.
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	5 - Very Good Alignment	Colored triangle graphics were helpful. Showing the 3 sides as 3 different colors was good.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	Definitions and examples of angle types were clear and concise.
MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	5 - Very Good Alignment	Visuals were helpful.
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	4 - Good Alignment	After the table on p. 214, there should be a space for students to reflect on patterns they notice. The benchmarks calls for them to develop a formula. They are not explicitly given a chance to develop the formula; it is just given after the table.
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the	3 - Fair Alignment	In 11.2 there is too much of an emphasis on labeling vertices

	transformation that describes the relationship.		rather than determining the transformation.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	3 - Fair Alignment	The benchmark calls for the preimage to be given; it is not given in many problems.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	4 - Good Alignment	More practice would be helpful.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	3 - Fair Alignment	There are mathematical examples, but not enough real-world problems (as called for in the benchmark).
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	The number line on p. 19 is helpful.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	4 - Good Alignment	More opportunities to plot are needed.
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	5 - Very Good Alignment	Practice was appropriate.
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many	3 - Fair Alignment	More opportunities are needed to determine how many times larger or

	times larger or smaller one number is compared to a second number.		smaller numbers are. Rather than focusing on operations with scientific notation, there needs to be more of an emphasis on comparing. EX: How many times larger is x than y?
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	5 - Very Good Alignment	All operations were represented.
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	4 - Good Alignment	More real-world examples would help.
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	4 - Good Alignment	More real-world examples are needed.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	3 - Fair Alignment	The MTRs should be more explicitly integrated in the student lessons. It would be helpful for students to see directions for MTRs on their student pages. The instructor should not have to go to external Teacher Gems lessons to view the MTRs. They should be better integrated throughout the student lessons. There should be more opportunities to explicitly discuss with a partner, share ideas, etc. on a daily basis.

MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.	3 - Fair Alignment	The tic-tac-toe extensions rarely offer opportunities to show the same problem in multiple ways. There are good real-world extensions, but these are not different opportunities for modeling problems. Rather than having 9 different extensions, it would be more aligned with the MTRs to have fewer extensions that allows for multiple opportunities for representation.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	4 - Good Alignment	the fluency boards are helpful, but more fluency could be integrated throughout.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.	3 - Fair Alignment	More reflections could be integrated throughout. They are not explicit enough to

	Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		promote student thinking and talking.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	3 - Fair Alignment	There are not enough opportunities for students to generalize about patterns and structure. Practice problems are often random sets of numbers that do not build in helping students generalize concepts. They help with fluency, but not generalizations.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.	3 - Fair Alignment	There could be more opportunities throughout to probe

	Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		for reasonableness of solutions. For example, before answering, tell your partner what you think a reasonable answer would be. In the daily lessons this is not evident enough.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	5 - Very Good Alignment	Real-world connections are good. There could be more explicit connections to Florida.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	4 - Good Alignment	This is evident.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Multiple strategies should be included in daily activities rather than just performance tasks.
ELA.K12.EE.3.1	Make inferences to support comprehension.	4 - Good Alignment	This could be more evident in daily student lessons.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	This could be more evident in daily student lessons.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	More reflection could be provided for why formulas work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	This is a helpful ELL support.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	This is a helpful ELL support.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	4 - Good Alignment	In general there is good alignment.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	4 - Good Alignment	Progressions of complexity could be improved. Some lessons jump right into working with fractions and decimals right away before students may have mastered concepts with integers. This may make students seem like they need more scaffolded support, when in reality a less complex progression would reduce the need for more scaffold later on.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The student lessons need more MTR integration.

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	This could be stronger. Students need more opportunities to care about math.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	It matches the standards, but the progression is not always appropriate for classroom use.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	This is appropriate for students working on grade level.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	5 - Very Good Alignment	The student lessons are chunked appropriately.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	This is appropriate.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	This is appropriate.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Content appeared accurate.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	Content appeared accurate.
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Content appeared accurate.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	Content appeared accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content was up-to-date.

