

**Reviewer's Name:** Tiffany Spradling

**Title:** Florida EdGems Math Course 3

**Publisher:** EdGems Math LLC

**Author:** Shannon McCaw

**Copyright:** 2022

**Edition:** 1st

**Grade Level:** 6-8

**Course:** [Grade Eight Mathematics: Pre-Algebra](#)

**Bid ID:** 320

### 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.

The resources included with these instructional materials and their alignment to the instructional expectations of the B.E.S.T. Standards are great. However, the alignment to the content expectations of the B.E.S.T. Standards is poor. There are additional lessons without alignment (e.g., Lesson

5.3) and a strong emphasis on replicating procedures in the student lessons.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.8.AR.1.1</a>	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	5 - Very Good Alignment	Good connections between familiar multiplication patterns and exponent laws
<a href="#">MA.8.AR.1.2</a>	Apply properties of operations to multiply two linear expressions with rational coefficients.	3 - Fair Alignment	Visuals needed for modeling factoring so students can connect prior knowledge of multiplication and division. Explore activities should be added to main lesson.
<a href="#">MA.8.AR.1.3</a>	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	Visuals needed for modeling factoring so students can connect prior knowledge of multiplication and division. Explore activities should be added to main lesson.
<a href="#">MA.8.AR.2.1</a>	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	2 - Poor Alignment	Solving equations taught procedurally without connections to models or prior understanding

<a href="#">MA.8.AR.2.2</a>	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	3 - Fair Alignment	Solving inequalities taught procedurally without connections to models or prior learning about inequality
<a href="#">MA.8.AR.2.3</a>	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.	2 - Poor Alignment	Students are expected to isolate the $x^2$ or $x^3$ term in most of the lesson examples. The B1G-M states this is not the expectation.
<a href="#">MA.8.AR.3.1</a>	Determine if a linear relationship is also a proportional relationship.	4 - Good Alignment	Lesson has clear alignment to benchmark clarifications
<a href="#">MA.8.AR.3.2</a>	Given a table, graph or written description of a linear relationship, determine the slope.	4 - Good Alignment	Lesson has clear alignment to benchmark clarifications
<a href="#">MA.8.AR.3.3</a>	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	4 - Good Alignment	Lesson has clear alignment to benchmark clarifications
<a href="#">MA.8.AR.3.4</a>	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	Lesson has clear alignment to benchmark clarifications
<a href="#">MA.8.AR.3.5</a>	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	Interpreting slope not featured in opening examples, but in lesson itself. Teachers may miss this point.
<a href="#">MA.8.AR.4.1</a>	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	4 - Good Alignment	Good emphasis on exploring features of linear equations to determine the

			number of solutions a system has.
<a href="#">MA.8.AR.4.2</a>	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	Good emphasis on exploring features of linear equations to determine the number of solutions a system has.
<a href="#">MA.8.AR.4.3</a>	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	4 - Good Alignment	Good emphasis on exploring features of linear equations to determine the number of solutions a system has.
<a href="#">MA.8.DP.1.1</a>	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	1 - Very Poor/No Alignment	No evidence of constructing line plots; Lesson 5.3 does not align to the B.E.S.T. Standards as the expectation is not for students to find equations for lines of best fit.
<a href="#">MA.8.DP.1.2</a>	Given a scatter plot within a real-world context, describe patterns of association.	5 - Very Good Alignment	Good contexts and examples
<a href="#">MA.8.DP.1.3</a>	Given a scatter plot with a linear association, informally fit a straight line.	3 - Fair Alignment	Lesson 5.2 aligns well, but teachers will teach outside of the content limits by including Lesson 5.3.
<a href="#">MA.8.DP.2.1</a>	Determine the sample space for a repeated experiment.	4 - Good Alignment	Found in Explore activities
<a href="#">MA.8.DP.2.2</a>	Find the theoretical probability of an event related to a repeated experiment.	2 - Poor Alignment	Lesson 10.2 expects students to solve problems about compound events

			beyond repeated experiments.
<a href="#">MA.8.DP.2.3</a>	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	4 - Good Alignment	Good examples in Lesson 10.3
<a href="#">MA.8.F.1.1</a>	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	Clear evidence of benchmark clarifications
<a href="#">MA.8.F.1.2</a>	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	Clear evidence of benchmark clarifications
<a href="#">MA.8.F.1.3</a>	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	Good connections of linear and nonlinear functions to real-world contexts.
<a href="#">MA.8.GR.1.1</a>	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	3 - Fair Alignment	No exploration of Pythagorean Theorem
<a href="#">MA.8.GR.1.2</a>	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.	2 - Poor Alignment	Student lesson features additional formula for applying Pythagorean Theorem to rectangular prisms, rather than emphasis on problem solving.
<a href="#">MA.8.GR.1.3</a>	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.	3 - Fair Alignment	Would like to see more real-world applications for finding distance on a coordinate plane (e.g., using maps)

<a href="#">MA.8.GR.1.4</a>	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	3 - Fair Alignment	Good "Explore!" activities, practice is beyond expectations to explore angle relationships
<a href="#">MA.8.GR.1.5</a>	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	Good examples
<a href="#">MA.8.GR.1.6</a>	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	4 - Good Alignment	Would like to see irregular polygons that are not just stretched regular polygons
<a href="#">MA.8.GR.2.1</a>	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	4 - Good Alignment	Good explore activities
<a href="#">MA.8.GR.2.2</a>	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	4 - Good Alignment	Would like more real-world examples
<a href="#">MA.8.GR.2.3</a>	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	4 - Good Alignment	Would like to see examples of application in lesson examples (stronger in lesson practice)
<a href="#">MA.8.GR.2.4</a>	Solve mathematical and real-world problems involving proportional relationships between similar triangles.	4 - Good Alignment	Good practice
<a href="#">MA.8.NSO.1.1</a>	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	Would like to see more opportunities for student justification when representing on a number line
<a href="#">MA.8.NSO.1.2</a>	Plot, order and compare rational and irrational numbers, represented in various forms.	4 - Good Alignment	Would like to see more opportunities for student justification when

			plotting, ordering, and comparing numbers irrational numbers
<a href="#">MA.8.NSO.1.3</a>	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	Good connections to patterns (e.g., comparing $5^3$ to $5^{(-3)}$ written in standard form)
<a href="#">MA.8.NSO.1.4</a>	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	Should connect to what students learn about representing powers of ten from elementary school.
<a href="#">MA.8.NSO.1.5</a>	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	4 - Good Alignment	Within expectations of benchmark clarifications
<a href="#">MA.8.NSO.1.6</a>	Solve real-world problems involving operations with numbers expressed in scientific notation.	4 - Good Alignment	Within expectations of benchmark clarifications
<a href="#">MA.8.NSO.1.7</a>	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	4 - Good Alignment	Examples throughout multiple lessons
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>	4 - Good Alignment	Good guidance in the Teacher Guide.

	<ul style="list-style-type: none"> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	4 - Good Alignment	Good guidance in the Teacher Guide.
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	4 - Good Alignment	Good guidance in the Teacher Guide.



<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>4 - Good Alignment</p>	<p>Good guidance in the Teacher Guide.</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>4 - Good Alignment</p>	<p>Good guidance in the Teacher Guide.</p>

<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>4 - Good Alignment</p>	<p>Good guidance in the Teacher Guide.</p>
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	<p>4 - Good Alignment</p>	<p>Good guidance in the Teacher Guide.</p>
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	<p>4 - Good Alignment</p>	<p>Great resources throughout the platform.</p>
<a href="#">ELA.K12.EE.2.1</a>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>4 - Good Alignment</p>	<p>Great resources throughout the platform.</p>
<a href="#">ELA.K12.EE.3.1</a>	<p>Make inferences to support comprehension.</p>	<p>4 - Good Alignment</p>	<p>Great resources throughout the platform.</p>

<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Great resources throughout the platform.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Great resources throughout the platform.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Great resources throughout the platform.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Good resources for teachers; will require teacher PD to help them locate.
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Good resources for teachers; will require teacher PD to help them locate.

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.	2 - Poor Alignment	Some lessons are outside benchmark expectations
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 lessons are above benchmark expectations
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Great resources for teachers
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	2 - Poor Alignment	Emphasis on replication of procedures during lesson examples. Application found later in lesson practice

5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Some lessons are above benchmark expectations
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	Because some content is above grade level, may not match student abilities
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	Lessons seem feasible to complete within school year
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Good evidence
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 evidence
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	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).	4 - Good Alignment	Objective evidence
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	Good evidence
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Good evidence
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Good evidence
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	Emphasis on replication of procedures in lesson examples

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	Missed opportunities to connect to prior learning from K-7
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	Real-world contexts often found later in lesson practice, rather than in examples
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	2 - Poor Alignment	Very little evidence 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).	4 - Good Alignment	Unbiased 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).	4 - Good Alignment	No evidence of inappropriate content
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	All benchmarks 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.	4 - Good Alignment	With adequate training, useful resources for teachers.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	With adequate training, useful resources for teachers.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Unit topics progress well

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.	2 - Poor Alignment	Lessons are wordy and with a stronger emphasis on mathematical contexts than real-world contexts
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	With adequate training, teachers could scaffold lessons to meet students' needs
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	With adequate training, useful resources for 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).	4 - Good Alignment	With adequate training, useful resources for teachers.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	There are many opportunities for students to practice and receive feedback, but not math engagement.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Most topics found in more than one lesson.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	"I can" statements are written clearly.
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	Students can receive feedback to track learning through ancillary materials
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Practice is tiered by difficulty, but not 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	Students can receive feedback to track learning through ancillary materials
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	Unit topics are organized well
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	Emphasis on procedural learning in lessons
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	Emphasis on procedural learning in lessons
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Lessons' practice questions could be good formative assessment items
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	Students can receive feedback to track learning through ancillary materials
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Students can receive feedback to track learning through ancillary 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	Identified in teacher lesson resource document
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	Students learn and practice procedural applications of topics primarily.

Special Topics	Reviewer Rating	Rating Justification
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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 found
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence found
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence found
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 found



**Reviewer's Name:** Misty Wood

**Title:** Florida EdGems Math Course 3

**Publisher:** EdGems Math LLC

**Author:** Shannon McCaw

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**Edition:** 1st

**Grade Level:** 6-8

**Course:** [Grade Eight Mathematics: Pre-Algebra](#)

**Bid ID:** 320

### 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.

I do not recommend this textbook because there are just too many standards that don't align to the new Florida BEST standards and the pacing is hard to follow. STRENGTHS: 1) The videos that model the activities recommended in this curriculum are very helpful. They are a great model on how to keep students engaged in a math classroom. 2) The

resources are very organized and easy to use. There are also video and power points to help explain the concepts to students. 3) Each unit has a section that explains what students should have learned in previous grade levels. WEAKNESSES: 1) The complexity of some of the content is not aligned to the specifications in the Florida BEST standards. The increased complexity will interfere with a student's ability to master the concept. 2) The power point used to introduce a lesson has some great information. However, it is very wordy and displays multiple lines of text with one click. For students who struggle with reading, the amount of words on the page takes away the focus from the numbers on the page. Also, the power points do not allow for much flexibility on teaching the concept. 3) The assessments will need to be changed so that they align to the standards. 4) Every question on the assessment is posed as a question. If a student struggles with reading, this may negatively impact their ability to show mastery of the standard. 5) Several of the resources listed in the "Student Resources" section provide links to external sites that require a paid subscription. 6) There are no progress monitoring assessments to check for mastery of standards throughout the school year. The only assessment I found were assessments at the end of each unit. 7) The "Parent Guides" are a great idea but misses the mark because it assumes that the parent already know the vocabulary and the skill being taught. There is not an instructional guide or tips to help the parent check for accuracy when discussing the topic with their child. 8) The teacher's guide does not provide enough information to teachers on what strategy to use to teach the concept to the class as a whole. It also doesn't recommend any additional strategies to teach a struggling student. 9) There are not enough resources available to teach one lesson over the course of two or three days as directed. To be effective, there needs to be bell ringers, teacher instructional material, daily practice and exit tickets. The way it is currently set up, the teacher will need to look to other resources to connect the days. 10) The pacing is difficult to follow because there is not a set number of days for each lesson. A teacher will

	constantly need to refer to the pacing guide to check the pacing.
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Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.8.AR.1.1</a>	Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.	5 - Very Good Alignment	YES
<a href="#">MA.8.AR.1.2</a>	Apply properties of operations to multiply two linear expressions with rational coefficients.	4 - Good Alignment	YES - 8.3 only
<a href="#">MA.8.AR.1.3</a>	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	YES - 8.3 only
<a href="#">MA.8.AR.2.1</a>	Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.	3 - Fair Alignment	YES - 1.2 & 1.3 only; several of the lessons listed don't cover this standard
<a href="#">MA.8.AR.2.2</a>	Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.	4 - Good Alignment	YES - 1.6 only
<a href="#">MA.8.AR.2.3</a>	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.	1 - Very Poor/No Alignment	Students should NOT be asked to simplify square roots.
<a href="#">MA.8.AR.3.1</a>	Determine if a linear relationship is also a proportional relationship.	3 - Fair Alignment	YES - 3.2 only
<a href="#">MA.8.AR.3.2</a>	Given a table, graph or written description of a linear relationship, determine the slope.	4 - Good Alignment	YES - 3.3 and 3.4 only

<a href="#">MA.8.AR.3.3</a>	Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.	1 - Very Poor/No Alignment	Students should NOT be asked to write an equation in slope-intercept form given the slope and A POINT on the line.
<a href="#">MA.8.AR.3.4</a>	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	YES - 4.1 only
<a href="#">MA.8.AR.3.5</a>	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.	1 - Very Poor/No Alignment	standard not covered
<a href="#">MA.8.AR.4.1</a>	Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.	2 - Poor Alignment	Students should NOT be asked to use equation not written in slope-intercept form.
<a href="#">MA.8.AR.4.2</a>	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	YES - 6.1 only
<a href="#">MA.8.AR.4.3</a>	Given a mathematical or real-world context, solve systems of two linear equations by graphing.	2 - Poor Alignment	Student should NOT be required to graph equations in standard form.
<a href="#">MA.8.DP.1.1</a>	Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.	2 - Poor Alignment	The lesson focuses primarily on scatter plots. Line graphs are overlooked.
<a href="#">MA.8.DP.1.2</a>	Given a scatter plot within a real-world context, describe patterns of association.	4 - Good Alignment	YES - 5.1 only; however, the focus really should have been more on associations than on

			which type of graph is better for given situations.
<a href="#">MA.8.DP.1.3</a>	Given a scatter plot with a linear association, informally fit a straight line.	5 - Very Good Alignment	YES
<a href="#">MA.8.DP.2.1</a>	Determine the sample space for a repeated experiment.	5 - Very Good Alignment	YES - 10.2 only
<a href="#">MA.8.DP.2.2</a>	Find the theoretical probability of an event related to a repeated experiment.	4 - Good Alignment	YES - 10.2 only
<a href="#">MA.8.DP.2.3</a>	Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.	4 - Good Alignment	YES
<a href="#">MA.8.F.1.1</a>	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	YES - 3.1 only
<a href="#">MA.8.F.1.2</a>	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	YES - 4.4 only
<a href="#">MA.8.F.1.3</a>	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	YES - 4.5 only
<a href="#">MA.8.GR.1.1</a>	Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.	5 - Very Good Alignment	YES - 2.4 and 2.5 only

<a href="#">MA.8.GR.1.2</a>	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	YES
<a href="#">MA.8.GR.1.3</a>	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	YES - 2.4 and 2.5 only
<a href="#">MA.8.GR.1.4</a>	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.	5 - Very Good Alignment	YES - 7.1 and 7.2 only
<a href="#">MA.8.GR.1.5</a>	Solve problems involving the relationships of interior and exterior angles of a triangle.	4 - Good Alignment	YES - 7.3 only
<a href="#">MA.8.GR.1.6</a>	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles.	2 - Poor Alignment	Students should NOT be required to find interior angle measures.
<a href="#">MA.8.GR.2.1</a>	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship.	2 - Poor Alignment	There is NOT a lesson dedicated to identifying the type of transformations.
<a href="#">MA.8.GR.2.2</a>	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship.	2 - Poor Alignment	The standard focuses on images and similarity. However, this lesson focused primarily on coordinates only.
<a href="#">MA.8.GR.2.3</a>	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane.	2 - Poor Alignment	The standard focuses on coordinates and the coordinate plane. However, this lesson only focused on coordinates.

<a href="#">MA.8.GR.2.4</a>	<p>Solve mathematical and real-world problems involving proportional relationships between similar triangles.</p>	<p>2 - Poor Alignment</p>	<p>The standard focuses on proportional relationships involving similar triangles. The lesson focused on congruent and similar triangles and the properties of both.</p>
<a href="#">MA.8.NSO.1.1</a>	<p>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.</p>	<p>4 - Good Alignment</p>	<p>YES - 1.4 and 2.1 only; The standard recommends the use of pi as irrational. The lesson did not use pi at all.</p>
<a href="#">MA.8.NSO.1.2</a>	<p>Plot, order and compare rational and irrational numbers, represented in various forms.</p>	<p>4 - Good Alignment</p>	<p>YES - 2.1 only; The standard recommends plotting, ordering and comparing. The lesson does not require students to order.</p>
<a href="#">MA.8.NSO.1.3</a>	<p>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.</p>	<p>2 - Poor Alignment</p>	<p>The standard specifies "Laws of Exponents" with numerical expressions. The lesson focuses primarily on "Laws of Exponents" with variables.</p>
<a href="#">MA.8.NSO.1.4</a>	<p>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.</p>	<p>2 - Poor Alignment</p>	<p>The standard requires a student to determine how many times larger or smaller one number is compared to another. The lesson only has one problem on this skill.</p>

<a href="#">MA.8.NSO.1.5</a>	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency.	5 - Very Good Alignment	YES - 8.5 only
<a href="#">MA.8.NSO.1.6</a>	Solve real-world problems involving operations with numbers expressed in scientific notation.	5 - Very Good Alignment	YES - 8.5 only
<a href="#">MA.8.NSO.1.7</a>	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals.	1 - Very Poor/No Alignment	The standard specifies that a student should NOT be required to simplify square roots. The directions in the lesson require students to simplify square roots.
<a href="#">MA.K12.MTR.1.1</a>	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	5 - Very Good Alignment	YES
<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.  Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> </ul>	3 - Fair Alignment	The two Tick Tac Toe activities that I looked at do not focus on solving a math problem using two different methods.



	<ul style="list-style-type: none"> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	5 - Very Good Alignment	I really liked the concept behind the fluency boards.
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> </ul>	5 - Very Good Alignment	YES

	<ul style="list-style-type: none"> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>	3 - Fair Alignment	YES
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> </ul>	3 - Fair Alignment	YES

	<ul style="list-style-type: none"> <li>Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	YES
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	YES
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	I didn't see this specific skill.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	3 - Fair Alignment	I didn't see this specific skill.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Yes
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Yes
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Yes
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Yes

<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Yes
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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 were several skills/standards that were taken too far.
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	Two examples: Students should not be required to simplify square roots or write an equation in slope-intercept form given the slope and a point on the line.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Although not the best resource, the use of Microsoft Word serves the purpose.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Yes
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	The complexity of some standards are taken too far.
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	Yes
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.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	1 - Very Poor/No Alignment	I could not find this information in the materials.