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	3 - Fair Alignment	There are many missed opportunities for specific connections to Florida.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	More student-friendly real-world connections could be made.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content could be more meaningful to students.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	There could be a much stronger connection to other content areas.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	This was appropriate.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).	5 - Very Good Alignment	This was appropriate.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	In general the alignment was good.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	This was appropriate.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	This was appropriate.

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Laws of exponents and Pythagorean Theorem could be organized closer together in sequencing the curriculum. The placement of Unit 10 does not make sense because it is in the middle of two different geometry units.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	5 - Very Good Alignment	Material was easy to read and visually engaging.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Student lessons were chunked nicely.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).	5 - Very Good Alignment	This was appropriate.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	In general the presentation is good and fulfills UDL requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Additional integration of MTRs explicitly into daily lessons would help increase motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Chunking was great.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Instruction is explicit, clear, and concise.

4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	This was appropriate.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	More opportunities for multiple representations of the same ideas could be added. For example, show a table, graph, equation, and real-world situation of the SAME problem, rather than different problems. This would allow multiple entry points to the same problem.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	There needs to be more explicit engagement in the student lessons.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	More MTR integration would help.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	4 - Good Alignment	This was appropriate.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	This was appropriate.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	This was appropriate.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	This was appropriate.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	More representations of the same problem, rather than different problems, would help with UDL strategies.

13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	4 - Good Alignment	The MTRs could be much more evident in daily student lesson tasks.
14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	4 - Good Alignment	In general, alignment is good.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	This is appropriate.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	This is appropriate.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	This is appropriate.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	This is appropriate.

Reviewer's Name: Christopher DeLuca

Title: Florida EdGems Math Course 2 Accelerated

Publisher: EdGems Math LLC

Author: Shannon McCaw

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Edition: 1st

Grade Level: 6-8

Course: M/J Grade 7 Accelerated Mathematics

Bid ID: 318

Final Recommendation	
Based on your evaluation scores and the material's alignment to standards, do you recommend this instructional material for adoption?	Yes
How would you rate the overall usability of the instructional material?	5 - Very Good Alignment
Please provide comments regarding this material that would be beneficial in determining whether it should be adopted for state use, including both strengths and weaknesses and overall effectiveness as a teaching/learning tool.	After thoroughly reviewing this material, I find it to be very well aligned to the benchmarks and standards. It is well organized and each lesson provides ample opportunities for students to learn and master content. I do wish some of the Explore components were digital rather than worksheets teachers would need to print. I would have also

	liked to see more explicit direction and referencing of the MTRs. Overall, great product and I strongly recommend it for adoption.

Standard	Description	Reviewer Rating	Rating Justification
MA.7.AR.2.2	Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.	5 - Very Good Alignment	Lessons are aligned and ample practice opportunity is available.
MA.7.AR.3.3	Solve mathematical and real-world problems involving the conversion of units across different measurement systems.	5 - Very Good Alignment	Lessons are aligned and I really like the explore lesson. It provides students with a great entry point into the standard.
MA.7.AR.4.1	Determine whether two quantities have a proportional relationship by examining a table, graph or written description.	5 - Very Good Alignment	The lesson does a great job showing students how to determine from a table whether a relationship is proportional. I also like how the lessons include both vertical and horizontal tables.
MA.7.AR.4.2	Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.	5 - Very Good Alignment	Lessons align to benchmark
MA.7.AR.4.3	Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.	5 - Very Good Alignment	Lessons align to benchmark

MA.7.AR.4.4	Given any representation of a proportional relationship, translate the representation to a written description, table or equation.	4 - Good Alignment	The lessons do.a good job having students look at and analyze various representations, however, I did not see any evidence of students having to translate the representation to a written description.
MA.7.AR.4.5	Solve real-world problems involving proportional relationships.	5 - Very Good Alignment	The lessons all provide ample real-world practice problems involving proportional relationships.
MA.7.DP.1.4	Use proportional reasoning to construct, display and interpret data in circle graphs.	5 - Very Good Alignment	The examples model for students how to use proportional reasoning to construct, read and interpret circle graphs and hen students are given ample opportunities to practice this benchmark.
MA.7.DP.1.5	Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.	5 - Very Good Alignment	Pages 293 and 294 do a great job explaining the difference between numerical and categorical data and provides a thorough explanation of the various representations and when it is most appropriate to use each.

MA.7.GR.1.3	Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.	5 - Very Good Alignment	The lessons here are aligned to the benchmark. On page 164, instead of just telling students that you could wrap the diameter around the circle approximately 3.14 times, I wish the book offered a hands-on activity for teachers to conduct with their students allowing them to come to this realization on their own.
MA.7.GR.1.4	Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.	4 - Good Alignment	The lesson does a great job showing the relationship between the area of a circle and the area of a parallelogram. The benchmark here calls for students to explore and apply 'a' formula to find the area of a circle and the lesson only provides students with one possible formula. The benchmark should be interpreted as allowing students to explore various different formulas/versions of the formula and then being able to apply the one that is most efficient/appropriate to a specific question.

MA.7.GR.1.5	Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.	4 - Good Alignment	The lessons here only include problems involving scale drawings and scale factors and do not include any problems that just involve dimensions and areas of geometric figures.
MA.7.GR.2.1	Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.	5 - Very Good Alignment	Lesson aligns to benchmark and questions are within the specifications.
MA.7.GR.2.2	Solve real-world problems involving surface area of right circular cylinders.	5 - Very Good Alignment	Lessons align to benchmark and the majority of the 28 questions on pages 185-187 or set in a real-world context.
MA.7.GR.2.3	Solve mathematical and real-world problems involving volume of right circular cylinders.	5 - Very Good Alignment	Lessons align to benchmark and the majority of the 28 questions on pages 185-187 or set in a real-world context.
MA.7.NSO.1.1	Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.	2 - Poor Alignment	Pages 221-230 align to benchmark with the except of including rational number bases. Pages 271-280 do not align at all to the Laws of Exponents.
MA.7.NSO.1.2	Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.	3 - Fair Alignment	Lesson 2.1 focuses on rational AND irrational numbers even though this benchmark only calls for rational numbers. Lesson 8.3 focuses on

			scale drawings which is not the intent of this benchmark.
MA.8.AR.1.1	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	4 - Good Alignment	Aligns to benchmark, however, it is the same lesson used for the 7th grade benchmark involving exponents. I would have liked to see some differentiation between the two different grade level expectations.
MA.8.AR.1.2	Apply properties of operations to multiply two linear expressions with rational coefficients.	5 - Very Good Alignment	All questions are aligned and within the benchmark clarifications of having at least one fo the factors being a monomial.
MA.8.AR.1.3	Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.	5 - Very Good Alignment	The lesson highlighted here aligns to the benchmark.
MA.8.AR.2.1	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	5 - Very Good Alignment	Lessons highlighted here align to the benchmark and offer ample practice opportunities for students.
MA.8.AR.2.2	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	5 - Very Good Alignment	Lesson on pages 27-31 align very well to this benchmark. The lesson on pages 204-207 would be a good lesson to connect this benchmark to, however, this

			benchmark is not the primary focus.
MA.8.AR.2.3	Given an equation in the form of $x^2=p$ and $x^3=q$, where p is a whole number and q is an integer, determine the real solutions.	5 - Very Good Alignment	Lessons highlighted are aligned to the benchmark.
MA.8.AR.3.1	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	At no point in any of these lessons is the term 'linear relationship' mentioned. While the tables and graphs may represent linear relationships, I think it is important for students to see the specific language and mathematical vocabulary.
MA.8.AR.3.2	Given a table, graph or written description of a linear relationship, determine the slope.	5 - Very Good Alignment	Very good alignment to the benchmark.
MA.8.AR.3.3	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	5 - Very Good Alignment	The lessons highlighted here align to the benchmark and ample opportunities are provided for practice.
MA.8.AR.3.4	Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.	5 - Very Good Alignment	The highlighted lessons align to the benchmark and ample practice opportunities are provided.
MA.8.AR.3.5	Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.	4 - Good Alignment	I would have liked to see more questions asking students to interpret the slope.