9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	1 - Very Poor/No Alignment	I could not find this information in the materials.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - 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 prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Yes
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.	4 - 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).	3 - Fair 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?	4 - 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.	3 - Fair Alignment	Several lessons did not meet the standard criteria. Therefore, additional resources will be needed.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Yes
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - 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.	4 - 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.	3 - Fair Alignment	Yes; This textbook is set up to teach one lesson over two or three days. I prefer to teach a part of the concept each day over several 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).	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).	4 - Good Alignment	Yes
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Yes
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Yes
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	3 - Fair Alignment	Yes but only one skill is listed. The secondary skills that are sometimes just as important are NOT listed.
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	There are 3 levels of practice available for each lesson.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Yes. Various activities are modeled.
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.	4 - Good Alignment	Yes
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	I did not see any specific section on strategies.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	2 - Poor Alignment	There are not real clear suggestions on what strategy to use to teach a concept.

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Tiered 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	Tiered Assessments
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	There are not multiple strategies listed to teach a standard/skill.
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	Yes
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?	4 - Good Alignment	YES
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	YES



**UDL Reviewer's Name:** David Davis

**Title:** Florida EdGems Math Algebra 1

**Publisher:** EdGems Math LLC

**Author:** Shannon McCaw

**Copyright:** 2022

**Edition:** 1st

**Grade Level:** 9-12

**Course:** [1200310 - Algebra 1](#)

**Bid ID:** 321

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*Florida EdGems Math Algebra 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' built-in manufacturers settings or built-in browser settings of computers/laptops; dimming of screens etc.; color of fonts and backgrounds). Florida EdGems Math Algebra 1 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.	2 - Poor Alignment	For content in the online platform, font size can be adjusted. Several options are provided for adjusting font and background colors, including high contrast settings. The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.

Background: High contrast color settings are available.	2 - Poor Alignment	High contrast settings are available in the online platform assessments. The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.
Text-to-speech tools.	2 - Poor Alignment	Text-to-speech tools are provided in the eBook. The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.
All images have alt tags.	2 - Poor Alignment	Publisher states that Acrobat Pro is required to read alt tags. Online tools read the image tags as "img." The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.
All videos are captioned.	4 - Good Alignment	Lesson videos are captioned. The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.
Text, image tags, and captioning sent to refreshable Braille displays.	1 - Very Poor/No Alignment	The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.

2. How are the following <b>navigation features</b> provided in the instructional materials:		
Bid Response <i>Florida EdGems Math Algebra 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.</i>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	No options are provided for adjusting the size of navigation elements. The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.
All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	No system keyboard shortcuts were noted. The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.

All navigation information can be sent to refreshable Braille displays.	1 - Very Poor/No Alignment	The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.
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3. How are the following **study tools** provided in the instructional materials:

Bid Response		
<ul style="list-style-type: none"> <li>• All PDFs, including the Student Lessons and differentiated worksheets, can be highlighted in yellow, rose, green, blue, and additional colors when they are downloaded and used with Adobe Acrobat Pro.</li> <li>• Selected text in each lesson's eBook can be highlighted in yellow.</li> <li>• 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;</li> <li>• The note taking tool in the eBook is available for students and teachers (for one-to-one computer use).</li> </ul>		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	2 - Poor Alignment	Four colors for highlighting are provided in the online system (assessments). The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	This feature could not be found in the online system. The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	2 - Poor Alignment	Comment tools are available in the eBook. The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.

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

Bid Response		
<i>Each lesson in Florida EdGems Math Algebra 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.</i>		
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	The course components are comprised of a variety of media and formats, including an online platform, PDFs, links to third-party videos and resources, and a digital eBook. There is no consistency of accessibility features.
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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 Algebra 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
	4 - Good Alignment	Publisher states that the printed text is available for purchase. Many online resources can be downloaded and printed out.

**Reviewer's Name:** Vera Gore

**Title:** Florida EdGems Math Algebra 1

**Publisher:** EdGems Math LLC

**Author:** Shannon McCaw

**Copyright:** 2022

**Edition:** 1st

**Grade Level:** 9-12

**Course:** [Algebra 1](#)

**Bid ID:** 321

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 found

**Reviewer's Name:** Elisa Greco

**Title:** Florida EdGems Math Algebra 1

**Publisher:** EdGems Math LLC

**Author:** Shannon McCaw

**Copyright:** 2022

**Edition:** 1st

**Grade Level:** 9-12

**Course:** [Algebra 1](#)

**Bid ID:** 321

### 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.

The EdGems Algebra 1 has many resources for both student and teacher. Each lesson has several activities attached based on their ladder practice which addresses both remediation and enrichment. Each lesson has a breakdown to address all skill types in print and digital with pre-made Desmos and Khan videos where needed. All the standards are

addressed. The concepts are thorough but a few benchmarks could use more real world practice. Assessments allow for great differentiation and the practice is three tiered to address the different needs. Overall, a great product that targets practice needed, details concepts with multiple representations and methods. It provides tasks and explore to push student independent learning and fluency.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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 functions are used
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Literal equations are a section
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Unit 6 shows operations using multiple ways
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Unit 6 shows operations using multiple ways
<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	Unit 6 shows factoring using multiple ways
<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Real World examples are found in several lessons
<a href="#">MA.912.AR.2.2</a>	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written	5 - Very Good Alignment	presented in different forms

	description or a table of values within a mathematical or real-world context.		
<a href="#">MA.912.AR.2.3</a>	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	both lines in one section
<a href="#">MA.912.AR.2.4</a>	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	4 - Good Alignment	key features could use more interpretation
<a href="#">MA.912.AR.2.5</a>	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	Real World examples are found in several lessons
<a href="#">MA.912.AR.2.6</a>	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	Real World examples are found in several lessons
<a href="#">MA.912.AR.2.7</a>	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	Would like to see more real world
<a href="#">MA.912.AR.2.8</a>	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	4 - Good Alignment	Would like to see more real world
<a href="#">MA.912.AR.3.1</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	All methods found in lessons
<a href="#">MA.912.AR.3.4</a>	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	Real world examples found



<a href="#">MA.912.AR.3.5</a>	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	found factored form
<a href="#">MA.912.AR.3.6</a>	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	4 - Good Alignment	Need more Real world
<a href="#">MA.912.AR.3.7</a>	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	Key features in lessons
<a href="#">MA.912.AR.3.8</a>	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	One section on interpretation
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	3 - Fair Alignment	Lacking Real World examples
<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	5 - Very Good Alignment	Key features explained
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	classification found in lesson
<a href="#">MA.912.AR.5.4</a>	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	All forms found in lessons
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	4 - Good Alignment	Lacking several key features explained

<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	All forms found in several lessons
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	graphing in several lessons
<a href="#">MA.912.AR.9.6</a>	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Real world constraints found
<a href="#">MA.912.DP.1.1</a>	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	lessons cover the standard
<a href="#">MA.912.DP.1.2</a>	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	lessons cover the standard
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	lessons cover the standard
<a href="#">MA.912.DP.1.4</a>	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	5 - Very Good Alignment	lessons cover the standard
<a href="#">MA.912.DP.2.4</a>	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	lessons cover the standard
<a href="#">MA.912.DP.2.6</a>	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	lessons cover the standard

<a href="#">MA.912.DP.3.1</a>	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	lessons cover the standard
<a href="#">MA.912.F.1.1</a>	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	Function basics are covered
<a href="#">MA.912.F.1.2</a>	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	Evaluating is covered in many lessons
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	Comparison lesson found
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Different forms are covered
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Key features found in a lesson
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	4 - Good Alignment	Very few Real world practice
<a href="#">MA.912.F.2.1</a>	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	transformations in several lessons
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Interest is covered

<a href="#">MA.912.FL.3.4</a>	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	Interest is covered
<a href="#">MA.912.NSO.1.1</a>	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	Exponent sections covered
<a href="#">MA.912.NSO.1.2</a>	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Exponent sections covered
<a href="#">MA.912.NSO.1.4</a>	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	Operations covered
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	5 - Very Good Alignment	Many instances found
<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	Many instances found

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		
<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>remediation and tiered examples throughout</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	<p>5 - Very Good Alignment</p>	<p>Many instances found</p>

	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	5 - Very Good Alignment	Many instances found
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> </ul>	5 - Very Good Alignment	Many instances found

	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	Many instances found
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Many instances found
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	performance tasks
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Explore
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Many instances found

<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Many instances found
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Support ELL found
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Support ELL found

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 are aligned to Florida 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	Alignment very good
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Many student and teacher resources
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Multiple representations throughout
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	All levels from remediation to enrichment found
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 levels from remediation to enrichment found
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	Content matches the time allowed



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	experts used
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	high quality from experts
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	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	current models
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	mistake free
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	current 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	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	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	many connections found in tasks and explore
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 connections found in tasks and explore
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and	5 - Very Good Alignment	fair and unbiased

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	done with compassion
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	standards are all 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	many teacher and student resources to 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 aligned together
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 organization for each lesson
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	easy to follow and text
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 is good for 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).	5 - Very Good Alignment	addresses all 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).	5 - Very Good Alignment	Good presentation of examples and problems
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Several options to do different lessons and activities
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Focused on standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Good breakdown of lessons
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	Explore lessons and videos
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Explore lessons and videos
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Teacher/student gems
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	logical grouping 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.	5 - Very Good Alignment	Teacher/student gems
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Teacher/student gems
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Good digital and in print

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	Good digital and in print
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	material for all levels: remediaton to enrichment
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	Many instances throughout
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	Many resources for both student and teacher

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	Follows rule
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Follows rule
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Follows rule
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	Follows rule

**Reviewer's Name:** Rachel Schrimsher

**Title:** Florida EdGems Math Algebra 1

**Publisher:** EdGems Math LLC

**Author:** Shannon McCaw

**Copyright:** 2022

**Edition:** 1st

**Grade Level:** 9-12

**Course:** [Algebra 1](#)

**Bid ID:** 321

### 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 enjoyed the simplicity of the book content with this curriculum. Very easy to follow and no bells or whistles. The online application and extensions of learning are simple and easy to use.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	Real world applications are present and aligned to the standard.
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	3 - Fair Alignment	Content within Lesson 1 are aligned to the standard, the others are loosely/poorly aligned.
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	Practice and lessons align to the standard. Rigor is not present.
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	4 - Good Alignment	Practice and lessons align to the standard. Rigor is not present.
<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.2.2</a>	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.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.2.3</a>	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	Practice and lessons align to the standard.
<a href="#">MA.912.AR.2.4</a>	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	4 - Good Alignment	Practice and lessons align to the standard.

<a href="#">MA.912.AR.2.5</a>	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.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.2.6</a>	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.2.7</a>	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	Practice and lessons align to the standard.
<a href="#">MA.912.AR.2.8</a>	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.3.1</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.3.4</a>	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.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.3.5</a>	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.3.6</a>	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.3.7</a>	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	Video is excellent without bells and whistles, just content that is accurate and easy to understand.

<a href="#">MA.912.AR.3.8</a>	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	Tiered practice is excellent scaffolding.
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.5.4</a>	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	Practice and lessons align to the standard.
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.AR.9.6</a>	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	Practice and lessons align to the standard.
<a href="#">MA.912.DP.1.1</a>	Given a set of data, select an appropriate method to represent the data, depending on	4 - Good Alignment	Practice and lessons align to the standard.



	whether it is numerical or categorical data and on whether it is univariate or bivariate.		
<a href="#">MA.912.DP.1.2</a>	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	Practice and lessons align to the standard.
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.DP.1.4</a>	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	Practice and lessons align to the standard.
<a href="#">MA.912.DP.2.4</a>	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.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.DP.2.6</a>	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	Practice and lessons align to the standard.
<a href="#">MA.912.DP.3.1</a>	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	Practice and lessons align to the standard.
<a href="#">MA.912.F.1.1</a>	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	Practice and lessons align to the standard. Rigor is present
<a href="#">MA.912.F.1.2</a>	Given a function represented in function notation, evaluate the function for an input	5 - Very Good Alignment	Practice and lessons align to the standard.

	in its domain. For a real-world context, interpret the output.		Rigor is high and present.
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	3 - Fair Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.F.2.1</a>	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 $k$ .	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.FL.3.4</a>	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.	4 - Good Alignment	Practice and lessons align to the standard.
<a href="#">MA.912.NSO.1.1</a>	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.	4 - Good Alignment	Practice and lessons align to the standard.

<a href="#">MA.912.NSO.1.2</a>	<p>Generate equivalent algebraic expressions using the properties of exponents.</p>	<p>4 - Good Alignment</p>	<p>Practice and lessons align to the standard.</p>
<a href="#">MA.912.NSO.1.4</a>	<p>Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.</p>	<p>4 - Good Alignment</p>	<p>Practice and lessons align to the standard.</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Practice and lessons provide support of analyzing problems from various lenses. The varying program options also engage in a variety of modalities.</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>The various options within the platforms support this standard.</p>

<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>4 - Good Alignment</p>	<p>Fluency is supported across program options.</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Reflection on thinking is infused within the program. Many points and practice opportunities require thought beyond just solving a problem.</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	<p>4 - Good Alignment</p>	<p>Connections are clear and easy to use.</p>

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	Reasonableness is called for throughout the curriculum by asking thought provoking questions.
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>	4 - Good Alignment	Real world applications are present.

	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Evidence and reflective practices are present.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Written content is at or above grade level expectations.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	Inferences are expected in some areas for defending of responses or drawing conclusions based on response.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Supported within the program
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Present throughout curriculum.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Standards suggests appropriate tone, response reflects ELL supports. Tone needs to be supported regardless of language.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	ELL Supports are present.

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	Practice and lessons align 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.	4 - Good Alignment	Practice and lessons align to the standard.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Lots of different pieces, not linking easiyl
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Details are present and clear.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Rigor is varied but present.
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	Rigor is varied but present.
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	Planning is taken into account and supported for teachers.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Content is reflective of the subject area.
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 various programs support the curriculum fully.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No issues 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	No bias 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).	4 - Good Alignment	No concerns noted.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	No concerns noted.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Standards are BEST
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Practice and lessons align to the present standards.
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 7-10th grade Algebra 1 students.
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 are current.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Good connections noted.
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 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).	3 - Fair Alignment	Several images are randomly placed and do not align with any content but are not offensive.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Practice and lessons align to 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.	4 - Good Alignment	All standards are supported.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	Alignment is somewhat connected.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	Challenging to navigate
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 are somewhat random
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 good
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	Supports are present
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 is fair

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Content is appropriate for target audience with appropriate motivators.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Big Ideas are clear with scaffolding in place.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Clear targets and learning goals noted.
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 is present and clear. As well as an " I do, We do, You Do" mentality for new content.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Adaptations for ELL, ESOL and ESE are present.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Content is student friendly.
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	Content is structured to support goals of each standard.
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	Research based strategies are present.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Strategies are appropriate for content.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessments are fair and balanced throughout the curriculum
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 are fair and reflective.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Needs of ELL, ESOL and ESE Students are 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?	4 - Good Alignment	Applications are noted and correlations present.
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, the requirements are satisfied fully with varying degrees of rigor.

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, No CRT noted
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes, No CRT noted.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes, No CRT 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?	4 - Good Alignment	Yes, No SEL noted.

**Reviewer's Name:** Kim Baggs

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade Kindergarten Mathematics](#)

**Bid ID:** 322

### 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.

The lessons are designed through the use of the 5 E strategies. Students are able to use hands on activities and explore their thinking and learning before being asked to apply it, which is very necessary for young children. Lessons seem to build sequentially. For example students are using various shapes to sort and measure before ever being asked

to name the shapes in the geometry strand. This way they have multiple opportunities to interact with the shapes and vocabulary before being formally taught. The use of math chats and rigorous questioning is also a big plus. I really like variety of question stems and that students get to complete fill in the blank sentences to encourage better reading strategies. The built in Daily Numeracy activities are an added bonus as well. Acceleration and intervention activities are a part of each lesson. Teachers are provided with instructional videos for each lesson along with directions for anchor charts, checklists for learning, intervention supports, background knowledge building, hook activities and so much more. Although there are lots of pieces to this resource it has been a pleasure to review and I would choose to use it if I were back in the classroom.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.K.AR.1.1</a>	For any number from 1 to 9, find the number that makes 10 when added to the given number.	5 - Very Good Alignment	The lesson calls for multiple experiences for this standard. Students build background knowledge through a "Hook" activity. Various virtual manipulatives, including a ten-frame, is available for students to explore.
<a href="#">MA.K.AR.1.2</a>	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	Multiple experiences as well as connected with other appropriate benchmarks.

<a href="#">MA.K.AR.1.3</a>	<p>Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.</p>	<p>5 - Very Good Alignment</p>	<p>Lots of opportunities to build and grow knowledge. Virtual manipulatives available for use..</p>
<a href="#">MA.K.AR.2.1</a>	<p>Explain why addition or subtraction equations are true using objects or drawings.</p>	<p>3 - Fair Alignment</p>	<p>The standard calls for justifying whether an equation is true. It also focuses on the equal sign and the sum on either side of the equation. I found limited evidence in the Daily numeracy activities of justification. I did find evidence of the aforementioned. However, it did address addition and subtraction more than the specific benchmark stated..</p>
<a href="#">MA.K.DP.1.1</a>	<p>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.</p>	<p>4 - Good Alignment</p>	<p>Tasks are within the scope of the clarifications.</p>
<a href="#">MA.K.GR.1.1</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Tasks are within the scope of the clarifications and broken into manageable chunks for students.</p>
<a href="#">MA.K.GR.1.2</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Lots of experiences with two dimensional figures and within benchmark clarifications.</p>

<a href="#">MA.K.GR.1.3</a>	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	Lots of experiences with two dimensional figures and within benchmark clarifications.
<a href="#">MA.K.GR.1.4</a>	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	Lots of experiences with two dimensional figures and within benchmark clarifications.
<a href="#">MA.K.GR.1.5</a>	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	Lots of experiences with two dimensional figures and within benchmark clarifications.
<a href="#">MA.K.M.1.1</a>	Identify the attributes of a single object that can be measured such as length, volume or weight.	5 - Very Good Alignment	Lots of experiences with measurement and within benchmark clarifications.
<a href="#">MA.K.M.1.2</a>	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	Lots of experiences with comparing and within benchmark clarifications.
<a href="#">MA.K.M.1.3</a>	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	Limited number of practice tasks.
<a href="#">MA.K.NSO.1.1</a>	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	Resource link number three explore lessons cover this benchmark.
<a href="#">MA.K.NSO.1.2</a>	Given a number from 0 to 20, count out that many objects.	5 - Very Good Alignment	Resource link number three explore lessons cover this benchmark.

<a href="#">MA.K.NSO.1.3</a>	Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”	3 - Fair Alignment	Partially touched on the standard. Could find no evidence of using sequencing words. However, students were arranging and rearranging objects in groups using various graphic organizers.
<a href="#">MA.K.NSO.1.4</a>	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	Tasks are within the scope of the benchmark clarifications.
<a href="#">MA.K.NSO.2.1</a>	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	3 - Fair Alignment	Only addressed in Daily numeracy activities. These don't always happen every day. They appear on weekly cycles. Not formally taught.
<a href="#">MA.K.NSO.2.2</a>	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	Tasks are within the scope of the benchmark.
<a href="#">MA.K.NSO.2.3</a>	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	Tasks are within the scope of the benchmark clarifications.
<a href="#">MA.K.NSO.3.1</a>	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	5 - Very Good Alignment	Tasks are within the scope of the benchmark clarifications.
<a href="#">MA.K.NSO.3.2</a>	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	5 - Very Good Alignment	Tasks are within the scope of the benchmark clarifications.



<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Evident in every lesson resource I viewed.</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Evident in every lesson resource I viewed.</p>
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>	<p>5 - Very Good Alignment</p>	<p>Evident in each lesson through fluency builder activities.</p>

	<ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	5 - Very Good Alignment	Evident in each lesson through math chats and partner to partner conversations.
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> </ul>	5 - Very Good Alignment	Built into the lessons and Daily Numeracy activities.

	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	Students are posed questions at the end of practicing each lesson. They discuss how they determined their answers.
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and</li> </ul>	5 - Very Good Alignment	Evident in lessons through the hook, video, manipulatives or other activities.

	methods to improve accuracy or efficiency.		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Student conversations about how they found the answers using evidence.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Students use journals to write or draw based on their skill level. The reading level is from Beginning to L400.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	Through questioning and predictions.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	It is designed for students interact with each other and in a whole group setting in every lesson.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	The lessons are designed for students to work thoughtfully with manipulatives, journals and paperwork.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	The lessons are designed for students to interact with each other and in whole group settings through the use of formal and informal language..
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary	5 - Very Good Alignment	This is done through a variety of ways including anchor

	for academic success in the content area of Mathematics.		charts, videos, math stories, life and career connections, interactive practice, parent letters, show and tell, create your own, etc.
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	This is done through a variety of ways including whole group setting, anchor charts, videos, math stories, life and career connections, partner practice, parent letters, show and tell, create your own, etc.

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 majority of the benchmarks are in very good 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	The majority of the benchmarks appear to correlate well to the skill level required by the state.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Materials are printed and digital. Graphics are a good quality.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	There are ample explanations and videos for teacher clarity which should result in better student understanding.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Benchmark clarifications are met in most lessons.

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	To the content advantage, I believe it goes beyond expectations in some lessons.
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	Could not find evidence of timeline for 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	5 E model used, CRA approach, CPR model
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	Materials appear high quality and aligned with the mathematical learning processes.
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 through any resource links or pages.
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	None evident.
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	5 E model used, CRA approach, CPR model
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 were found in any of the links or resources.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	The lessons follow the 5 E strategies and CPR model for teaching mathematics.
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 appears sequenced and designed in a detailed way.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Students build background knowledge, explore, apply and

		then are assessed on the benchmarks.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Life and career connections
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Life 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 unfair or biased portrayals 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	Materials were high quality and nothing inappropriate was found throughout my observations.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Overall, there were good quality question stems, varied opportunity for student voice, daily numeracy practice for spiral review, and instructional videos for teachers and students.

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	Some preparation is required.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	The majority of the lessons align to all benchmarks and cover each strand.

3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Lessons appear to build in order for students to use their background knowledge and hear math vocabulary many times before being formally instructed.
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	Videos, visuals and sentence stems are included in lessons and assessments.
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	Each explore has an exit ticket to check for understanding. There are math chats at the end of each lesson as well.
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	Videos, videos can be captioned, some interactive/digital lessons and/or manipulatives, explore activities are hands on.
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	Quality

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Explore activities are hands on. Lessons have hooks and videos.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Students learn about life and careers.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Key concepts are clear. Students answer fundamental questions.



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	Instructional supports are included in each lesson.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Instructional support. question stems, hands on activities, DOK, and language acquisition activities in each 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	Every lesson has a hands on component.
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 appears to be logically sequenced.
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	Use of 5 E strategies and CPR model
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Key ideas are in place for students along with checklists for teachers.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Only one exit ticket. More than one would be helpful if reteaching was necessary.
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 is an exit ticket for every lesson.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	All exit tickets are the same.
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	They appear evident as part of each lesson. The MTRs are stated on the page.

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 content appears logically sequenced,. includes instructional strategies for each kind of learner, includes key ideas and exit tickets.
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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 according to the resources I observed
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Aligned according to the resources I observed
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Aligned according to the resources I observed.
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 according to the resources I observed.

**UDL Reviewer's Name:** David Davis

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [5012020 - Grade Kindergarten Mathematics](#)

**Bid ID:** 322

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*To access our accessibility features, users (students and teachers) will click on their username in the top right corner and choose "Accessibility Settings." In this menu, font size and type can be adjusted. The theme can be toggled between default and high-contrast views, and our text-to-speech speed can be modified. Students and teachers can also select to have text highlighted as it is read aloud via our text-to-speech feature. • Fonts can be adjusted in type and size. On the user's Accessibility Settings, font size and font type can be adjusted. Selecting one of the six font-size options we offer will adjust the font size for the entire website. We also have two font-type options: serif and sans serif (see image 1 below). Additionally, on each element page, we offer the ability to increase and decrease the font size of individual pages (see image 2 below). • Font colors and background colors can be adjusted. Also on the user's Accessibility Settings page, a user can select between a default theme and a high-contrast theme to allow for easier readability for users desiring that accommodation. • High-contrast color settings are available. High-contrast color settings are available. • Text-to-speech tools are included, or text can be selected and used with text-to-speech utilities. STEMscopes offers a text-to-speech feature that can be controlled on each element page by clicking the embedded speech button. On the user's Accessibility Settings page, the user can control the text-to-speech speed with slow, regular, and fast options. Users can also select an option to have words on the screen appear with highlighting as they are read aloud. • Text-to-speech tools read math formulas correctly. Not applicable. • All images have alt tags. All of our images have alt tags. • All videos are captioned. All videos, including our teacher setup videos, are captioned. The image below shows an example of one of our videos. Simply click the "CC" button on the playback toolbar to activate captions. • Text, image tags, and captioning sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.*

Review

Rating

Comments

Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Fonts can be set with or without serifs. Font size can be adjusted. High contrast is an option, but general font colors and background colors are not adjustable in the built-in accessibility settings. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	3 - Fair Alignment	High contrast is an option. This does not change some of the instructional objects, such as graphics and virtual manipulatives. Colors and contrast settings are important for students with various visual needs.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are available and work on most, but not all, text. The tools do work for basic text paragraphs, slides, flipbooks, and other text-based sections. There are adjustments for speaking rate and highlighting words as they are spoken. These are great supports. However, there are some charts where the text can be selected but cannot be read aloud, as well as images with text that cannot be selected. There are also activities that must be printed out.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. An alt tag check indicated that many alt tags were missing. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	4 - Good Alignment	The majority of videos reviewed were captioned. There were a few that did not have captions. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The student platform could not be tested. The teacher platform was well organized. Support for refreshable braille displays is important for students who are blind.

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

<p>Bid Response</p> <p>• <i>Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. Page elements can be adjusted in size by using the embedded zoom tool within the user’s browser.</i> • <i>All navigation elements and menu items have keyboard shortcuts. Our Visual Glossary allows for keyboard shortcuts; selecting a letter will jump to that letter’s content in the glossary. In the curriculum, materials can be accessed using the tab button.</i> • <i>All navigation information can be sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.</i></p>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Adjustment of buttons, icons, etc. is not built into the accessibility features of this system. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems.

All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	Navigation elements and menu items do not have keyboard shortcuts. The visual glossary supports navigation by letter, and the tab key can be used for some page navigation, but it seems to jump around on the page. 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.	4 - Good Alignment	Navigation of platform was well organized, appropriate heading levels and labels of web elements (buttons, headings, links, etc.) Needs to be tested on student platform to ensure continuity of accessibility, along with the content for students.

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

Bid Response

*Highlighting and note-taking options are available to teachers and students. The top toolbar is where students can manage highlights and comments/notes and where they can access our embedded dictionary. We offer highlighting in the four standard colors (yellow, rose, green, and blue), and highlighted text and comments can be downloaded in a separate document for access later. • Highlighters are provided in the four standard colors (yellow, rose, green, blue). We offer a highlighting tool on each element that allows teachers and students alike to highlight content in these four standard colors. This tool can be accessed by selecting the paint bucket icon in the element toolbar. • Highlighted text can be automatically extracted into another document. There is an “Export to file” option in the highlighting menu that will download highlighted content into a document that can be printed or accessed outside of STEMscopes. • Note taking tools are available for students to write ideas online; as they are processing curriculum content. STEMscopes offers a comment/annotation tool in the same toolbar with the highlighting function. Students and teachers alike can make annotations on content that can also be downloaded for access outside of STEMscopes. • Resizable digital calculators are available in all math materials. K–5 students will have access to a four-function calculator.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Text highlighters are provided in the four standard 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.	4 - Good Alignment	Highlighted text can be extracted into another browser window. That window can then be printed. 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.	4 - Good Alignment	Note taking tools are available as comments by section of content or by selected text. All cumulative notes can only be viewed in the “My Notes” section. Being able to take and review notes is helpful for students who have problems organizing information.

**Bid Response**

*Examples of assistive technology software that can be run in the background include the following: 1. Magnification: We have used and tested often with the browser-embedded screen zoom. On a Mac, this means pressing the command and plus or minus signs, and for a PC, this means pressing the control and plus or minus keys to zoom in or out. Pinching the screen on a touch screen also works well. 2. Text-to-speech: We use ReadSpeaker for our text-to-speech feature, which is embedded within the website. 3. Text-to-American Sign Language: We've not yet found a seamless tool to easily translate our science content into American Sign Language, though we have researched websites that allow a user to look up terms and see the corresponding sign language gestures, which could be used as an interim resource. 4. On-screen keyboards: The embedded keyboard features within the Mac and PC operating systems are easy to use and work with our website. 5. Switch-scanning controls: At this time, we have not experimented with switch-scanning controls other than the feature that comes standard on the Mac operating system. We are continuing to improve our accessibility initiatives, and this is a key feature on which we will focus. Our new platform scheduled to be released before the start of the 2021–2022 school year aligns with WCAG A-AA standards. 6. Speech-to-text: We have used the embedded Dictation tool on a Mac and PC with success.*

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	The publisher tested several operating system-based accessibility tools (magnification, on-screen keyboards) and there were no problems. The system does not seem to prevent any third-party tools from functioning.

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**

*All student content in STEMscopes can be downloaded and printed in PDF form. The following elements provide the teacher the ability to create a copy of the Google document or slide version of the document for editing purposes: Hook (Student Handouts only) Explore Student Journals and Exit Tickets Show What You Know handouts Math Story handouts Spiraled Review handouts Decide and Defend handouts (Grades 2–5) Skills Quiz handouts Standards-Based Assessment handouts (Grades 2–5) Observation Checklist (Grades K–1) Show-and-Tell Interview Rubric (Grades K–1) Small-Group Intervention Teacher Checklist Print Files and Editable Google Files are on the right-hand side of teacher pages. These files can be downloaded and printed for offline student access. Computer access is not required for students to benefit from STEMscopes. We also offer supplemental printed books that can be purchased separately from the online product. Although the printed books are composed of content that is identical to that in the online product, the printed materials offer convenience for teachers and students alike.*

Review	Rating	Comments
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	2 - Poor Alignment	In order to have printed versions of the online content, the teacher or school will need to download PDF versions and print them out. There are printed companion books available, but the content does not mirror the online content.
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**Reviewer's Name:** Heather Mitchell

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade Kindergarten Mathematics](#)

**Bid ID:** 322

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.

This material is very science based and though it is aligned with the B.E.S.T. Standards at first glance, it doesn't seem to fully dive into the complexity of the B.E.S.T. Standards. Many areas are very surface level in the area of instruction. The navigation of the online resources are confusing and not user friendly for our educators or students. The ability to edit the



online documents is a strength, as educators would be able to adapt the curriculum to meet the needs of their students. The MTRs seem to be aligned properly, and the addition of ELA Standards was great to see. Although, the use of mentor texts would have been great to replace the e-texts that were used instead.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.K.AR.1.1</a>	For any number from 1 to 9, find the number that makes 10 when added to the given number.	3 - Fair Alignment	DOK Level 1 Work only found in TE and SE.
<a href="#">MA.K.AR.1.2</a>	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	3 - Fair Alignment	Didn't see enough evidence of standard within lessons to meet strong alignment.
<a href="#">MA.K.AR.1.3</a>	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	3 - Fair Alignment	Wish the real world problems were more realistic.
<a href="#">MA.K.AR.2.1</a>	Explain why addition or subtraction equations are true using objects or drawings.	3 - Fair Alignment	More opportunities needed for shared writing experiences.
<a href="#">MA.K.DP.1.1</a>	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.	2 - Poor Alignment	More opportunities needed for shared data analysis and graph creation.
<a href="#">MA.K.GR.1.1</a>	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.	4 - Good Alignment	Good alignment present.

<a href="#">MA.K.GR.1.2</a>	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.	3 - Fair Alignment	Didn't see enough evidence of standard within lessons to meet strong alignment.
<a href="#">MA.K.GR.1.3</a>	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.	3 - Fair Alignment	Didn't see enough evidence of hands on practice.
<a href="#">MA.K.GR.1.4</a>	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.	4 - Good Alignment	Good alignment present.
<a href="#">MA.K.GR.1.5</a>	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	Didn't see enough evidence of independent practice.
<a href="#">MA.K.M.1.1</a>	Identify the attributes of a single object that can be measured such as length, volume or weight.	3 - Fair Alignment	Heavy on length.
<a href="#">MA.K.M.1.2</a>	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	3 - Fair Alignment	Focus on common core language.
<a href="#">MA.K.M.1.3</a>	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.	3 - Fair Alignment	Didn't see enough evidence of starting at the beginning of the object regardless of using a ruler or non-standard measurement.
<a href="#">MA.K.NSO.1.1</a>	Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a	4 - Good Alignment	Good alignment present.

	written numeral. State the number of objects in a rearrangement of that group without recounting.		
<a href="#">MA.K.NSO.1.2</a>	Given a number from 0 to 20, count out that many objects.	4 - Good Alignment	Good alignment present.
<a href="#">MA.K.NSO.1.3</a>	Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."	4 - Good Alignment	Good alignment present.
<a href="#">MA.K.NSO.1.4</a>	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	4 - Good Alignment	Good alignment present.
<a href="#">MA.K.NSO.2.1</a>	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	2 - Poor Alignment	Counting only found in daily meeting not in actual lessons.
<a href="#">MA.K.NSO.2.2</a>	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	3 - Fair Alignment	Didn't see enough evidence of teen numbers, which is always a struggle for K students.
<a href="#">MA.K.NSO.2.3</a>	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	Good alignment present.
<a href="#">MA.K.NSO.3.1</a>	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	3 - Fair Alignment	Didn't see enough evidence of the introduction of multiple strategies.
<a href="#">MA.K.NSO.3.2</a>	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	3 - Fair Alignment	Didn't see enough evidence of the introduction of multiple strategies for students to reach procedural fluency.
<a href="#">MA.K12.MTR.1.1</a>	Mathematicians who participate in effortful learning both individually and with others:	4 - Good Alignment	Good alignment present.

	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>	4 - Good Alignment	Good alignment present.
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>	4 - Good Alignment	Good alignment present.

	<ul style="list-style-type: none"> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>4 - Good Alignment</p>	<p>Good alignment present.</p>
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>	<p>4 - Good Alignment</p>	<p>Good alignment present.</p>

	<ul style="list-style-type: none"> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	4 - Good Alignment	Good alignment present.
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	4 - Good Alignment	Good alignment present.

<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students justify thinking with text evidence.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Student need to read and comprehend grade level text.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	3 - Fair Alignment	Students need to make inferences.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Students need to collaborate and use listening skills.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Students need to produce quality work.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Students will learn the difference between informal and formal speaking.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Basic strategies given across many Explore Lessons
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	Opportunities for ELL Students to communicate with non-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.	3 - Fair Alignment	Kindergarten B.E.S.T. Standards are present, just not strongly evident throughout lessons.

2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	2 - Poor Alignment	Skill level of content seems surface level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	Materials are adaptable but seem to focus heavily on Science.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	2 - Poor Alignment	Materials are very surface level when compared to B.E.S.T. Standards.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	2 - Poor Alignment	The complexity seems surface level.
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	The complexity seems surface 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	The time allotment seems fine.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Math Today and Life Connections reflect information, but The Math should be a Mentor Text instead of a e-book.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	Math Today and Life Connections reflect information, but The Math should be a Mentor Text instead of a e-book.
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 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	No biases 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	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	Accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	Common Core Language evident
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	3 - Fair Alignment	Common Core Language evident
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	Relevant, though heavily science based.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	Authentic, though heavily science based.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	2 - Poor Alignment	Not many interdisciplinary connections seen.
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	Different genders, ages, and races present.
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	Nothing inhuman noted.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Standards represented, though not strongly evident. Common Core Language still evident.

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	Many notations to print additional materials.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	Aligned at the surface level
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	Explore Lessons are not 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.	2 - Poor Alignment	Science based, students not interested in science would not be engaged.
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.	2 - Poor Alignment	Pacing seems fine, but content doesn't seem to match complexity of the B.E.S.T. 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).	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).	2 - Poor Alignment	Website isn't user friendly or organized to navigate.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	2 - Poor Alignment	No motivational strategies noted.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	2 - Poor Alignment	Focus Standards and Connected Standards listed for

		the Unit but not for individual Explore Lessons or Activities.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	3 - Fair Alignment	Key Concepts and Fundamental Questions
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	Student Journal and Exit Ticket for Formative Assessments
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Editable Documents
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	3 - Fair Alignment	Math Chats promote collaboration
7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.	2 - Poor Alignment	Activities are not explained in a very organized way.
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	Facilitation Points highlighted
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Facilitation Points highlighted
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Assessments 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.	3 - Fair Alignment	Assessments aligned
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Everything is editable
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	3 - Fair Alignment	Present

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.)	3 - Fair Alignment	The requirements are present, just not thorough.

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	Omitted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	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	Not Solicited

**Reviewer's Name:** Laneie Taylor

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade Kindergarten Mathematics](#)

**Bid ID:** 322

### 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 curriculum effectively covers all Kindergarten benchmarks. It engages students in hands-on activities through exploration of the benchmarks and concepts. It provides instructional resources to meet the needs of all students. However, most benchmarks are primarily covered in one scope and most scopes only address benchmarks in one strand

which minimizes the students' ability to make connections between mathematical ideas. This also may impact the teacher's need to find additional resources to support instruction.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.K.AR.1.1</a>	For any number from 1 to 9, find the number that makes 10 when added to the given number.	3 - Fair Alignment	Scope does not include number lines. and focuses more on AR.1.2.
<a href="#">MA.K.AR.1.2</a>	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	4 - Good Alignment	Scope does not include number lines.
<a href="#">MA.K.AR.1.3</a>	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	Real-world problems are presented throughout the scope.
<a href="#">MA.K.AR.2.1</a>	Explain why addition or subtraction equations are true using objects or drawings.	4 - Good Alignment	Scope requires students to write an equation to represent their model.
<a href="#">MA.K.DP.1.1</a>	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.	3 - Fair Alignment	Scope does not include geometric figures.
<a href="#">MA.K.GR.1.1</a>	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	Scope provides multiple opportunities to address the benchmark.

<a href="#">MA.K.GR.1.2</a>	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	Scope provides multiple opportunities to address the benchmark.
<a href="#">MA.K.GR.1.3</a>	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	Scope provides multiple opportunities to address the benchmark.
<a href="#">MA.K.GR.1.4</a>	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	Scope provides multiple opportunities to address the benchmark.
<a href="#">MA.K.GR.1.5</a>	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	Scope provides multiple opportunities to address the benchmark.
<a href="#">MA.K.M.1.1</a>	Identify the attributes of a single object that can be measured such as length, volume or weight.	5 - Very Good Alignment	Scope provides multiple opportunities to address the benchmark.
<a href="#">MA.K.M.1.2</a>	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	Scope provides multiple opportunities to address the benchmark.
<a href="#">MA.K.M.1.3</a>	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	Scope provides multiple opportunities to address the benchmark.