MA.8.AR.4.1	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	5 - Very Good Alignment	Lesson aligns to benchmark
MA.8.AR.4.2	Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.	5 - Very Good Alignment	Highlighted lessons align to benchmark and great visual examples are provided.
MA.8.AR.4.3	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	5 - Very Good Alignment	Lesson aligns to benchmark and ample practice opportunity is provided.
MA.8.DP.1.1	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	5 - Very Good Alignment	Lesson aligns to benchmark. I really enjoyed the introduction to this lesson on page 134.
MA.8.DP.1.2	Given a scatter plot within a real-world context, describe patterns of association.	5 - Very Good Alignment	Very good alignment. I like how on page 140 there are both examples and non examples shown of good lines of best fit.
MA.8.DP.1.3	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	Great alignment to benchmark.
MA.8.DP.2.1	Determine the sample space for a repeated experiment.	4 - Good Alignment	For this benchmark I would recommend also including lesson 12.1 where the term sample space is explicitly taught.
MA.8.DP.2.2	Find the theoretical probability of an event related to a repeated experiment.	5 - Very Good Alignment	Highlighted lessons align to benchmark and the context of the problems are relevant

			and relatable to students.
MA.8.DP.2.3	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	5 - Very Good Alignment	Questions all align to benchmark and the context of the problems allow teachers to actually provide students with physical manipulatives so they can better explore and understand the questions at hand.
MA.8.F.1.1	Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.	5 - Very Good Alignment	Highlighted lessons align to benchmark and the various representations are all present.
MA.8.F.1.2	Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.	5 - Very Good Alignment	Examples in lessons all provide great visuals and helps students to look vertically at a table of values to identify whether the function is linear or not.
MA.8.F.1.3	Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.	3 - Fair Alignment	Good alignment. I would have liked to see more questions asking students to identify where the function is increasing, decreasing, or constant. I saw very little evidence of these types of questions in the highlighted lessons.

MA.8.GR.1.1	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	Lesson aligns and ample opportunities are provided for students to apply and practice using the Pythagorean Theorem.
MA.8.GR.1.2	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	5 - Very Good Alignment	Lesson aligns to benchmark and enough practice is provided where students should have no problems meeting benchmark clarification of memorizing pythagorean theorem. Question number 19 on page 59 is a great question!
MA.8.GR.1.3	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the converse of the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.	5 - Very Good Alignment	I absolutely love the explore activity for lesson 9.4 that allows students to discover for themselves whether 3 given side lengths can form a triangle. This is so much more effective than just telling students.
MA.8.GR.1.4	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	Lessons all align to benchmark. I really like how the first example on page 190 begins having students looking at algebraic equations. Often times this is brought in later into the lesson and students view it was a different, new skillset.

MA.8.GR.1.5	Solve problems involving the relationships of interior and exterior angles of a triangle.	5 - Very Good Alignment	Very good alignment. These lessons do a great job preparing students for HS Geometry!
MA.8.GR.1.6	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	5 - Very Good Alignment	I really appreciate how the explore activity allows students to derive the Angle Sum of a Polygon formula rather than simply telling students what it is.
MA.8.GR.2.1	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	2 - Poor Alignment	These lessons teach students about reflections, rotations, and translations and ask some great questions regarding each. The reason I gave this a 2 is because I did not find any evidence at all of questions that hit this benchmark directly. Students are never asked to identify which transformation took place if given a pre-image and image.
MA.8.GR.2.2	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	5 - Very Good Alignment	The lesson aligns to the benchmark.
MA.8.GR.2.3	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	5 - Very Good Alignment	The lessons here do a great job showing students the rules of each transformation and the questions asked in the exercises require students to have a deep