<a href="#">MA.K.NSO.1.1</a>	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.	4 - Good Alignment	Scope adequately covers composing and decomposing numbers to 20 using multiple strategies.
<a href="#">MA.K.NSO.1.2</a>	Given a number from 0 to 20, count out that many objects.	4 - Good Alignment	Scope adequately covers counting out objects up to 20 using multiple strategies.
<a href="#">MA.K.NSO.1.3</a>	Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."	4 - Good Alignment	Scope adequately covers ordinal language and sequencing of numbers through counting.
<a href="#">MA.K.NSO.1.4</a>	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	Scope covers comparisons of set using ten frames, matching strategies, and counting strategies.
<a href="#">MA.K.NSO.2.1</a>	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	4 - Good Alignment	This benchmark is covered in the Daily Numeracy scope. I can find the citation in the correlation document, but not explicitly in the Daily Numeracy scope.
<a href="#">MA.K.NSO.2.2</a>	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	4 - Good Alignment	Scope covers representing teen numbers using multiple strategies.
<a href="#">MA.K.NSO.2.3</a>	Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	3 - Fair Alignment	Scope covers locating and ordering numbers on a number line, however I cannot find



			number line practice beyond ten.
<a href="#">MA.K.NSO.3.1</a>	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	3 - Fair Alignment	Scope does not cover adding and subtracting on a number line or representing the same problem in multiple ways.
<a href="#">MA.K.NSO.3.2</a>	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	3 - Fair Alignment	Scope also includes the introduction to addition and subtraction. This benchmark focuses on procedural reliability which requires more practice and a focus on student strategies.
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	5 - Very Good Alignment	All scopes include MTRs and outline their connection to the activities in the scopes.
<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	All scopes include MTRs and outline their connection to the activities in the scopes.

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>All scopes include MTRs and outline their connection to the activities in the scopes.</p>
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	<p>5 - Very Good Alignment</p>	<p>All scopes include MTRs and outline their connection to the activities in the scopes.</p>

	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>All scopes include MTRs and outline their connection to the activities in the scopes.</p>
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>All scopes include MTRs and outline their connection to the activities in the scopes.</p>

	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	All scopes include MTRs and outline their connection to the activities in the scopes.
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Scopes explicitly state how Hook Foundation Builders, and other resources are connected to ELA benchmarks.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Scopes explicitly state how Hook Foundation Builders, and other resources are connected to ELA benchmarks.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Scopes explicitly state how Hook Foundation Builders, and other resources are

			connected to ELA benchmarks.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Scopes explicitly state how Hook Foundation Builders, and other resources are connected to ELA benchmarks.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Scopes explicitly state how Hook Foundation Builders, and other resources are connected to ELA benchmarks.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Scopes explicitly state how Hook Foundation Builders, and other resources are connected to ELA benchmarks.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	All scopes include resources for ELL students.
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	All scopes address instruction for 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	For some benchmarks, strategies are not covered in their entirety - number lines.
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	Content is written at an appropriate skill level.

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Materials are available for instruction at all levels.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Benchmarks are primarily limited to one scope. This may reduce students' abilities to make connections between skills, ideas, and mathematical concepts.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Instructional materials address the complexity 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.	5 - Very Good Alignment	Instructional materials are appropriate to 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	Teachers may need to find additional resources for the benchmarks due to the fact that benchmarks are primarily addressed in one scope only.
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	Sources are 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	Sources contribute to the overall effectiveness of the curriculum.
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 presented correctly.
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 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).	5 - Very Good Alignment	Content represents current instructional 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	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	Instruction is designed to help students engage and explore the benchmarks and mathematical concepts.
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 appropriate for 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	Scopes include real-world connections and explorations.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	While the content does have some interdisciplinary connections, they are not explicitly mentioned and are woven into the real-world problem solving components of the activities.
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	Portrayals are 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	Curriculum meets expectations.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Benchmarks and standards are covered in 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.	3 - Fair Alignment	Most benchmarks are primarily addressed in one scope so teachers may need to find additional resources for practice.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	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	Materials are organized logically and consistently.
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 visual provided in the scopes are engaging and 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	The amount of scopes provides teachers will ample time for instruction.
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	Online resources allow for assistive supports to help students 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).	5 - Very Good Alignment	Curriculum meets presentation expectations overall.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The engage section of each scope provide teachers with activities to activate learning, while the explore and explain



		sections make learning an active experience.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The big ideas of kindergarten mathematics are covered in this curriculum.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Each scope contains the benchmarks covered and key concepts.
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	Each scope engages the students in thoughtful problem solving and discussion.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	There are a variety of supporting resources to address different learning needs.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Scopes contain activities to support active student exploration of the benchmarks.
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 scopes encourage deep student thinking but do not always make connections across benchmarks outside of the strand.
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 materials use appropriate instructional strategies.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Instructional strategies are appropriate for the intended outcomes of the scopes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments align with intended outcomes and practice components of the scopes.

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 assessments are effective in gauging proficiency with the benchmark.
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 addressed throughout the scopes for 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	MTRs are evident throughout the scopes and expectations for ELA are met.
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	Curriculum satisfies overall 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	Curriculum meets expectations.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Curriculum meets expectations.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Curriculum meets expectations.
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	Curriculum meets expectations.

**Reviewer's Name:** Alison Brannack

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade One Mathematics](#)

**Bid ID:** 323

### 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.

STEMscopes includes standards based instructional materials and lessons. The lessons are paced across a week, including critical thinking activities, hands on and manipulatives activities, and intervention strategies. The program doesn't clearly identify strategies for advanced learners, but lessons could

be adapted as appropriate to support the varying levels of understanding in the classroom.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.1.AR.1.1</a>	Apply properties of addition to find a sum of three or more whole numbers.	5 - Very Good Alignment	Multiple lessons have this as the focus standard, and others as the connected standard. Opportunities for level 2 application.
<a href="#">MA.1.AR.1.2</a>	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	Opportunities embedded for learners to utilize hands on materials to solve addition and subtraction problems
<a href="#">MA.1.AR.2.1</a>	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	5 - Very Good Alignment	Multiple opportunities through the Explore feature in each lesson to work with unknowns
<a href="#">MA.1.AR.2.2</a>	Determine and explain if equations involving addition or subtraction are true or false.	3 - Fair Alignment	Some opportunities to use language for determining the numbers that make an equation true.
<a href="#">MA.1.AR.2.3</a>	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	Multiple opportunities through the Explore feature in each lesson to work with unknowns

<a href="#">MA.1.DP.1.1</a>	Collect data into categories and represent the results using tally marks or pictographs.	5 - Very Good Alignment	Opportunity for representing data; Implications for instruction include awareness of academic vocabulary and possible student misconceptions
<a href="#">MA.1.DP.1.2</a>	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	Opportunities for data analysis in the Explain section of the lesson and through student handout/materials
<a href="#">MA.1.FR.1.1</a>	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	Multiple opportunities for partitioning figures from the hook through the Elaborate section; real world connections for partitioning
<a href="#">MA.1.GR.1.1</a>	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	Varied opportunities for identifying and comparing figures embedded throughout the lessons and student materials
<a href="#">MA.1.GR.1.2</a>	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	4 - Good Alignment	Some opportunity to sketch or form shapes
<a href="#">MA.1.GR.1.3</a>	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	Multiple opportunities through lessons on composing and decomposing shapes

<a href="#">MA.1.GR.1.4</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Multiple opportunities across lessons that include real world objects</p>
<a href="#">MA.1.M.1.1</a>	<p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>5 - Very Good Alignment</p>	<p>Varied opportunities to measure the length of objects in the Explain and Explore sections as well as through Problem based tasks and math stories</p>
<a href="#">MA.1.M.1.2</a>	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p>4 - Good Alignment</p>	<p>Opportunities for direct &amp; indirect comparisons throughout the lesson and in the problem based task</p>
<a href="#">MA.1.M.2.1</a>	<p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>	<p>5 - Very Good Alignment</p>	<p>Exploration of clocks and time embedded; opportunities for practice and ways to show understanding the standard embedded</p>
<a href="#">MA.1.M.2.2</a>	<p>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p>	<p>5 - Very Good Alignment</p>	<p>Opportunities for sorting and counting coins, and identifying coin values and relationships</p>
<a href="#">MA.1.M.2.3</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Multiple opportunities in the Explain, Explore, and Elaborate sections to work with combining coins and their values</p>

<a href="#">MA.1.NSO.1.1</a>	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	Embedded throughout, and in the daily numeracy activities
<a href="#">MA.1.NSO.1.2</a>	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	Varied opportunities of practice for reading and writing numbers
<a href="#">MA.1.NSO.1.3</a>	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	Varied opportunities of practice for composing and decomposing numbers in lesson using student journal prompts and handouts
<a href="#">MA.1.NSO.1.4</a>	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	Varied opportunities of practice; use of number lines and comparison symbols
<a href="#">MA.1.NSO.2.1</a>	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	Multiple and varied opportunities for practice and application
<a href="#">MA.1.NSO.2.2</a>	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	5 - Very Good Alignment	Multiple and varied opportunities for practice and application
<a href="#">MA.1.NSO.2.3</a>	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	Multiple opportunities for practice
<a href="#">MA.1.NSO.2.4</a>	Explore the addition of a two-digit number and a one-digit number with sums to 100.	5 - Very Good Alignment	Varied tools and strategies for practice using number lines, place value, etc.

<a href="#">MA.1.NSO.2.5</a>	<p>Explore subtraction of a one-digit number from a two-digit number.</p>	<p>5 - Very Good Alignment</p>	<p>Varied tools and strategies for practice using number lines, linking cubes, etc.</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Engaging exploration embedded within tasks and student collaborative prompts provided</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Varied modalities of engaging with math concepts embedded; multiple modalities for practice and assessing included</p>



<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Opportunities for strategy selection in each lesson; intervention strategies included</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Opportunities to engage in collaborative discussions embedded in the Engage &amp; Explore sections of lessons</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	<p>3 - Fair Alignment</p>	<p>Structures are available to solving mathematical problems</p>

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Fundamental questions in each lesson assist students in assessing reasonableness of solutions and strategies</p>
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Application opportunities in Explore, Explain, and Elaborate activities</p>

	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Some teacher prompts to promote student justification and explanations.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Word problems are written at appropriate grade levels
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	Engage & Explore sections of each lesson allow for making inferences
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Teacher toolbox provides communication supports
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Opportunities in each area of a lesson to create quality work.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Math journal and My Math Thoughts allow students to write with voice and tone as well as the student prompts for collaborative discussions

<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Materials provided for Spanish ELL students
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	3 - Fair Alignment	Materials provided for Spanish 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.	5 - Very Good Alignment	State standards are embedded across all lessons and materials, including MTR and EE 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	Appropriate levels in materials for specified grade levels
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Varied materials, stations for student practice, and activities to be adapted based on student 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	Multitude of details and strategies embedded in each section of a lesson
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Appropriate DOK in lessons
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	Grade level appropriate DOK in lessons; intervention materials support struggling 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	Concise lessons and extended lessons as appropriate

8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Some primary and secondary sources cited
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	2 - Poor Alignment	Some 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).	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	No bias 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	Aligned to mathematical content
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 inconsistencies noted
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 relevant.
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 presentation is appropriate for grade level audience
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Grade level appropriateness; intervention materials provided for differentiation
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Scenarios and word problems presented in a real world context
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Some interdisciplinary connections included

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 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	Materials are appropriate in relation to 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	Materials cover grade level content 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	Slides for whole group instruction, materials for student practice, and for learning stations are included; Google editable documents included as well
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Alignment is consistent and appropriate
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	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.	5 - Very Good Alignment	Materials are appropriate for reading levels and appealing to the eye to 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.	5 - Very Good Alignment	Flexible presentation allows for pacing to be adapted as needed; generally appropriate for pacing over the course of a week

<p>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).</p>	<p>3 - Fair Alignment</p>	<p>Multiple digital assistive supports</p>
<p>7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).</p>	<p>5 - Very Good Alignment</p>	<p>Materials are comprehensive, organized, and connected to grade level standards. The pacing of content is appropriate and materials are engaging. There are assistive supports embedded.</p>

Learning	Reviewer Rating	Rating Justification
<p>1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.</p>	<p>4 - Good Alignment</p>	<p>Opportunities for specific feedback allows for motivation of learners; MTR standards allow for students to see themselves as mathematicians at whatever level of understanding they employ</p>
<p>2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.</p>	<p>5 - Very Good Alignment</p>	<p>Materials focus on big ideas and all lessons correlate to those ideas appropriately</p>
<p>3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Information is presented in a clear way and expected learner outcomes are clearly established.</p>
<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>4 - Good Alignment</p>	<p>Supports are embedded for independent, critical thinking</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>4 - Good Alignment</p>	<p>Materials have strategies embedded for various learning styles, including hands on activities and strategies using manipulatives</p>

<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>5 - Very Good Alignment</p>	<p>Engagement strategies include discussion prompts and strategies, hands on activities, problem based explorative tasks, and the use of math manipulatives.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>3 - Fair Alignment</p>	<p>Problem based tasks included in each lesson</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>Range of strategies included that teach the learning outcomes - upside down teaching, small group strategies, leveled questioning, etc.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Materials are appropriately aligned to targeted outcomes</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Varied assessment opportunities and rubric based all align to the targeted learning outcomes</p>
<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Varied assessment opportunities and rubric based all align to the targeted learning outcomes</p>
<p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>	<p>3 - Fair Alignment</p>	<p>Strategies embedded for ELL and struggling learners</p>
<p>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?</p>	<p>4 - Good Alignment</p>	<p>MTS standards are well covered as well as EE standards are moderately embedded</p>
<p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p>	<p>4 - Good Alignment</p>	<p>BEST standards, UDL, MTR, EE, and critical thinking strategies are all embedded in the materials.</p>



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 noted
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	CRT not noted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Social justice in relation to CRT not 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	SEL not directly discussed

**UDL Reviewer's Name:** David Davis

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [5012030 - Grade One Mathematics](#)

**Bid ID:** 323

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

**Bid Response**

*To access our accessibility features, users (students and teachers) will click on their username in the top right corner and choose "Accessibility Settings." In this menu, font size and type can be adjusted. The theme can be toggled between default and high-contrast views, and our text-to-speech speed can be modified. Students and teachers can also select to have text highlighted as it is read aloud via our text-to-speech feature. • Fonts can be adjusted in type and size. On the user's Accessibility Settings, font size and font type can be adjusted. Selecting one of the six font-size options we offer will adjust the font size for the entire website. We also have two font-type options: serif and sans serif (see image 1 below). Additionally, on each element page, we offer the ability to increase and decrease the font size of individual pages (see image 2 below). • Font colors and background colors can be adjusted. Also on the user's Accessibility Settings page, a user can select between a default theme and a high-contrast theme to allow for easier readability for users desiring that accommodation. • High-contrast color settings are available. High-contrast color settings are available. • Text-to-speech tools are included, or text can be selected and used with text-to-speech utilities. STEMscopes offers a text-to-speech feature that can be controlled on each element page by clicking the embedded speech button. On the user's Accessibility Settings page, the user can control the text-to-speech speed with slow, regular, and fast options. Users can also select an option to have words on the screen appear with highlighting as they are read aloud. • Text-to-speech tools read math formulas correctly. Not applicable. • All images have alt tags. All of our images have alt tags. • All videos are captioned. All videos, including our teacher setup videos, are captioned. The image below shows an example of one of our videos. Simply click the "CC" button on the playback toolbar to activate captions. • Text, image tags, and captioning sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.*

Review

Rating

Comments

Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Fonts can be set with or without serifs. Font size can be adjusted. High contrast is an option, but general font colors and background colors are not adjustable in the built-in accessibility settings. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	3 - Fair Alignment	High contrast is an option. This does not change some of the instructional objects, such as graphics and virtual manipulatives. Colors and contrast settings are important for students with various visual needs.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are available and work on most, but not all, text. The tools do work for basic text paragraphs, slides, flipbooks, and other text-based sections. There are adjustments for speaking rate and highlighting words as they are spoken. These are great supports. However, there are some charts where the text can be selected but cannot be read aloud, as well as images with text that cannot be selected. There are also activities that must be printed out.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. An alt tag check indicated that many alt tags were missing. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	4 - Good Alignment	The majority of videos reviewed were captioned. There were a few that did not have captions. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The student platform could not be tested. The teacher platform was well organized. Support for refreshable braille displays is important for students who are blind.

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

<p>Bid Response</p> <p>• <i>Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. Page elements can be adjusted in size by using the embedded zoom tool within the user’s browser.</i> • <i>All navigation elements and menu items have keyboard shortcuts. Our Visual Glossary allows for keyboard shortcuts; selecting a letter will jump to that letter’s content in the glossary. In the curriculum, materials can be accessed using the tab button.</i> • <i>All navigation information can be sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.</i></p>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Adjustment of buttons, icons, etc. is not built into the accessibility features of this system. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems.

All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	Navigation elements and menu items do not have keyboard shortcuts. The visual glossary supports navigation by letter, and the tab key can be used for some page navigation, but it seems to jump around on the page. 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.	4 - Good Alignment	Navigation of platform was well organized, appropriate heading levels and labels of web elements (buttons, headings, links, etc.) Needs to be tested on student platform to ensure continuity of accessibility, along with the content for students.

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

Bid Response

*Highlighting and note-taking options are available to teachers and students. The top toolbar is where students can manage highlights and comments/notes and where they can access our embedded dictionary. We offer highlighting in the four standard colors (yellow, rose, green, and blue), and highlighted text and comments can be downloaded in a separate document for access later. • Highlighters are provided in the four standard colors (yellow, rose, green, blue). We offer a highlighting tool on each element that allows teachers and students alike to highlight content in these four standard colors. This tool can be accessed by selecting the paint bucket icon in the element toolbar. • Highlighted text can be automatically extracted into another document. There is an “Export to file” option in the highlighting menu that will download highlighted content into a document that can be printed or accessed outside of STEMscopes. • Note taking tools are available for students to write ideas online; as they are processing curriculum content. STEMscopes offers a comment/annotation tool in the same toolbar with the highlighting function. Students and teachers alike can make annotations on content that can also be downloaded for access outside of STEMscopes. • Resizable digital calculators are available in all math materials. K–5 students will have access to a four-function calculator.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Text highlighters are provided in the four standard 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.	4 - Good Alignment	Highlighted text can be extracted into another browser window. That window can then be printed. 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.	4 - Good Alignment	Note taking tools are available as comments by section of content or by selected text. All cumulative notes can only be viewed in the “My Notes” section. Being able to take and review notes is helpful for students who have problems organizing information.

**Bid Response**

*Examples of assistive technology software that can be run in the background include the following: 1. Magnification: We have used and tested often with the browser-embedded screen zoom. On a Mac, this means pressing the command and plus or minus signs, and for a PC, this means pressing the control and plus or minus keys to zoom in or out. Pinching the screen on a touch screen also works well. 2. Text-to-speech: We use ReadSpeaker for our text-to-speech feature, which is embedded within the website. 3. Text-to-American Sign Language: We've not yet found a seamless tool to easily translate our science content into American Sign Language, though we have researched websites that allow a user to look up terms and see the corresponding sign language gestures, which could be used as an interim resource. 4. On-screen keyboards: The embedded keyboard features within the Mac and PC operating systems are easy to use and work with our website. 5. Switch-scanning controls: At this time, we have not experimented with switch-scanning controls other than the feature that comes standard on the Mac operating system. We are continuing to improve our accessibility initiatives, and this is a key feature on which we will focus. Our new platform scheduled to be released before the start of the 2021–2022 school year aligns with WCAG A-AA standards. 6. Speech-to-text: We have used the embedded Dictation tool on a Mac and PC with success.*

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	The publisher tested several operating system-based accessibility tools (magnification, on-screen keyboards) and there were no problems. The system does not seem to prevent any third-party tools from functioning.