			understanding of each transformation.
MA.8.GR.2.4	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	5 - Very Good Alignment	Great lessons with very good alignment to benchmark. These lessons will really help prepare students for HS Geometry.
MA.8.NSO.1.1	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line.	5 - Very Good Alignment	Lesson 1.4 introduces irrational numbers through square roots. Lesson 2.1 asks students to plot, order, and compare rational and irrational number in various forms and has students plotting them on a number line.
MA.8.NSO.1.2	Plot, order and compare rational and irrational numbers, represented in various forms.	5 - Very Good Alignment	Lesson 2.1 is 100% aligned to this benchmark.
MA.8.NSO.1.3	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency.	4 - Good Alignment	Lessons are aligned but I would have liked to see more practice problems involving rational number bases.
MA.8.NSO.1.4	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.	5 - Very Good Alignment	Lessons highlighted align to benchmark.
MA.8.NSO.1.5	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	5 - Very Good Alignment	Highlighted lessons align to benchmark with ample practice opportunities for

			students. I also like how several different methods were taught in regards to adding, subtracting, multiplying, and dividing numbers in scientific notation.
MA.8.NSO.1.6	Solve real-world problems involving operations with numbers expressed in scientific notation.	5 - Very Good Alignment	Real-world problems are included in every lesson, including the ones that align to this benchmark.
MA.8.NSO.1.7	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	5 - Very Good Alignment	Highlighted lessons align to benchmark and benchmark clarifications.
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach.	2 - Poor Alignment	The MTRs are never explicitly taught to students nor is there any evidence of them in the student edition books. I understand that benchmarks and lessons naturally call for and align to the MTRs, however there is no intentional embedding of them in this instructional material.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:	2 - Poor Alignment	The MTRs are never explicitly taught to students nor is there any evidence of them in the student edition books. I understand that benchmarks and

	• Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose.		lessons naturally call for and align to the MTRs, however there is no intentional embedding of them in this instructional material.
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations.	2 - Poor Alignment	The MTRs are never explicitly taught to students nor is there any evidence of them in the student edition books. I understand that benchmarks and lessons naturally call for and align to the MTRs, however there is no intentional embedding of them in this instructional material.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others.	2 - Poor Alignment	The MTRs are never explicitly taught to students nor is there any evidence of them in the student edition books. I understand that benchmarks and lessons naturally call for and align to the MTRs, however there is no intentional embedding of them in

	• Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence.		this instructional material.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations.	2 - Poor Alignment	The MTRs are never explicitly taught to students nor is there any evidence of them in the student edition books. I understand that benchmarks and lessons naturally call for and align to the MTRs, however there is no intentional embedding of them in this instructional material.
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems.	2 - Poor Alignment	The MTRs are never explicitly taught to students nor is there any evidence of them in the student edition books. I understand that benchmarks and lessons naturally call for and align to the MTRs, however there is no intentional embedding of them in

	• Verify possible solutions by explaining the methods used. • Evaluate results based on the given context.		this instructional material.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.	2 - Poor Alignment	The MTRs are never explicitly taught to students nor is there any evidence of them in the student edition books. I understand that benchmarks and lessons naturally call for and align to the MTRs, however there is no intentional embedding of them in this instructional material.
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	2 - Poor Alignment	While certain lessons call for this ELA Expectation, there is no explicit instruction for it nor is there any referencing to it.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	2 - Poor Alignment	While certain lessons call for this ELA Expectation, there is no explicit instruction for it nor is there any referencing to it.
ELA.K12.EE.3.1	Make inferences to support comprehension.	2 - Poor Alignment	While certain lessons call for this ELA Expectation, there is no explicit instruction for it nor is there any referencing to it.