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**

*All student content in STEMscopes can be downloaded and printed in PDF form. The following elements provide the teacher the ability to create a copy of the Google document or slide version of the document for editing purposes: Hook (Student Handouts only) Explore Student Journals and Exit Tickets Show What You Know handouts Math Story handouts Spiraled Review handouts Decide and Defend handouts (Grades 2–5) Skills Quiz handouts Standards-Based Assessment handouts (Grades 2–5) Observation Checklist (Grades K–1) Show-and-Tell Interview Rubric (Grades K–1) Small-Group Intervention Teacher Checklist Print Files and Editable Google Files are on the right-hand side of teacher pages. These files can be downloaded and printed for offline student access. Computer access is not required for students to benefit from STEMscopes. We also offer supplemental printed books that can be purchased separately from the online product. Although the printed books are composed of content that is identical to that in the online product, the printed materials offer convenience for teachers and students alike.*

Review	Rating	Comments
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	2 - Poor Alignment	In order to have printed versions of the online content, the teacher or school will need to download PDF versions and print them out. There are printed companion books available, but the content does not mirror the online content.
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**Reviewer's Name:** Penny King

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade One Mathematics](#)

**Bid ID:** 323

### 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 I feel the curriculum strongly addresses the standards. At times it felt overwhelming with the amount of resources and activities, some of which involved gathering additional materials. I would like more time dedicated to some standards so that teachers can continue to go deeper and not farther especially with topics such as time. I can tell this was

written by teachers as for the most part it is teacher and student friendly. It is up to date with theories and models. Overall a good curriculum for students and teachers.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.1.AR.1.1</a>	Apply properties of addition to find a sum of three or more whole numbers.	5 - Very Good Alignment	Many opportunities for students to work with standard
<a href="#">MA.1.AR.1.2</a>	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	Sufficient number of lessons and activities for this standard
<a href="#">MA.1.AR.2.1</a>	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	5 - Very Good Alignment	Many opportunities for students to work with standard
<a href="#">MA.1.AR.2.2</a>	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	Many opportunities for students to work with standard
<a href="#">MA.1.AR.2.3</a>	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Sufficient number of lessons and activities for this standard
<a href="#">MA.1.DP.1.1</a>	Collect data into categories and represent the results using tally marks or pictographs.	3 - Fair Alignment	more opportunities needed to engage in data analysis as this standard is difficult for young learners
<a href="#">MA.1.DP.1.2</a>	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	Sufficient number of lessons and activities for this standard



<a href="#">MA.1.FR.1.1</a>	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	3 - Fair Alignment	more opportunities needed for an abstract concept in this standard
<a href="#">MA.1.GR.1.1</a>	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	Many opportunities for students to work with standard
<a href="#">MA.1.GR.1.2</a>	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	4 - Good Alignment	Sufficient number of lessons and activities for this standard
<a href="#">MA.1.GR.1.3</a>	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.	4 - Good Alignment	Sufficient number of lessons and activities for this standard
<a href="#">MA.1.GR.1.4</a>	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	Many opportunities for students to work with standard
<a href="#">MA.1.M.1.1</a>	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.	4 - Good Alignment	Sufficient number of lessons and activities for this standard
<a href="#">MA.1.M.1.2</a>	Compare and order the length of up to three objects using direct and indirect comparison.	4 - Good Alignment	Sufficient number of lessons and activities for this standard
<a href="#">MA.1.M.2.1</a>	Using analog and digital clocks, tell and write time in hours and half-hours.	3 - Fair Alignment	Would like to see more alignment with this difficult standard
<a href="#">MA.1.M.2.2</a>	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	4 - Good Alignment	Sufficient number of lessons and activities for this standard

<a href="#">MA.1.M.2.3</a>	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.	4 - Good Alignment	Sufficient number of lessons and activities for this standard
<a href="#">MA.1.NSO.1.1</a>	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	Many opportunities for students to work with standard
<a href="#">MA.1.NSO.1.2</a>	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.	4 - Good Alignment	Sufficient number of lessons and activities for this standard
<a href="#">MA.1.NSO.1.3</a>	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.	4 - Good Alignment	Sufficient number of lessons and activities for this standard
<a href="#">MA.1.NSO.1.4</a>	Plot, order and compare whole numbers up to 100.	4 - Good Alignment	Sufficient number of lessons and activities for this standard
<a href="#">MA.1.NSO.2.1</a>	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	Many opportunities for students to work with standard
<a href="#">MA.1.NSO.2.2</a>	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	5 - Very Good Alignment	Many opportunities for students to work with standard
<a href="#">MA.1.NSO.2.3</a>	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	4 - Good Alignment	Sufficient number of lessons and activities for this standard
<a href="#">MA.1.NSO.2.4</a>	Explore the addition of a two-digit number and a one-digit number with sums to 100.	5 - Very Good Alignment	Many opportunities for students to work with standard
<a href="#">MA.1.NSO.2.5</a>	Explore subtraction of a one-digit number from a two-digit number.	4 - Good Alignment	Sufficient number of lessons and activities for this standard

<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Many opportunities for students to work with standard</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Many opportunities for students to work with standard</p>
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>	<p>5 - Very Good Alignment</p>	<p>Many opportunities for students to work with standard</p>

	<ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	5 - Very Good Alignment	Many opportunities for students to work with standard
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> </ul>	5 - Very Good Alignment	Many opportunities for students to work with standard

	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	Many opportunities for students to work with standard
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and</li> </ul>	5 - Very Good Alignment	Many opportunities for students to work with standard

	methods to improve accuracy or efficiency.		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Many opportunities for students to work with standard
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Good alignment noted
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	Good alignment noted
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Good alignment noted
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Good alignment noted
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Good alignment noted
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Many opportunities for students to work with standard
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Many opportunities for students to work with 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.	4 - Good Alignment	good alignment between standards 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.	3 - Fair Alignment	Seemed beyond grade level at times
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Requires teachers to supplement more than I would have liked
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Good detail to help students understand and be successful
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	At times it seemed a little complex but overall good alignment
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	At times it seemed a little complex but overall fair alignment
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	At times it was too much for a math block
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Good use of sources
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 quality 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 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 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).	4 - Good Alignment	Current theories, strategies and models noted

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 noted
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	All content appeared current
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	good alignment-appropriate
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	at times it seemed beyond grade level but overall good alignment
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Great use of connections to real life
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Materials' connections to students' lives was noted and meaningful
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 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	no inhumane or inappropriate material noted
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	yes

Presentation	Reviewer Rating	Rating Justification
1. A. Comprehensiveness of Student and Teacher Resources: the comprehensiveness of the student resources address the	5 - Very Good Alignment	Strong amount of student resources that support



targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.		students in reaching learning outcomes
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Most components align with the curriculum
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	At times the amount of activities felt overwhelming
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 level seemed above 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.	3 - Fair Alignment	too much content covered for developmental level of this grade level
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 for varied student 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).	4 - Good Alignment	A lot of content and activities may be overwhelming for teachers at times

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Materials appear to be very engaging and motivating to students
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Clear focus on just a few big ideas in math for the grade level.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Mostly clear information

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	Good alignment
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Opportunities to meet the needs of various learners is noted
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Would like to see more opportunities for physical activity in 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	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.	3 - Fair Alignment	At times the strategies did not feel like the best way to reach the learning outcomes.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	see above
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessment opportunities connect 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	Most assessment strategies seemed effective but as a teacher didn't love some of them
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	strong 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?	4 - Good Alignment	yes
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 they 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	no CRT noted
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
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT 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	no SEL noted

**Reviewer's Name:** Vanessa Champion

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade Two Mathematics](#)

**Bid ID:** 324

### 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 material is designed with the UDL in mind and provides students with videos, hands-on, written, and auditory discussions and feedback. Each lesson requires extensive time (up to an hour) to prepare for students. For each explore unit, teachers are required to print, cut, and set up several stations for exploration in addition to time spent on planning.

Standards are appropriately covered and strategies required by the benchmarks are present. More work with the number line may be needed for addition and subtraction. Explicit connections between strategies in order to develop fluency will need to be supplemented. The explicit connection between activities and MTRs was lacking. While accessibility options are present for a majority of the resources, some of the hands-on activities may exclude participation from students with ambulatory disabilities like cerebral palsy or those with visual impairments due to some of the pieces being so small and the activities materials being so specific. All other accommodations and modifications could be made using the materials as is. Standards-based assessments are provided digitally and on paper. Assessments include all item types currently in use and may require knowledge of specific strategies. Ten questions for each assessment are provided. Students may struggle to complete the assessments in an appropriate time frame due to the work required by some of these questions. Strong correlation to the ELA Expectations.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.2.AR.1.1</a>	Solve one- and two-step addition and subtraction real-world problems.	3 - Fair Alignment	In the first unit, problems are within 100, but in the second unit problems go beyond 100 Clarifications state within 100
<a href="#">MA.2.AR.2.1</a>	Determine and explain whether equations involving addition and subtraction are true or false.	4 - Good Alignment	Instruction focuses on the equal sign and problems are presented with the equal sign on the right or left of the equation. Students are asked to prove

			their answers and to consider other equations with the same value.
<a href="#">MA.2.AR.2.2</a>	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	3 - Fair Alignment	This standard is embedded in two units. In unit 1 sums and differences are within 100. In unit 2, problems go beyond 100. Clarifications state within 100
<a href="#">MA.2.AR.3.1</a>	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	Students determine even and odd by examining patterns of numbers by dividing numbers into two. If there are none left over the number is even if there is a left over it is odd. Students must justify their thinking. They are asked to represent even numbers as a doubles and odd as doubles plus 1.
<a href="#">MA.2.AR.3.2</a>	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	within 5X5 and students directly link repeated addition to the array. Concrete first, then pictorial. Repeated addition equations integrated in both explorations.
<a href="#">MA.2.DP.1.1</a>	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	5 - Very Good Alignment	includes pictographs, bar graphs, and tables. requires students to use the appropriate labels,

			and intervals. Scaled 1, 5s, 10s.
<a href="#">MA.2.DP.1.2</a>	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	5 - Very Good Alignment	displays are vertical and horizontally displayed. Students are asked to compare and interpret data between two data sets.
<a href="#">MA.2.FR.1.1</a>	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.	5 - Very Good Alignment	Focuses on Halves, thirds, fourths, and equal pieces. Provides students opportunities to explore examples and non examples with models. Students use written descriptions to describe the models.
<a href="#">MA.2.FR.1.2</a>	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.	5 - Very Good Alignment	Students are asked to both demonstrate halves, thirds and fourths in multiple ways and recognize models that represent the same situations.
<a href="#">MA.2.GR.1.1</a>	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	No rulers or straight edges are used. All other parts of the standard are met.
<a href="#">MA.2.GR.1.2</a>	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.	5 - Very Good Alignment	Students decided how to sort 2d figures and then are asked to sort based on attributes. Both formal and informal language is used.

<a href="#">MA.2.GR.1.3</a>	Identify line(s) of symmetry for a two-dimensional figure.	5 - Very Good Alignment	Students both draw lines of symmetry and must identify examples and non examples of lines of symmetry. Instruction includes building the understanding of equal parts.
<a href="#">MA.2.GR.2.1</a>	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.	5 - Very Good Alignment	Uses different sized unit segments, real world problems, and does not require the use of a formula.
<a href="#">MA.2.GR.2.2</a>	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	5 - Very Good Alignment	Perimeters are within 100, exploration of associative and commutative properties are encouraged throughout the exploration as a strategy to simplify the problems, no formula is needed. Students are encouraged to measure to the nearest inch.
<a href="#">MA.2.M.1.1</a>	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	Included all required units of measure. Calls attention to the use and comparison of two different units and the pattern of larger units, fewer units. Students do not use known objects to help them estimate lengths.



<a href="#">MA.2.M.1.2</a>	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	5 - Very Good Alignment	Students measure to the nearest unit and compare units by creating a subtraction equation.
<a href="#">MA.2.M.1.3</a>	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	5 - Very Good Alignment	Students are asked to create addition or subtraction equations with measured lengths to see if the objects will all fit inside a box. Within 100.
<a href="#">MA.2.M.2.1</a>	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	Use of time on a number line for AM and PM. Partitioning of circles is included in instruction (i.e. Quarter past). Tell time to the nearest 5 minutes with real world connections.
<a href="#">MA.2.M.2.2</a>	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	Within \$100 both coins and dollar bills, students are engaged in addition and subtraction real world problems with money.
<a href="#">MA.2.NSO.1.1</a>	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	4 - Good Alignment	Students write numbers using standard, expanded and word forms and connect it to pictorial representations. Poor real world connection.
<a href="#">MA.2.NSO.1.2</a>	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each	5 - Very Good Alignment	Students are given opportunity to explore counting and

	composition or decomposition with objects, drawings and expressions or equations.		grouping of numbers with straws and then are asked to connect it to base ten blocks and compose and decompose numbers in multiple ways.
<a href="#">MA.2.NSO.1.3</a>	Plot, order and compare whole numbers up to 1,000.	5 - Very Good Alignment	Students are directed to compare numbers 10 more and 10 less than another number using place value, then are asked to compare spelling bee score and plot and order them on a number line.
<a href="#">MA.2.NSO.1.4</a>	Round whole numbers from 0 to 100 to the nearest 10.	4 - Good Alignment	No mention of why we round. Use of manipulatives to conceptualize and visualize rounding.
<a href="#">MA.2.NSO.2.1</a>	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	4 - Good Alignment	Addition and subtraction fluency is included in comparing measurements and as building foundations lessons and elaborations.
<a href="#">MA.2.NSO.2.2</a>	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	Larger focus on 10 more and 10 less
<a href="#">MA.2.NSO.2.3</a>	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.	4 - Good Alignment	Uses number lines, mental math strategies drawings and properties of operations. Mini lessons are used to reinforce strategies. Assessment requires

			students to use particular strategies to solve. One unit for addition and subtraction within 100.
<a href="#">MA.2.NSO.2.4</a>	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	Uses number lines, mental math strategies drawings and properties of operations. Mini lessons are used to reinforce strategies. Assessment requires students to use particular strategies to solve. One unit for addition and subtraction within 1000. .
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	4 - Good Alignment	Students have opportunities to engage in some effortful learning individually and with others, but questions and prompts are directed by the teacher and not students.
<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	Provides multiple representations including several representations of the number line. Also, lots of discussions

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		<p>about when to use which strategies (Practical application of strategies)</p>
<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>4 - Good Alignment</p>	<p>Program provides elaborations and foundational building activities to encourage mathematical fluency. Each exploration requires students to complete several problem in similar ways to build efficiency and accuracy.</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	<p>4 - Good Alignment</p>	<p>Math chats are routinely used whole group. Student-to-student conversations are not commonly used to analyze the thinking of others.</p>

	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		<p>These conversations are teacher led.</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>4 - Good Alignment</p>	<p>Students are asked questions about the structure of mathematical concepts (i.e. fractions, tape diagrams) and use this noticing to make generalizations.</p>
<p><a href="#">MA.K12.MTR.6.1</a></p>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> </ul>	<p>3 - Fair Alignment</p>	<p>MTR.6.1 is used in many of the lessons, but the questions rarely lead to students assessing the reasonableness of their answers. For example, it will ask</p>

	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		<p>how students knew to add or subtract, but does not ask students to justify or explain why their solution is or is not reasonable. How to estimate a solution was the only lesson that covered this MTR.</p>
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Almost every problem connects back to a real world context and many have videos to help students build background knowledge about the context before solving.</p>
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	<p>4 - Good Alignment</p>	<p>Students are asked to respond to journal prompts to explain their thinking using sound mathematical reasoning.</p>
<a href="#">ELA.K12.EE.2.1</a>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>Story problems are written on grade level. Students are expected to read them independently.</p>
<a href="#">ELA.K12.EE.3.1</a>	<p>Make inferences to support comprehension.</p>	<p>4 - Good Alignment</p>	<p>Journaling require students to reflect on their own thinking and situations and</p>

			represent situations in different ways using inferencing. Most Real-life connections are realistic and require students to infer.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Students work together in pairs, or groups of 2 or 3 almost daily and engage in mathematical conversations.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	A format is given for each exploration for students to follow and process information. The same format is encouraged in the math journal.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Real world connections are told in a story format and are appropriate. World problems align to the context.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	provided in English and Spanish. Tiered supports for ELLs are included in every lesson.
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Real life explorations allow students to authentically communicate using mathematical thinking as well as written.