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	While certain lessons call for this ELA Expectation, there is no explicit instruction for it nor is there any referencing to it.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	2 - Poor Alignment	While certain lessons call for this ELA Expectation, there is no explicit instruction for it nor is there any referencing to it.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	While certain lessons call for this ELA Expectation, there is no explicit instruction for it nor is there any referencing to it.
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	2 - Poor Alignment	While certain lessons call for this ELA Expectation, there is no explicit instruction for it nor is there any referencing to it.

Content	Reviewer Rating	Rating Justification
1. A. Alignment with curriculum: The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.	5 - Very Good Alignment	Overall, the content in the instructional material aligns with the state's standards and benchmarks for the subject, grade levels, and learning outcomes.
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	5 - Very Good Alignment	Very good alignment to the grade level benchmarks.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	I find these materials to be very useful for classroom instruction.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Each lesson contains multiple examples along with ample practice opportunities for students.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Difficulty of material aligns to the complexity of the standards.
6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.	5 - Very Good Alignment	All material is suitable for an accelerated 7th grade student.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	4 - Good Alignment	With this being an accelerated course and blending almost two full years worth of standards into one year, teachers will definitely be pressed for time in covering all material.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	5 - Very Good Alignment	Very good alignment
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	5 - Very Good Alignment	Very good alignment
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	During my review of this instructional material, I did not find any evidence of typographical or visual errors.
11. D. Accuracy of Content: The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).	5 - Very Good Alignment	During my review of this instructional material, I did not find any evidence of bias or contradictions, nor is it inflammatory in nature.

12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Material includes prevailing theories, concepts, standards, and models used with the subject of mathematics.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	5 - Very Good Alignment	I did not find any evidence of mistakes or inconsistencies
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	I found the material to be up-to-date according to all current research.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	5 - Very Good Alignment	The majority of the content is relevant to a 7th grade student.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	There are a few instances throughout where a specific skill is mentioned earlier in the book than when it is specifically taught through a lesson. For example, scale drawings are mentioned on page 67 but are not explicitly taught until page 175.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Each lesson contains real-world problems that help students to understand the relevancy of the specific skill.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Some evidence of interdisciplinary connections however there is definitely some room for improvement.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).	5 - Very Good Alignment	All multicultural representations appear to be fair and unbiased.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core	5 - Very Good Alignment	All material is humane and compassionate.

pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).		
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Yes, overall the content of the benchmarks and standards is covered thoroughly in this material.

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.	5 - Very Good Alignment	This instructional material is comprehensive and does not require the teacher to prepare additional teaching materials for the course.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All components of the major tool align with the curriculum and each other.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Good alignment. There were a few instances where a skill was mentioned in an earlier lesson prior to it being taught explicitly.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.	4 - Good Alignment	As a teacher, I enjoy and appreciate the narratives at the start of each lesson, however, I have reservations that some of the narratives are too long and will disengage students.
5. E. Pacing of Content:The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.	5 - Very Good Alignment	Lessons are appropriate in length and size.
6. Accessibility: The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with	5 - Very Good Alignment	After reviewing the UDL questionnaire and the instructional material, there is evidence of students aids that

the material. (For assistance refer to the answers on the UDL questionnaire).		help students access and interact with the material.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	5 - Very Good Alignment	Overall, this submission strongly satisfies the presentation requirements.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The student online experience is motivating and engaging for students.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The areas of emphasis identified in the B.E.S.T. standards are thoroughly taught throughout the year.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Each lesson has a specific learning target.
4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.	5 - Very Good Alignment	The online site for the students contains affiliated links to instructional videos and other helpful resources.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The student site provides tiered instruction, proficiency practice, challenge practice, and various other practice opportunities and resources for varying learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	I did not see a lot of evidence of engaging the physical activity of students during the learning process.
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	4 - Good Alignment	The online component offers practice activities at varying