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	Most benchmarks are covered satisfactorily with a few that may need additional resources (i.e. NSO.2.2, 2.3, & 2.4)
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	Appropriate standards for each benchmark. Number line not used as a strategy as much as benchmarks intended.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Structure allows teacher flexibility in questioning and structure of lesson. It provides resources for teachers to use to sure up prerequisites and provide intervention and acceleration for all learners. Hands on curriculum.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	While there were plenty of opportunities to build algebraic reasoning for addition and subtraction in word problems with money, data, and real life situations, students work with addition and subtraction within 1000 is limited. If students are to build procedural fluency, they may need some additional work. More focus was placed on within 100.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Most content matches levels and examples given in the BEST standards with the exception of NSO22
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	Hands on activities allowed students to explore mathematical concepts with



		some productive struggle. Strategies presented are grade level and age appropriate.
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	30 weeks of instructions with 5 weeks of review and a pre, mid and post assessment on grade level standards to guide instruction.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	1 - Very Poor/No Alignment	Could not find this online. Video mentions that the program was created by teachers for teachers but does not elaborate.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	1 - Very Poor/No Alignment	Could not find this online. Video mentions that the program was created by teachers for teachers but does not elaborate.
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	hooks and problems are presented in a real world situation and all activities are hands on. Does not call attention to controversial topics.
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	Follows the CPA approach and has students engage in the concrete stage in every lesson. Students construct meaning through explanation and then make the connection between more concrete/pictorial representations to abstract. This is followed in each lesson. Age/developmentally appropriate

<p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p>	<p>5 - Very Good Alignment</p>	<p>No mistakes or inconsistencies observed.</p>
<p>14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.</p>	<p>4 - Good Alignment</p>	<p>The content has been updated with the new standards and clarifications; however, there were a few places where some things were left out.</p>
<p>15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.</p>	<p>5 - Very Good Alignment</p>	<p>Most lessons integrate a stem activity. Real world context is strong.</p>
<p>16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.</p>	<p>4 - Good Alignment</p>	<p>For some of the context, it was difficult to make the connection between the context and the math. Some seemed to be a stretch. For example, building three digit numbers, the kids used the base ten blocks to construct a building. It was unclear where this fit into the benchmark.</p>
<p>17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.</p>	<p>4 - Good Alignment</p>	<p>Some of the context was related to activities students engage in (i.e. folding birthday cards, creating a time line for am and pm) while others were more industrial in nature (i.e. measuring items to package deliveries). Few connections to rural settings.</p>
<p>18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.</p>	<p>4 - Good Alignment</p>	<p>Many activities stem activities (i.e. packing toys, measuring stickers for a company, feeding animals at a zoo). Students make connections. Connections are made between math and writing (Journal) and math and stem related jobs.</p>

<p>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).</p>	<p>5 - Very Good Alignment</p>	<p>Many examples are about the world we live in and not people; however, when they are a diverse use of cultures are used. Materials are free of examples of religion or gender.</p>
<p>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).</p>	<p>5 - Very Good Alignment</p>	<p>None observed.</p>
<p>21. In general, is the content of the benchmarks and standards for this course covered in the material?</p>	<p>4 - Good Alignment</p>	<p>While there was little information on the authors of the material, the content was aligned.</p>

Presentation	Reviewer Rating	Rating Justification
<p>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.</p>	<p>3 - Fair Alignment</p>	<p>Teacher has a basic lesson and several skills basic, fluency and additional lessons that can be used to remediate or reteach skills. Resources are available for intervention and acceleration for each level; however, they are a one-size-fits-all with only one activity provided. Fact fluency practice is available with every lesson. All explore lessons require preparation. In some cases, up to an hour to prepare (between cutting, organizing, and setting up sometimes up to 10 stations). Teachers may struggle with finding time for this additional work required for basic lessons.</p>

<p>2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.</p>	<p>4 - Good Alignment</p>	<p>Each unit's materials are aligned including interventions an accelerated activities.</p>
<p>3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.</p>	<p>5 - Very Good Alignment</p>	<p>14 weeks are spent on numbers and addition and subtraction strategies and then connected to other benchmarks.</p>
<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Real world connections, hands on activities and videos help connect the math.</p>
<p>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.</p>	<p>3 - Fair Alignment</p>	<p>Scope and sequence calls for 28 weeks of instruction. The first is dedicated to routines and procedures, while the last 7 weeks are dedicated to a end of unit assessment and spiral review.</p>
<p>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).</p>	<p>3 - Fair Alignment</p>	<p>Many of the materials are hands on, some require the use of virtual manipulatives. Most materials have only one access point and require them to be physically handled. Accommodations and modifications are controlled by the teacher.</p>
<p>7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).</p>	<p>3 - Fair Alignment</p>	<p>Accessibility options for students are limited. While scope and sequence follows an appropriate progression, the timeline for instruction is a 28 week window. Real world connections are strong; however, the time and materials required to prepare, organize and set up for explorations may be a challenge.</p>

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Many of the lessons begin with a hook and an explore. In the hook the students connect to a real life example of the application of that skill. In the explore the students engage in a hands on activity requiring them to engage with the video.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	areas of emphasis are broken into smaller lesson that target the skill. The scope and sequence helps build these skills from the ground up and then practice them throughout the year. Only 5 weeks are dedicated to addition and subtraction before it is then integrated.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	teacher videos demonstrate how to teach each lesson and what materials are needed and need to be prepared.
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	Explore activities are student led. The teacher circulated and prompts students and asks questions. When completed the class engages in a math chat. Most of the mathematical discourse call attention to the mathematical concepts. Little discussion is spent on making connections between strategies. Second grade is about building procedural reliability and attempting to move students to the more efficient procedures. This is

		difficult to do when these connections are not made.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Initial lessons begin with a hook (video) then related hands on activity followed by classroom model and discussion. Then students engage in practice of the skill and a math journal. Other additional materials include: remediate, accelerate, spiral review, and fluency builder centers and games. Questions in lesson help the teacher evaluate student thinking.
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 engage in hands on activities as well as mental math protocols integrated in each lesson.
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	Most hands on activities related to authentic use of the benchmark being taught and engage students in the math. It was difficult to see the connect between some (i.e. building a building using base ten blocks and understanding three digit numbers).
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 strategies were used that are required by the benchmarks. The use of a number line outside rounding and comparing and ordering was limited.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Instructional strategies are effective in teaching the target; however, explicit discussions related to the connections between strategies was lacking (i.e. subtracting with

		regrouping using base ten and use of place value blocks, number line and making a ten))
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessments correlated to the requirements of the benchmarks; however, some assessment questions specified the use of particular 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	Assessments are 10 questions long and may require students to do multiple steps to solve (i.e. tables, multi-select, and drawing). Found the assessments questions to be excessive.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Engagement: hook with a video and hands on activity for perseverance and self regulation. Multiple representations for all learners: Videos, hands on learning, discussion and written responses are integrated in every lesson. Multiple means of expression: Students can either express thinking digitally or on paper. Students can also express thinking verbally during math chats or in written format in the math journal. Assessments: performance tasks, digital or written assessments.
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	Appropriate application of ELS and MTRs. ELA for listening, speaking and writing were strong. Calling explicit attention or making connections to the MTRs and those behaviors was not found often.

<p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p>	<p>4 - Good Alignment</p>	<p>Strong UDL presents. Appropriate development of content and teaching of strategies as required by the benchmarks. Few examples of explicit connections between strategies was found. Few explicit connections between activities and MTRs were found. Strong ELA Expectation connection. Standards based assessments assessed benchmarks appropriately, but may not be appropriate for some lessons (all assessments 10 questions)</p>
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Special Topics	Reviewer Rating	Rating Justification
<p>Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p>	<p>5 - Very Good Alignment</p>	<p>None observed-heavy focus on STEM related activities and not people</p>
<p>Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?</p>	<p>5 - Very Good Alignment</p>	<p>None observed-many of the activities did not focus on people, but rather STEM related activities.</p>
<p>Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?</p>	<p>5 - Very Good Alignment</p>	<p>None observed-because of the heavy STEM focus the materials focus more on work related activities and not on history or people.</p>
<p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p>	<p>5 - Very Good Alignment</p>	<p>None observed</p>



**UDL Reviewer's Name:** David Davis

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [5012040 - Grade Two Mathematics](#)

**Bid ID:** 324

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

**Bid Response**

*To access our accessibility features, users (students and teachers) will click on their username in the top right corner and choose "Accessibility Settings." In this menu, font size and type can be adjusted. The theme can be toggled between default and high-contrast views, and our text-to-speech speed can be modified. Students and teachers can also select to have text highlighted as it is read aloud via our text-to-speech feature. • Fonts can be adjusted in type and size. On the user's Accessibility Settings, font size and font type can be adjusted. Selecting one of the six font-size options we offer will adjust the font size for the entire website. We also have two font-type options: serif and sans serif (see image 1 below). Additionally, on each element page, we offer the ability to increase and decrease the font size of individual pages (see image 2 below). • Font colors and background colors can be adjusted. Also on the user's Accessibility Settings page, a user can select between a default theme and a high-contrast theme to allow for easier readability for users desiring that accommodation. • High-contrast color settings are available. High-contrast color settings are available. • Text-to-speech tools are included, or text can be selected and used with text-to-speech utilities. STEMscopes offers a text-to-speech feature that can be controlled on each element page by clicking the embedded speech button. On the user's Accessibility Settings page, the user can control the text-to-speech speed with slow, regular, and fast options. Users can also select an option to have words on the screen appear with highlighting as they are read aloud. • Text-to-speech tools read math formulas correctly. Not applicable. • All images have alt tags. All of our images have alt tags. • All videos are captioned. All videos, including our teacher setup videos, are captioned. The image below shows an example of one of our videos. Simply click the "CC" button on the playback toolbar to activate captions. • Text, image tags, and captioning sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.*

Review

Rating

Comments

Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Fonts can be set with or without serifs. Font size can be adjusted. High contrast is an option, but general font colors and background colors are not adjustable in the built-in accessibility settings. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	3 - Fair Alignment	High contrast is an option. This does not change some of the instructional objects, such as graphics and virtual manipulatives. Colors and contrast settings are important for students with various visual needs.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are available and work on most, but not all, text. The tools do work for basic text paragraphs, slides, flipbooks, and other text-based sections. There are adjustments for speaking rate and highlighting words as they are spoken. These are great supports. However, there are some charts where the text can be selected but cannot be read aloud, as well as images with text that cannot be selected. There are also activities that must be printed out.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. An alt tag check indicated that many alt tags were missing. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	4 - Good Alignment	The majority of videos reviewed were captioned. There were a few that did not have captions. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The student platform could not be tested. The teacher platform was well organized. Support for refreshable braille displays is important for students who are blind.

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

<p>Bid Response</p> <p>• <i>Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. Page elements can be adjusted in size by using the embedded zoom tool within the user’s browser.</i> • <i>All navigation elements and menu items have keyboard shortcuts. Our Visual Glossary allows for keyboard shortcuts; selecting a letter will jump to that letter’s content in the glossary. In the curriculum, materials can be accessed using the tab button.</i> • <i>All navigation information can be sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.</i></p>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Adjustment of buttons, icons, etc. is not built into the accessibility features of this system. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems.

All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	Navigation elements and menu items do not have keyboard shortcuts. The visual glossary supports navigation by letter, and the tab key can be used for some page navigation, but it seems to jump around on the page. 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.	4 - Good Alignment	Navigation of platform was well organized, appropriate heading levels and labels of web elements (buttons, headings, links, etc.) Needs to be tested on student platform to ensure continuity of accessibility, along with the content for students.

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

Bid Response

*Highlighting and note-taking options are available to teachers and students. The top toolbar is where students can manage highlights and comments/notes and where they can access our embedded dictionary. We offer highlighting in the four standard colors (yellow, rose, green, and blue), and highlighted text and comments can be downloaded in a separate document for access later. • Highlighters are provided in the four standard colors (yellow, rose, green, blue). We offer a highlighting tool on each element that allows teachers and students alike to highlight content in these four standard colors. This tool can be accessed by selecting the paint bucket icon in the element toolbar. • Highlighted text can be automatically extracted into another document. There is an “Export to file” option in the highlighting menu that will download highlighted content into a document that can be printed or accessed outside of STEMscopes. • Note taking tools are available for students to write ideas online; as they are processing curriculum content. STEMscopes offers a comment/annotation tool in the same toolbar with the highlighting function. Students and teachers alike can make annotations on content that can also be downloaded for access outside of STEMscopes. • Resizable digital calculators are available in all math materials. K–5 students will have access to a four-function calculator.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Text highlighters are provided in the four standard 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.	4 - Good Alignment	Highlighted text can be extracted into another browser window. That window can then be printed. 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.	4 - Good Alignment	Note taking tools are available as comments by section of content or by selected text. All cumulative notes can only be viewed in the “My Notes” section. Being able to take and review notes is helpful for students who have problems organizing information.

**Bid Response**

*Examples of assistive technology software that can be run in the background include the following: 1. Magnification: We have used and tested often with the browser-embedded screen zoom. On a Mac, this means pressing the command and plus or minus signs, and for a PC, this means pressing the control and plus or minus keys to zoom in or out. Pinching the screen on a touch screen also works well. 2. Text-to-speech: We use ReadSpeaker for our text-to-speech feature, which is embedded within the website. 3. Text-to-American Sign Language: We've not yet found a seamless tool to easily translate our science content into American Sign Language, though we have researched websites that allow a user to look up terms and see the corresponding sign language gestures, which could be used as an interim resource. 4. On-screen keyboards: The embedded keyboard features within the Mac and PC operating systems are easy to use and work with our website. 5. Switch-scanning controls: At this time, we have not experimented with switch-scanning controls other than the feature that comes standard on the Mac operating system. We are continuing to improve our accessibility initiatives, and this is a key feature on which we will focus. Our new platform scheduled to be released before the start of the 2021–2022 school year aligns with WCAG A-AA standards. 6. Speech-to-text: We have used the embedded Dictation tool on a Mac and PC with success.*

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	The publisher tested several operating system-based accessibility tools (magnification, on-screen keyboards) and there were no problems. The system does not seem to prevent any third-party tools from functioning.

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**

*All student content in STEMscopes can be downloaded and printed in PDF form. The following elements provide the teacher the ability to create a copy of the Google document or slide version of the document for editing purposes: Hook (Student Handouts only) Explore Student Journals and Exit Tickets Show What You Know handouts Math Story handouts Spiraled Review handouts Decide and Defend handouts (Grades 2–5) Skills Quiz handouts Standards-Based Assessment handouts (Grades 2–5) Observation Checklist (Grades K–1) Show-and-Tell Interview Rubric (Grades K–1) Small-Group Intervention Teacher Checklist Print Files and Editable Google Files are on the right-hand side of teacher pages. These files can be downloaded and printed for offline student access. Computer access is not required for students to benefit from STEMscopes. We also offer supplemental printed books that can be purchased separately from the online product. Although the printed books are composed of content that is identical to that in the online product, the printed materials offer convenience for teachers and students alike.*

Review	Rating	Comments
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	2 - Poor Alignment	In order to have printed versions of the online content, the teacher or school will need to download PDF versions and print them out. There are printed companion books available, but the content does not mirror the online content.
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**Reviewer's Name:** Melanie Endler

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade Two Mathematics](#)

**Bid ID:** 324

### 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.

The curriculum teaches math concepts by including hands-on lessons for all standards, along with extra practice for foundation standards. Including the intervention and the accelerated support is fantastic. The streaming and coding options are super.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.2.AR.1.1</a>	Solve one- and two-step addition and subtraction real-world problems.	5 - Very Good Alignment	Age Appropriate real-world problems
<a href="#">MA.2.AR.2.1</a>	Determine and explain whether equations involving addition and subtraction are true or false.	4 - Good Alignment	Covers Standard
<a href="#">MA.2.AR.2.2</a>	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	Covers Standard in various ways
<a href="#">MA.2.AR.3.1</a>	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.	5 - Very Good Alignment	Great hands-on activity to support learning
<a href="#">MA.2.AR.3.2</a>	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	Great hands-on activity to support learning
<a href="#">MA.2.DP.1.1</a>	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	5 - Very Good Alignment	Covers Standard in various ways
<a href="#">MA.2.DP.1.2</a>	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	5 - Very Good Alignment	Covers Standards
<a href="#">MA.2.FR.1.1</a>	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	Covers Standards

<a href="#">MA.2.FR.1.2</a>	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.	5 - Very Good Alignment	Great hands-on activity to support learning
<a href="#">MA.2.GR.1.1</a>	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	5 - Very Good Alignment	Great hands-on activity to support learning
<a href="#">MA.2.GR.1.2</a>	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.	5 - Very Good Alignment	Great hands-on activity to support learning
<a href="#">MA.2.GR.1.3</a>	Identify line(s) of symmetry for a two-dimensional figure.	5 - Very Good Alignment	Great hands-on activity to support learning
<a href="#">MA.2.GR.2.1</a>	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.	5 - Very Good Alignment	Great hands-on activity to support learning
<a href="#">MA.2.GR.2.2</a>	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	5 - Very Good Alignment	Great hands-on activity to support learning
<a href="#">MA.2.M.1.1</a>	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	Great hands-on activity to support learning
<a href="#">MA.2.M.1.2</a>	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	5 - Very Good Alignment	Great hands-on activity to support learning
<a href="#">MA.2.M.1.3</a>	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	5 - Very Good Alignment	Great hands-on activity to support learning



<a href="#">MA.2.M.2.1</a>	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	Great hands-on activity to support learning
<a href="#">MA.2.M.2.2</a>	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	Great hands-on activity to support learning
<a href="#">MA.2.NSO.1.1</a>	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	5 - Very Good Alignment	benchmark covered in many ways
<a href="#">MA.2.NSO.1.2</a>	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	benchmark covered in many ways
<a href="#">MA.2.NSO.1.3</a>	Plot, order and compare whole numbers up to 1,000.	4 - Good Alignment	benchmark covered in many ways
<a href="#">MA.2.NSO.1.4</a>	Round whole numbers from 0 to 100 to the nearest 10.	5 - Very Good Alignment	Great hands-on activity to support learning
<a href="#">MA.2.NSO.2.1</a>	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	4 - Good Alignment	Embedded as fact fluency - Great idea
<a href="#">MA.2.NSO.2.2</a>	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	5 - Very Good Alignment	Embedded as fact fluency - Great idea
<a href="#">MA.2.NSO.2.3</a>	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	great real word examples

<a href="#">MA.2.NSO.2.4</a>	<p>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.</p>	<p>3 - Fair Alignment</p>	<p>Great hands-on practice with base ten blocks</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Embedded in lots of lessons with guided questions</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Embedded in lots of lessons with guided questions</p>

<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Embedded in lots of lessons with guided questions</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Embedded in lots of lessons with guided questions</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	<p>5 - Very Good Alignment</p>	<p>Embedded in lots of lessons with guided questions</p>

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	Embedded in lots of lessons with guided questions
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>	5 - Very Good Alignment	Embedded in lots of lessons with guided questions

	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	questions, hand-on learning, various forms of support
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	questions, hand-on learning, various forms of support
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	questions, hand-on learning, various forms of support
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	questions, hand-on learning, various forms of support
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	questions, hand-on learning, various forms of support
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	questions, hand-on learning, various forms of support
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	All the structured math talk and DOK questions are great especially since models and hands-on experience is so intergrated
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	All the structured math talk and DOK questions are great

			especially since models and hands-on experience is so intergrated
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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 covered in an age appropriate way
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	benchmarks covered in an age appropriate way
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	yes, many ways to cover standards
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	yes
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	benchmarks covered in an age appropriate way
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.	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	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	material is unbiased
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	yes
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	current materials and scenerios in the real world example
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	benchmarks covered in an age appropriate way
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	Great age appropriate real life connections
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	yes, especially with science
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	includes equality of all
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
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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, all the extra resources are available to print or assign virtually
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	yes
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 lesson has consistency in order, but focused on standard
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	Great readability with age appropriate 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	The lessons are laid out well
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	Includes great intervention and acceleration support
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	Great presentation, easy to use

Learning	Reviewer Rating	Rating Justification
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1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Covers various learning modalities
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Covers all standards
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Includes great instructional question ideas/frames
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	includes great questions to facilitate thinking
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Multiple ways to learn concepts
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	tons of hands on learning experiences
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	easily able to assign support activities when needed
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	Covers various learning modalities
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Covers various learning modalities
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	aligns 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.	5 - Very Good Alignment	aligns well
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Covers various learning modalities along with support

		for ELL, accelerated, and support 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?	5 - Very Good Alignment	yes
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	yes, aligns well
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	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	SEL materials are not included

**Reviewer's Name:** Margaret Berridge

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade Three Mathematics](#)

**Bid ID:** 325

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.