		degrees of difficulty an d extends on students' thinking.
8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.	5 - Very Good Alignment	The teacher edition offers instructional strategies that are known to be successful and the lessons are designed in a way that requires students to read through and analyze a modeled problem and then apply their learning to various exercise problems.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Very good alignment.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The assessment questions align completely to the desired learning outcomes stated at the start of each lesson.
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.	5 - Very Good Alignment	The assessment questions align completely to the desired learning outcomes stated at the start of each lesson.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Based on the UDL questionnaire and after reviewing the instructional material, their is clear evidence that this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or Mathematical Thinking and Reasoning Standards as applicable?	2 - Poor Alignment	I have found no evidence of the ELA Expectations and/or MTRs, however, many of the lessons still incorporate many of those same principles.

14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)	5 - Very Good Alignment	Yes, very good alignment.

Special Topics	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	No evidence of CRT was found during my review of the instructional material.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT was found during my review of the instructional material.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of CRT was found during my review of the instructional material.
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	No evidence of social emotional learning was found during my review of the instructional material.

Reviewer's Name: Jennifer Halter

Title: Florida EdGems Math Course 2 Accelerated

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: M/J Accelerated Mathematics Grade 7

Bid ID: 318

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	5 - Very Good Alignment	After reviewing, no evidence of prohibited topic, Critical Race Theory was found.

UDL Reviewer's Name: Clayton Littell

Title: Florida EdGems Math Course 2 Accelerated

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: 1205050 - M/J Grade 7 Accelerated Mathematics

Bid ID: 318

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
Bid Response *Florida EdGems Math Course 2 Accelerated enables students to choose instructional material display options through the digital student edition (via HTML5 format) and each lesson's eBook, located by clicking the eBook icon. The eBook contains the following functionality: • Teacher narrated text and images, via the "speaker" icon at the lower left side of the page. The textbook can be read on a sentence-by-sentence basis and each selected sentence is highlighted in yellow. The tool also reads alt text for the images. • Text highlighting • Key word searching • Comment functionality for one-to-one devices Additional functionality found in the digital program includes: • Closed-caption Lesson videos for every lesson; • Text-based instructional materials, provided in PDF format, can be enlarged or reduced using "+" and "-" functionality located on the right side of the PDF when opened. • Alt text exists for instruction-related images and can be read with Adobe Acrobat Pro. • Adjustment of colors and background colors can be done using the devices' built-in manufacturers settings or built-in browser settings of computers/laptops; dimming of screens etc.; color of fonts and backgrounds). Florida EdGems Math Course 2 Accelerated supports and complies with the Individuals with DisabilitiesAct (IDEA) and the terms and conditions of the National Instructional Materials Access Center, NIMAC. In accordance with IDEA, EdGems Math will upload its series of middle school math textbooks to the NIMAC at the time of printing.*		
Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Publisher reports that text in the instructional materials in PDF format can be enlarged or reduced using buttons on right side of PDF when opened. Buttons are not found on right side of opened PDF materials. Adjusting the type of fonts and size can increase readability of the content for some students.

Background: High contrast color settings are available.	3 - Fair Alignment	Publisher reports that adjustment of colors and background are done using devices and browser settings. Devices and browsers used vary from student to student, therefore consistency of accessibility cannot be predicted.
Text-to-speech tools.	3 - Fair Alignment	Built-in text-to-speech tool available for eBook but not for additional materials and lessons. Consistency of accessibility cannot be predicted.
All images have alt tags.	3 - Fair Alignment	Publisher reports that alt text exists and can be read with Adobe Acrobat Pro. Availability of Adobe Acrobat Pro cannot be predicted for all students.
All videos are captioned.	5 - Very Good Alignment	Publisher reports closed-caption lesson videos for ever lesson, consistency confirmed.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	Publisher does not report on refreshable Braille display accessibility. I do not have the devices/software to test.