Includes video and manipulative engagement questions support connection between visuals and making sense of the math Variety of opportunities to explore, practice and engage with the mathematics aligned with 5Es to support student learning and sharing connections to stem careers materials are organized with lessons, teacher

videos, and student materials all together labeled with the 5Es online only and printing pages may overwhelm teachers training needed to use and implement 5Es throughout lesson materials

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.3.AR.1.1</a>	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.	4 - Good Alignment	Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.AR.1.2</a>	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	4 - Good Alignment	Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.AR.2.1</a>	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.AR.2.2</a>	Determine and explain whether an equation involving multiplication or division is true or false.	4 - Good Alignment	Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support

			student learning and sharing
<a href="#">MA.3.AR.2.3</a>	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	4 - Good Alignment	Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.AR.3.1</a>	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	4 - Good Alignment	Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.AR.3.2</a>	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.AR.3.3</a>	Identify, create and extend numerical patterns.	4 - Good Alignment	Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.DP.1.1</a>	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.	4 - Good Alignment	Includes video engagement; Variety of opportunities to explore, practice and engage with the mathematics; aligned

			with 5Es to support student learning and sharing
<a href="#">MA.3.DP.1.2</a>	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	Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.FR.1.2</a>	Represent and interpret fractions, including fractions greater than one, in the form of  as the result of adding the unit fraction $\frac{1}{n}$ to itself $m$ times.	4 - Good Alignment	Includes video engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.FR.1.3</a>	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing

<p><a href="#">MA.3.FR.2.1</a></p>	<p>Plot, order and compare fractional numbers with the same numerator or the same denominator.</p>	<p>4 - Good Alignment</p>	<p>Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing</p>
<p><a href="#">MA.3.FR.2.2</a></p>	<p>Identify equivalent fractions and explain why they are equivalent.</p>	<p>4 - Good Alignment</p>	<p>Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing</p>
<p><a href="#">MA.3.GR.1.1</a></p>	<p>Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.</p>	<p>4 - Good Alignment</p>	<p>Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support</p>

			student learning and sharing
<a href="#">MA.3.GR.1.2</a>	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.GR.1.3</a>	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.GR.2.1</a>	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	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the



			mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.GR.2.2</a>	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.GR.2.3</a>	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	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.GR.2.4</a>	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to

			explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.M.1.1</a>	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	4 - Good Alignment	Opportunities for hands-on measurement; Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.M.1.2</a>	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	4 - Good Alignment	Opportunities for hands-on measurement; Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing

<p><a href="#">MA.3.M.2.1</a></p>	<p>Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.</p>	<p>4 - Good Alignment</p>	<p>Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing</p>
<p><a href="#">MA.3.M.2.2</a></p>	<p>Solve one- and two-step real-world problems involving elapsed time.</p>	<p>4 - Good Alignment</p>	<p>Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing</p>
<p><a href="#">MA.3.NSO.1.1</a></p>	<p>Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.</p>	<p>4 - Good Alignment</p>	<p>Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support</p>

			student learning and sharing
<a href="#">MA.3.NSO.1.2</a>	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.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.NSO.1.3</a>	Plot, order and compare whole numbers up to 10,000.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.NSO.1.4</a>	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the

			mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.NSO.2.1</a>	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.NSO.2.2</a>	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.NSO.2.3</a>	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.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to

			explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.3.NSO.2.4</a>	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	4 - Good Alignment	Key concepts and fundamental questions help support making sense of problems and perseverance; lessons use videos as engagement and make connections
<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.	4 - Good Alignment	Models and manipulatives are used within instruction and practice

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	4 - Good Alignment	Variety of opportunities to explore and practice procedural fluency
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	4 - Good Alignment	Variety of opportunities to engage in self-questioning, communicate with teacher and group; support with

	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		vocabulary throughout
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	4 - Good Alignment	5E's are used throughout lesson to support complex standards and problems; variety of opportunities to explore patterns
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> </ul>	4 - Good Alignment	Variety of opportunities to assess the reasonableness of solutions (self and others) through verbally and written



	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	4 - Good Alignment	Videos, problems and additional activities provide many opportunities for students to engage in real world math and make connections to careers
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Variety of opportunities to share thinking: questioning throughout, show what you know, math thoughts, decide and defend
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Reading support is throughout: lessons, math thoughts, math stories and vocabulary
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	Reading support is throughout: lessons, math thoughts, math

			stories and vocabulary
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Variety of opportunities to engage in self-questioning, communicate with teacher and group; support with vocabulary throughout
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Reading support is throughout: lessons, math thoughts, math stories and vocabulary
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Variety of opportunities to engage in self-questioning, communicate with teacher and group; support with vocabulary throughout
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Variety of opportunities to engage in self-questioning, communicate with teacher and group; support with vocabulary throughout; translations of lessons and math stories
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	Reading and communication support is throughout: lessons,

			math thoughts, anchor charts, math stories and vocabulary
<a href="#">MA.3.FR.1.1</a>	Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into $n$ equal parts.	4 - Good Alignment	Includes video and manipulative engagement and questions support connection between visuals and making sense of the math; Variety of opportunities to explore, practice and engage with the mathematics; aligned with 5Es to support student learning and sharing

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	Materials viewed are 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.	4 - Good Alignment	Materials viewed are aligned with state standards and benchmarks
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Materials viewed are adaptable and sufficient for teacher and student use
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Materials viewed provide connections to real world and use of mathematics: math stories, stem and career connections

5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Materials viewed are aligned with state standards and benchmarks
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	Materials viewed are aligned with state standards and benchmarks
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	Materials viewed are aligned with state standards and benchmarks with appropriate pacing
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 viewed 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	Materials viewed contribute to 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	Content viewed is 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	Content viewed 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).	4 - Good Alignment	Materials viewed are aligned with state standards and benchmarks
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Materials viewed are factually accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Material viewed 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.	4 - Good Alignment	Materials viewed are aligned with state 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	Material viewed is appropriate and relevant
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Material viewed included meaningful connections: 5Es, Math stories, stem and career connections
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Material viewed included meaningful connections: 5Es, Math stories, stem and career 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	Materials viewed are not 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).	4 - Good Alignment	Materials viewed portray compassion and sympathy
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Materials viewed are aligned with state standards and 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	Targeted outcomes are addressed without additional resources
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Major tool and curriculum 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	Materials are organized based on 5Es, consistent throughout lessons, teacher and students

		materials are organized logically
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	Visual engagement in reading and listening; appropriate to scaffold for student 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.	5 - Very Good Alignment	Pacing is appropriate for students and teachers
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	Material is easily accessible and organized
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 are aligned to standards and organized for both teacher and student to have easy access and make connections between standards and lesson tasks

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Materials include learner motivation: Lessons, videos, math stories, stem and career connections
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Materials viewed are aligned to the state standards and benchmarks
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Materials are clear for goals: Standards, Key concepts and fundamental questions

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	Questioning and lesson tasks throughout support student independence
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Materials viewed support developmental differences and learning styles
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Materials viewed engage students in physical and mental 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	Materials viewed are organized and connected to standards and lesson goals
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	Materials viewed include successful strategies for learning goals
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Materials viewed include successful strategies for learning goals
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Materials viewed correlate to assessment strategies; include standard assessments and open response
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 viewed correlate to assessment strategies; include standard assessments and open response
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Materials viewed incorporate UDL
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	Materials viewed appropriately align the ELA expectations and 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	Materials viewed satisfy learning requirements
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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 viewed align with Rule 6A
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials viewed omit CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials viewed omit 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 viewed do not solicit SEL



**UDL Reviewer's Name:** David Davis

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [5012050 - Grade Three Mathematics](#)

**Bid ID:** 325

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

**Bid Response**

*To access our accessibility features, users (students and teachers) will click on their username in the top right corner and choose "Accessibility Settings." In this menu, font size and type can be adjusted. The theme can be toggled between default and high-contrast views, and our text-to-speech speed can be modified. Students and teachers can also select to have text highlighted as it is read aloud via our text-to-speech feature. • Fonts can be adjusted in type and size. On the user's Accessibility Settings, font size and font type can be adjusted. Selecting one of the six font-size options we offer will adjust the font size for the entire website. We also have two font-type options: serif and sans serif (see image 1 below). Additionally, on each element page, we offer the ability to increase and decrease the font size of individual pages (see image 2 below). • Font colors and background colors can be adjusted. Also on the user's Accessibility Settings page, a user can select between a default theme and a high-contrast theme to allow for easier readability for users desiring that accommodation. • High-contrast color settings are available. High-contrast color settings are available. • Text-to-speech tools are included, or text can be selected and used with text-to-speech utilities. STEMscopes offers a text-to-speech feature that can be controlled on each element page by clicking the embedded speech button. On the user's Accessibility Settings page, the user can control the text-to-speech speed with slow, regular, and fast options. Users can also select an option to have words on the screen appear with highlighting as they are read aloud. • Text-to-speech tools read math formulas correctly. Not applicable. • All images have alt tags. All of our images have alt tags. • All videos are captioned. All videos, including our teacher setup videos, are captioned. The image below shows an example of one of our videos. Simply click the "CC" button on the playback toolbar to activate captions. • Text, image tags, and captioning sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.*

Review

Rating

Comments

Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Fonts can be set with or without serifs. Font size can be adjusted. High contrast is an option, but general font colors and background colors are not adjustable in the built-in accessibility settings. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	3 - Fair Alignment	High contrast is an option. This does not change some of the instructional objects, such as graphics and virtual manipulatives. Colors and contrast settings are important for students with various visual needs.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are available and work on most, but not all, text. The tools do work for basic text paragraphs, slides, flipbooks, and other text-based sections. There are adjustments for speaking rate and highlighting words as they are spoken. These are great supports. However, there are some charts where the text can be selected but cannot be read aloud, as well as images with text that cannot be selected. There are also activities that must be printed out.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. An alt tag check indicated that many alt tags were missing. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	4 - Good Alignment	The majority of videos reviewed were captioned. There were a few that did not have captions. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The student platform could not be tested. The teacher platform was well organized. Support for refreshable braille displays is important for students who are blind.

2. How are the following <b>navigation features</b> provided in the instructional materials:		
Bid Response		
<ul style="list-style-type: none"> <li>• <i>Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. Page elements can be adjusted in size by using the embedded zoom tool within the user's browser.</i></li> <li>• <i>All navigation elements and menu items have keyboard shortcuts. Our Visual Glossary allows for keyboard shortcuts; selecting a letter will jump to that letter's content in the glossary. In the curriculum, materials can be accessed using the tab button.</i></li> <li>• <i>All navigation information can be sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.</i></li> </ul>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Adjustment of buttons, icons, etc. is not built into the accessibility features of this system. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems.

All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	Navigation elements and menu items do not have keyboard shortcuts. The visual glossary supports navigation by letter, and the tab key can be used for some page navigation, but it seems to jump around on the page. 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.	4 - Good Alignment	Navigation of platform was well organized, appropriate heading levels and labels of web elements (buttons, headings, links, etc.) Needs to be tested on student platform to ensure continuity of accessibility, along with the content for students.

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

Bid Response

*Highlighting and note-taking options are available to teachers and students. The top toolbar is where students can manage highlights and comments/notes and where they can access our embedded dictionary. We offer highlighting in the four standard colors (yellow, rose, green, and blue), and highlighted text and comments can be downloaded in a separate document for access later. • Highlighters are provided in the four standard colors (yellow, rose, green, blue). We offer a highlighting tool on each element that allows teachers and students alike to highlight content in these four standard colors. This tool can be accessed by selecting the paint bucket icon in the element toolbar. • Highlighted text can be automatically extracted into another document. There is an “Export to file” option in the highlighting menu that will download highlighted content into a document that can be printed or accessed outside of STEMscopes. • Note taking tools are available for students to write ideas online; as they are processing curriculum content. STEMscopes offers a comment/annotation tool in the same toolbar with the highlighting function. Students and teachers alike can make annotations on content that can also be downloaded for access outside of STEMscopes. • Resizable digital calculators are available in all math materials. K–5 students will have access to a four-function calculator.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Text highlighters are provided in the four standard 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.	4 - Good Alignment	Highlighted text can be extracted into another browser window. That window can then be printed. 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.	4 - Good Alignment	Note taking tools are available as comments by section of content or by selected text. All cumulative notes can only be viewed in the “My Notes” section. Being able to take and review notes is helpful for students who have problems organizing information.

**Bid Response**

*Examples of assistive technology software that can be run in the background include the following: 1. Magnification: We have used and tested often with the browser-embedded screen zoom. On a Mac, this means pressing the command and plus or minus signs, and for a PC, this means pressing the control and plus or minus keys to zoom in or out. Pinching the screen on a touch screen also works well. 2. Text-to-speech: We use ReadSpeaker for our text-to-speech feature, which is embedded within the website. 3. Text-to-American Sign Language: We've not yet found a seamless tool to easily translate our science content into American Sign Language, though we have researched websites that allow a user to look up terms and see the corresponding sign language gestures, which could be used as an interim resource. 4. On-screen keyboards: The embedded keyboard features within the Mac and PC operating systems are easy to use and work with our website. 5. Switch-scanning controls: At this time, we have not experimented with switch-scanning controls other than the feature that comes standard on the Mac operating system. We are continuing to improve our accessibility initiatives, and this is a key feature on which we will focus. Our new platform scheduled to be released before the start of the 2021–2022 school year aligns with WCAG A-AA standards. 6. Speech-to-text: We have used the embedded Dictation tool on a Mac and PC with success.*

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	The publisher tested several operating system-based accessibility tools (magnification, on-screen keyboards) and there were no problems. The system does not seem to prevent any third-party tools from functioning.

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**

*All student content in STEMscopes can be downloaded and printed in PDF form. The following elements provide the teacher the ability to create a copy of the Google document or slide version of the document for editing purposes: Hook (Student Handouts only) Explore Student Journals and Exit Tickets Show What You Know handouts Math Story handouts Spiraled Review handouts Decide and Defend handouts (Grades 2–5) Skills Quiz handouts Standards-Based Assessment handouts (Grades 2–5) Observation Checklist (Grades K–1) Show-and-Tell Interview Rubric (Grades K–1) Small-Group Intervention Teacher Checklist Print Files and Editable Google Files are on the right-hand side of teacher pages. These files can be downloaded and printed for offline student access. Computer access is not required for students to benefit from STEMscopes. We also offer supplemental printed books that can be purchased separately from the online product. Although the printed books are composed of content that is identical to that in the online product, the printed materials offer convenience for teachers and students alike.*

Review	Rating	Comments
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	2 - Poor Alignment	In order to have printed versions of the online content, the teacher or school will need to download PDF versions and print them out. There are printed companion books available, but the content does not mirror the online content.
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**Reviewer's Name:** Laneie Taylor

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

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**Grade Level:** K-5

**Course:** [Grade Three Mathematics](#)

**Bid ID:** 325

### 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 curriculum uses student centered learning and hands-on learning opportunities for students to learn math. My main concern is the variety of resources and the connectedness of the standards through the scopes.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.3.AR.1.1</a>	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.	3 - Fair Alignment	Only one scope on 3.AR.1.1 - This lesson focuses on one strategy and does not make connections to other benchmarks within the activity. Assessment combines commutative, associative, and distributive properties with minimal practice.
<a href="#">MA.3.AR.1.2</a>	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	4 - Good Alignment	Only one scope on 3.AR.1.2 - This lesson does a nice job of presenting a variety of problems types, but puts too much emphasis on solving problems one way only.
<a href="#">MA.3.AR.2.1</a>	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	Only one scope on 3.AR.2.1 - There are several examples for students to practice the inverse relationship between multiplication and division.
<a href="#">MA.3.AR.2.2</a>	Determine and explain whether an equation involving multiplication or division is true or false.	2 - Poor Alignment	Multiplication and division for this benchmark are separated in the scopes. Students only do equations with multiplication or only do equations with division. Some

			problems exceed 4 terms.
<a href="#">MA.3.AR.2.3</a>	Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.	3 - Fair Alignment	Students have several opportunities to write their own equations with unknowns during the practice portions of this scope. There are limited opportunities for students to determine the unknown from a given equation without context.
<a href="#">MA.3.AR.3.1</a>	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	5 - Very Good Alignment	The student activities in the scope are designed to help students explore the role of place value and patterns when determining if a number is odd or even.
<a href="#">MA.3.AR.3.2</a>	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	There is not a lot of practice for students determining multiples using multiplication equations to determine multiples.
<a href="#">MA.3.AR.3.3</a>	Identify, create and extend numerical patterns.	2 - Poor Alignment	The scope labels the exploration 4 as addition and subtraction patterns, but the problems are better understood as multiplication and division patterns and the answers are multiplication and division rules. Addition and



			subtraction patterns are separated from multiplication and division patterns in instruction. Patterns are always derived and not given in the instruction and always presented in context.
<a href="#">MA.3.DP.1.1</a>	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.	3 - Fair Alignment	Instruction includes minimal emphasis on the connection between multiplication and the number of data points represented by a bar graph or a scaled column in a pictograph. Line plots are always represented with dots and there are no examples of line plots with Xs. There is not a lot of opportunity for students to interpret data from a given graph.
<a href="#">MA.3.DP.1.2</a>	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	Students are given opportunities to compare data in multiple graphs, as well as interpret data from a given circle graph.
<a href="#">MA.3.FR.1.2</a>	Represent and interpret fractions, including fractions greater than one, in the form of  as the result of adding the unit fraction $\frac{1}{n}$ to itself $m$ times.	4 - Good Alignment	Students have multiple opportunities to compose fractions as a result of adding unit fractions. It is only

			addressed in one scope.
<a href="#">MA.3.FR.1.3</a>	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	4 - Good Alignment	Students have multiple opportunities to identify the standard form, numeral-word form, and word form of fractions. It is only addressed in one scope.
<a href="#">MA.3.FR.2.1</a>	Plot, order and compare fractional numbers with the same numerator or the same denominator.	4 - Good Alignment	The scope addresses plotting and comparing fractions with the same numerator or the same denominator on a number line. The scope also requires students to use a tape diagram as a strategy.
<a href="#">MA.3.FR.2.2</a>	Identify equivalent fractions and explain why they are equivalent.	2 - Poor Alignment	This scope requires students to generate an equivalent fraction when given a fraction. The benchmark clarifications states students are not required to generate equivalent fractions.
<a href="#">MA.3.GR.1.1</a>	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	Attends to the benchmark by incorporating lines, line segments, rays, and intersecting, parallel, and perpendicular lines.
<a href="#">MA.3.GR.1.2</a>	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals	1 - Very Poor/No Alignment	There is no singular activities dedicated to this benchmark that I

	include parallelograms, rhombi, rectangles, squares and trapezoids.		can find. It is tenuously incorporated into GR.1.1 but it is not directly addressed based on attributes.
<a href="#">MA.3.GR.1.3</a>	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	4 - Good Alignment	The scope addresses lines of symmetry through drawing and identifying them in shapes. More examples need to be provided.
<a href="#">MA.3.GR.2.1</a>	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	Activities for students to explore area through tiling are provided in instruction. There is not much mentioned about the measurement unit of a unit square.
<a href="#">MA.3.GR.2.2</a>	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	4 - Good Alignment	Students relate GR.2.1 to the formula for area and multiply length times width.
<a href="#">MA.3.GR.2.3</a>	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	Students have the opportunity to practice finding the area using the formula for area and model both in context and mathematical representations. Perimeter is also covered.
<a href="#">MA.3.GR.2.4</a>	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-	4 - Good Alignment	Area of composite figures is limited in instruction.

	overlapping rectangles with whole-number side lengths.		
<a href="#">MA.3.M.1.1</a>	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	Instruction addressed the benchmark for all three types of measurement.
<a href="#">MA.3.M.1.2</a>	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	5 - Very Good Alignment	Instruction addresses the benchmark and includes problem solving with all four operations.
<a href="#">MA.3.M.2.1</a>	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	5 - Very Good Alignment	Instruction address the benchmark and includes both analog and digital clocks.
<a href="#">MA.3.M.2.2</a>	Solve one- and two-step real-world problems involving elapsed time.	4 - Good Alignment	Instruction addresses the benchmark, but limits strategies to a number line.
<a href="#">MA.3.NSO.1.1</a>	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Instruction includes standard form, word form, and expanded form.
<a href="#">MA.3.NSO.1.2</a>	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	Instruction includes multiple representations for a singular number.
<a href="#">MA.3.NSO.1.3</a>	Plot, order and compare whole numbers up to 10,000.	5 - Very Good Alignment	Instruction includes comparing and ordering numbers on a number line.
<a href="#">MA.3.NSO.1.4</a>	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	3 - Fair Alignment	Instruction includes number lines, but does not include place value representations.