2. How are the following **navigation features** provided in the instructional materials:		
Bid Response *Florida EdGems Math Course 2 Accelerated has navigation features in the instructional materials that include: • Non-text navigation elements such as buttons, icons, arrows, etc. that can be adjusted in size within each lesson's eBook page view controls, as well as the devices' built-in or browser options. • Navigation elements that are keyboard navigable. • Navigation information can be sent to refreshable Braille displays using JAWS software on a Windows PC and Internet Explorer.*		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	5 - Very Good Alignment	Publisher reports non-text navigation available with adjustability in size for eBook, consistency confirmed.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	Publisher reports navigation elements are keyboard navigable. Keyboard shortcuts for menu items not found. Consistency of accessibility cannot be predicted.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher reports refreshable Braille displays using JAWS software on a Windows PC and Internet Explorer. I do not have the devices/software to test.

3. How are the following **study tools** provided in the instructional materials:		
Bid Response *Florida EdGems Math Course 2 Accelerated provides the following study tools: • PDF's can be highlighted in yellow, rose, green, blue, and additional colors when they are downloaded and used with Adobe Acrobat Pro. • Selected text in each lesson's eBook can be highlighted in yellow. • Highlighted text can be viewed in the eBook (and can be turned on and off as needed). Selected text can be copied and pasted into another document; however, automatic extraction of the highlighted text is not available at this time. • The note taking tool in the eBook is available for students and teachers (for one-to-one computer use).*		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	Publisher reports PDF's can be highlighted when colors are downloaded and used with Adobe Acrobat Pro. Consistency of accessibility cannot be predicted.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Publisher reports automatic extraction of highlighted text is not available at this time. Consistency of accessibility cannot be predicted.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	3 - Fair Alignment	Publisher reports note taking tool is available in eBook. I did not find note taking tool in eBook. Consistency of accessibility cannot be predicted.

4. Which of the following **assistive technology supports, by product name,** have you tested for use with the instructional materials:		
Bid Response *Each lesson in Florida EdGems Math Course 2 Accelerated's eBook (accessed by clicking the eBook icon on every lesson page in the digital student edition) provides accurate text-to-speech and magnification within the eBook tool. In addition, every print-based lesson contains Alt-text, and all print-based resources are downloadable in PDF format.*		
Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher reports all lessons provide AT accessibility. Consistency confirmed.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?

Bid Response *Florida EdGems Math Course 2 Accelerated is available as a printed text for students and contains all lessons and Appendices. In addition, digital resources such as assessments and worksheets are downloadable and can be printed out for students.*		
Review	Rating	Comments
	5 - Very Good Alignment	Publisher reports all lessons are available as printed text and assessments and worksheets are downloadable. Consistency confirmed.

UDL Reviewer's Name: Clayton Littell

Title: Florida EdGems Math Course 3

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: 1205070 - Grade Eight Mathematics: Pre-Algebra

Bid ID: 320

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:		
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Review	Rating	Comments
Assistive technology software that can be run in the background. Examples include: Magnification, Text-to-speech, Text-to-American Sign Language, On-screen keyboards, Switch scanning controls, Speech-to-text.	4 - Good Alignment	Publisher reports all lessons provide AT accessibility. Consistency confirmed.

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Review	Rating	Comments
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Reviewer's Name: Jennifer Halter

Title: Florida EdGems Math Course 3

Publisher: EdGems Math LLC

Author: Shannon McCaw

Copyright: 2022

Edition: 1st

Grade Level: 6-8

Course: M/J Grade 8 Pre-Algebra

Bid ID: 320

Prohibited Topic	Reviewer Rating	Rating Justification
Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?	4 - Good Alignment	In Unit 10 on Probability, the Mathematical Assessment Project on Medical Testing may not be classroom appropriate for middle school. While I didn't see any evidence of CRT, the content itself may not be age appropriate.