<a href="#">MA.3.NSO.2.1</a>	<p>Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.</p>	<p>3 - Fair Alignment</p>	<p>Language in the scope includes "the" standard algorithm and not "a" standard algorithm. Addition and subtraction examples are using the standard algorithm as the example for the answer with no variety of strategies.</p>
<a href="#">MA.3.NSO.2.2</a>	<p>Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.</p>	<p>5 - Very Good Alignment</p>	<p>Instruction provides a variety of models.</p>
<a href="#">MA.3.NSO.2.3</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Instruction makes the connection between known facts of one-digit numbers and multiples of 10 or 100.</p>
<a href="#">MA.3.NSO.2.4</a>	<p>Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.</p>	<p>3 - Fair Alignment</p>	<p>Instruction limits strategies for solving to properties of multiplication.</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Instruction includes many opportunities for students to work independently and collaboratively.</p>

	<ul style="list-style-type: none"> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	4 - Good Alignment	Problems are presented in multiple ways but are sometimes limited in the presentations of strategies.
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	3 - Fair Alignment	Fluency is limited to answering basic facts with limited discussions of strategies.

<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>The scopes include opportunities for discussion and question stems.</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>4 - Good Alignment</p>	<p>Attention to structure is incorporated through math discussions.</p>

<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>3 - Fair Alignment</p>	<p>Reasonableness of solutions is attended to through discussions and specific benchmarks, but not incorporated routinely.</p>
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>The majority of scopes incorporate real-world contexts.</p>
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>Each scope incorporates activities which require students to justify their response.</p>
<a href="#">ELA.K12.EE.2.1</a>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>4 - Good Alignment</p>	<p>Context problems require students to understand the word problem.</p>



<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Problem solving incorporates making inferences.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Each scope incorporated math discussions.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Addressed in journal writing.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Addressed in journal writing.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Addressed through questioning and discussions.
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Student discussion questions are contained in all scopes.
<a href="#">MA.3.FR.1.1</a>	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	Students have an opportunity to see fractions as a set, a number line, and parts of a pie.

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 scopes align with the benchmarks with the exception of one geometry benchmark.
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	The scopes include real-world problem solving but lack rigor in some areas.

<p>3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.</p>	<p>5 - Very Good Alignment</p>	<p>The curriculum offers resources for enrichment and remediation, as well as ELL students which can be adapted for specific use.</p>
<p>4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.</p>	<p>3 - Fair Alignment</p>	<p>There is only one scope per standard and the scopes lack connections between them.</p>
<p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p>	<p>3 - Fair Alignment</p>	<p>The scopes lack rigor and specificity in some areas and does not build connections between ideas in some areas..</p>
<p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p>	<p>4 - Good Alignment</p>	<p>Scopes could be more rigorous.</p>
<p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p>	<p>3 - Fair Alignment</p>	<p>Since scopes are dedicated to singular benchmarks in many cases, it may be difficult to teach all areas within the given time allowed.</p>
<p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p>	<p>5 - Very Good Alignment</p>	<p>The strategies and information in scopes correlate with best practices and good math instruction.</p>
<p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p>	<p>5 - Very Good Alignment</p>	<p>The primary and secondary sources support instruction of the benchmarks.</p>
<p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p>	<p>5 - Very Good Alignment</p>	<p>The mathematics is presented accurately.</p>
<p>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).</p>	<p>5 - Very Good Alignment</p>	<p>The material is presented without bias.</p>

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 material is an emphasis on the standard algorithm in some scopes.
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 content of the material is 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 is up-to-date with current 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 a 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 content is appropriate and relevant to 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	The scopes provide students with opportunities to explore and practice mathematics in a real-world context.
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 interdisciplinary connections in the scopes when material is presented in context.
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	Presentations are 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	Materials are presented with humanity and compassion.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	All benchmarks are covered, however some benchmarks are limited to one scope.

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	Some benchmarks are only covered in one scope which may require teachers to seek outside resources.
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 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.	4 - Good Alignment	Listening and reading opportunities are presented at 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	Content is presented in a manner in which students build understanding. Some students may need more opportunities to develop and understanding of the 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).	5 - Very Good Alignment	Intervention opportunities are included.
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	Content is presented appropriately for students.

Learning	Reviewer Rating	Rating Justification
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1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The Explore activities help to engage students in learning.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Scopes address important concepts.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Student outcomes for the scope are listed in the content information.
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 scope provide students with opportunities to engage in math discussions.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	There are a variety of resources for intervention, more resources are needed for enrichment.
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 activities in the scopes engage students in physical and mental 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	The activities support the content well.
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	Multiple strategies are included in the content information. Strategies are not always present in the explore/explain segment of the scopes.
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 use have been shown to support learning.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	There are a variety of assessment strategies that 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	There are a variety of assessment strategies that assess desired learning 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 learners are accounted for in the 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?	5 - Very Good Alignment	ELA and MTRs are present.
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, this curriculum satisfies 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 CRT evident.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT evident.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT 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?	3 - Fair Alignment	The presentation suggests that this curriculum was built on social emotional learning theories but they are not explicitly evident in instructional materials.

**UDL Reviewer's Name:** David Davis

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [5012060 - Grade Four Mathematics](#)

**Bid ID:** 326

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

**Bid Response**

*To access our accessibility features, users (students and teachers) will click on their username in the top right corner and choose "Accessibility Settings." In this menu, font size and type can be adjusted. The theme can be toggled between default and high-contrast views, and our text-to-speech speed can be modified. Students and teachers can also select to have text highlighted as it is read aloud via our text-to-speech feature. • Fonts can be adjusted in type and size. On the user's Accessibility Settings, font size and font type can be adjusted. Selecting one of the six font-size options we offer will adjust the font size for the entire website. We also have two font-type options: serif and sans serif (see image 1 below). Additionally, on each element page, we offer the ability to increase and decrease the font size of individual pages (see image 2 below). • Font colors and background colors can be adjusted. Also on the user's Accessibility Settings page, a user can select between a default theme and a high-contrast theme to allow for easier readability for users desiring that accommodation. • High-contrast color settings are available. High-contrast color settings are available. • Text-to-speech tools are included, or text can be selected and used with text-to-speech utilities. STEMscopes offers a text-to-speech feature that can be controlled on each element page by clicking the embedded speech button. On the user's Accessibility Settings page, the user can control the text-to-speech speed with slow, regular, and fast options. Users can also select an option to have words on the screen appear with highlighting as they are read aloud. • Text-to-speech tools read math formulas correctly. Not applicable. • All images have alt tags. All of our images have alt tags. • All videos are captioned. All videos, including our teacher setup videos, are captioned. The image below shows an example of one of our videos. Simply click the "CC" button on the playback toolbar to activate captions. • Text, image tags, and captioning sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.*

Review

Rating

Comments

Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Fonts can be set with or without serifs. Font size can be adjusted. High contrast is an option, but general font colors and background colors are not adjustable in the built-in accessibility settings. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	3 - Fair Alignment	High contrast is an option. This does not change some of the instructional objects, such as graphics and virtual manipulatives. Colors and contrast settings are important for students with various visual needs.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are available and work on most, but not all, text. The tools do work for basic text paragraphs, slides, flipbooks, and other text-based sections. There are adjustments for speaking rate and highlighting words as they are spoken. These are great supports. However, there are some charts where the text can be selected but cannot be read aloud, as well as images with text that cannot be selected. There are also activities that must be printed out.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. An alt tag check indicated that many alt tags were missing. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	4 - Good Alignment	The majority of videos reviewed were captioned. There were a few that did not have captions. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The student platform could not be tested. The teacher platform was well organized. Support for refreshable braille displays is important for students who are blind.

2. How are the following <b>navigation features</b> provided in the instructional materials:		
<p>Bid Response</p> <ul style="list-style-type: none"> <li>• <i>Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. Page elements can be adjusted in size by using the embedded zoom tool within the user's browser.</i></li> <li>• <i>All navigation elements and menu items have keyboard shortcuts. Our Visual Glossary allows for keyboard shortcuts; selecting a letter will jump to that letter's content in the glossary. In the curriculum, materials can be accessed using the tab button.</i></li> <li>• <i>All navigation information can be sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.</i></li> </ul>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Adjustment of buttons, icons, etc. is not built into the accessibility features of this system. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems.



All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	Navigation elements and menu items do not have keyboard shortcuts. The visual glossary supports navigation by letter, and the tab key can be used for some page navigation, but it seems to jump around on the page. 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.	4 - Good Alignment	Navigation of platform was well organized, appropriate heading levels and labels of web elements (buttons, headings, links, etc.) Needs to be tested on student platform to ensure continuity of accessibility, along with the content for students.

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

Bid Response

*Highlighting and note-taking options are available to teachers and students. The top toolbar is where students can manage highlights and comments/notes and where they can access our embedded dictionary. We offer highlighting in the four standard colors (yellow, rose, green, and blue), and highlighted text and comments can be downloaded in a separate document for access later. • Highlighters are provided in the four standard colors (yellow, rose, green, blue). We offer a highlighting tool on each element that allows teachers and students alike to highlight content in these four standard colors. This tool can be accessed by selecting the paint bucket icon in the element toolbar. • Highlighted text can be automatically extracted into another document. There is an “Export to file” option in the highlighting menu that will download highlighted content into a document that can be printed or accessed outside of STEMscopes. • Note taking tools are available for students to write ideas online; as they are processing curriculum content. STEMscopes offers a comment/annotation tool in the same toolbar with the highlighting function. Students and teachers alike can make annotations on content that can also be downloaded for access outside of STEMscopes. • Resizable digital calculators are available in all math materials. K–5 students will have access to a four-function calculator.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Text highlighters are provided in the four standard 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.	4 - Good Alignment	Highlighted text can be extracted into another browser window. That window can then be printed. 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.	4 - Good Alignment	Note taking tools are available as comments by section of content or by selected text. All cumulative notes can only be viewed in the “My Notes” section. Being able to take and review notes is helpful for students who have problems organizing information.

**Bid Response**

*Examples of assistive technology software that can be run in the background include the following: 1. Magnification: We have used and tested often with the browser-embedded screen zoom. On a Mac, this means pressing the command and plus or minus signs, and for a PC, this means pressing the control and plus or minus keys to zoom in or out. Pinching the screen on a touch screen also works well. 2. Text-to-speech: We use ReadSpeaker for our text-to-speech feature, which is embedded within the website. 3. Text-to-American Sign Language: We've not yet found a seamless tool to easily translate our science content into American Sign Language, though we have researched websites that allow a user to look up terms and see the corresponding sign language gestures, which could be used as an interim resource. 4. On-screen keyboards: The embedded keyboard features within the Mac and PC operating systems are easy to use and work with our website. 5. Switch-scanning controls: At this time, we have not experimented with switch-scanning controls other than the feature that comes standard on the Mac operating system. We are continuing to improve our accessibility initiatives, and this is a key feature on which we will focus. Our new platform scheduled to be released before the start of the 2021–2022 school year aligns with WCAG A-AA standards. 6. Speech-to-text: We have used the embedded Dictation tool on a Mac and PC with success.*

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	The publisher tested several operating system-based accessibility tools (magnification, on-screen keyboards) and there were no problems. The system does not seem to prevent any third-party tools from functioning.

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**

*All student content in STEMscopes can be downloaded and printed in PDF form. The following elements provide the teacher the ability to create a copy of the Google document or slide version of the document for editing purposes: Hook (Student Handouts only) Explore Student Journals and Exit Tickets Show What You Know handouts Math Story handouts Spiraled Review handouts Decide and Defend handouts (Grades 2–5) Skills Quiz handouts Standards-Based Assessment handouts (Grades 2–5) Observation Checklist (Grades K–1) Show-and-Tell Interview Rubric (Grades K–1) Small-Group Intervention Teacher Checklist Print Files and Editable Google Files are on the right-hand side of teacher pages. These files can be downloaded and printed for offline student access. Computer access is not required for students to benefit from STEMscopes. We also offer supplemental printed books that can be purchased separately from the online product. Although the printed books are composed of content that is identical to that in the online product, the printed materials offer convenience for teachers and students alike.*

Review	Rating	Comments
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	2 - Poor Alignment	In order to have printed versions of the online content, the teacher or school will need to download PDF versions and print them out. There are printed companion books available, but the content does not mirror the online content.
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**Reviewer's Name:** Joseph Ratasky

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade Four Mathematics](#)

**Bid ID:** 326

### 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 5 E model should be familiar to all math/science teachers. Utilizing this model in both math and science will be helpful for students to make STEM connections. The Explore tasks should be very engaging for students. The one drawback may be that teachers must familiarize themselves with the online component to fully understand all of the

features of this publication. For example watching the videos before lessons to find all the needed materials and to watch how the Explore feature can look in the classroom. Eventually I think this would be a very helpfully feature for teachers, once they understand the layout.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.4.AR.1.1</a>	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	Appears to completely meet the standard
<a href="#">MA.4.AR.1.2</a>	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	Appears to completely meet the standard
<a href="#">MA.4.AR.1.3</a>	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	Appears to adequately meet the standard
<a href="#">MA.4.AR.2.1</a>	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.AR.2.2</a>	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.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.AR.3.1</a>	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	Appears to adequately meet the standard
<a href="#">MA.4.AR.3.2</a>	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	Appears to adequately meet the standard

<a href="#">MA.4.DP.1.1</a>	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	3 - Fair Alignment	Heavy reliance on tally marks and using smaller values
<a href="#">MA.4.DP.1.2</a>	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	Appears to adequately meet the standard
<a href="#">MA.4.DP.1.3</a>	Solve real-world problems involving numerical data.	4 - Good Alignment	Appears to adequately meet the standard
<a href="#">MA.4.FR.1.1</a>	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.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.FR.1.2</a>	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	Appears to completely meet the standard
<a href="#">MA.4.FR.1.3</a>	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.FR.1.4</a>	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.FR.2.1</a>	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	Appears to completely meet the standard

<a href="#">MA.4.FR.2.2</a>	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.FR.2.3</a>	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.FR.2.4</a>	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	Models and scenarios are good for showing whole number groups of fractions, but don't cover fractional sets of whole numbers as often or as well
<a href="#">MA.4.GR.1.1</a>	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.GR.1.2</a>	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	Appears to completely meet the standard
<a href="#">MA.4.GR.1.3</a>	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.GR.2.1</a>	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.GR.2.2</a>	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	5 - Very Good Alignment	Appears to completely meet the standard

<a href="#">MA.4.M.1.1</a>	Select and use appropriate tools to measure attributes of objects.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.M.1.2</a>	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	Appears to completely meet the standard
<a href="#">MA.4.M.2.1</a>	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.M.2.2</a>	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.NSO.1.1</a>	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.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.NSO.1.2</a>	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.NSO.1.3</a>	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.NSO.1.4</a>	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.NSO.1.5</a>	Plot, order and compare decimals up to the hundredths.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.NSO.2.1</a>	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Appears to completely meet the standard



<a href="#">MA.4.NSO.2.2</a>	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	4 - Good Alignment	Seems to lead to the standard algorithm as a goal, rather than allowing for use of any algorithm. Though partial products is also presented.
<a href="#">MA.4.NSO.2.3</a>	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Seems to lead to the standard algorithm as a goal, rather than allowing for use of any algorithm. Though partial products is also presented.
<a href="#">MA.4.NSO.2.4</a>	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	Appears to completely meet the standard
<a href="#">MA.4.NSO.2.5</a>	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.NSO.2.6</a>	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.4.NSO.2.7</a>	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	Appears to completely meet the standard
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>	5 - Very Good Alignment	Ample opportunities for students to engage in this thinking and reasoning standard

	<ul style="list-style-type: none"> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	5 - Very Good Alignment	Ample opportunities for students to engage in this thinking and reasoning standard
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> </ul>	5 - Very Good Alignment	Ample opportunities for students to engage in this thinking and reasoning standard

	<ul style="list-style-type: none"> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	5 - Very Good Alignment	Ample opportunities for students to engage in this thinking and reasoning standard
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> </ul>	5 - Very Good Alignment	Ample opportunities for students to engage in this thinking and reasoning standard

	<ul style="list-style-type: none"> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	Ample opportunities for students to engage in this thinking and reasoning standard
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	Ample opportunities for students to engage in this thinking and reasoning standard
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	The opportunities are there if teachers choose to use them

<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	The opportunities are there if teachers choose to use them
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	The opportunities are there if teachers choose to use them
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	The opportunities are there if teachers choose to use them
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	The opportunities are there if teachers choose to use them
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	This could happen through written responses
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	The opportunities are there if teachers choose to use them
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	The opportunities are there if teachers choose to use them

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	Not perfect, but good support and coverage of all 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	Skills level seem to match the standards for 4th grade
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Activities and tasks are all appropriate for classroom use

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Everything is online for the most part, so it will be up to the teacher to provide this
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Skills level seem to match the standards for 4th grade
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	Skills level seem to match the standards for 4th grade
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 not a scope & sequence for the entire grade for the year, so I'm not sure what the timeframe is supposed to be. Individual lessons seem to be appropriate for a math block
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Matches what I've seen in many other math research, though not a lot of citations
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Matches what I've seen in many other math research, though not a lot of citations
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	I didn't find any 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 didn't see any 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	Matches what I've seen in many other math research
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 didn't see any mistakes

14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Matches what I've seen in many other math 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	All seemed aligned
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Very engaging contexts
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Though engaging, I don't know that all tasks and activities would be meaningful to 100% of students every time
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Connections to science, reading, and writing
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	Did not see any 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	Didn't see any issues with animals or human compassion, definitely no pornography
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	I believe this covers all standards adequately

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	All explore tasks require teacher preparation. However the videos tell teachers exactly what to do to prepare.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Very good alignment online
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Once you understand the pattern of the lessons, it all makes sense.
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	At 4th grade, these cards and tasks should be accessible to nearly all 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	This will be up to the teacher, but the opportunity is there
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	I think the teacher will need to make these decisions, just quickly looking I didn't see a lot of specific recommendations, but since the teacher is putting together the materials for the tasks, this can be done.
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	Everything is online, so again this will be up to the teacher

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The Explore tasks should be motivational to students
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Standards are connected when it makes sense to within the lessons
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Very clear explanations and videos



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 5E model is student centered
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	This will be up to the teacher in how they deliver the tasks
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	There are varying tasks which should engage all 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	This is student focused, so they should be engaged
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 5 E models is proven to work in Science and other STEM fields, but this will all be up to how the teacher uses the materials
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	The 5 E models is proven to work in Science and other STEM fields
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Many different opportunities for assessment throughout the Scopes
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	Many different opportunities for assessment throughout the Scopes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	UDL isn't specifically mentioned, but the teacher can definitely make adjustments for 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?	5 - Very Good Alignment	Through the 5 E model of instruction, this product creates many opportunities for

		students to engage in 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	Through the 5 E model of instruction, this product is very student-centered and engaging on many levels, if delivered with consistency

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 examples of this
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 examples of this
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 examples of this
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 did not see any examples of this

**Reviewer's Name:** Gillian Rhoden

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade Four Mathematics](#)

**Bid ID:** 326

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.

The material presented is very hands on and allows students to make deeper connections to the content being taught. More practice questions would be beneficial. The use of a bounded textbook would alleviate some of the responsibility of the teacher printing handouts. Digital media is a wonderful asset

to the instructional materials, and the online student portal is very engaging.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.4.AR.1.1</a>	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	Interactive Practice game allows for real world situations to be solved regarding interpreting the remainder
<a href="#">MA.4.AR.1.2</a>	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	4 - Good Alignment	contains virtual manipulatives
<a href="#">MA.4.AR.1.3</a>	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	use formulas and models
<a href="#">MA.4.AR.2.1</a>	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	5 - Very Good Alignment	true or false question type presented to compare equations
<a href="#">MA.4.AR.2.2</a>	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.	5 - Very Good Alignment	Fluency builder activities
<a href="#">MA.4.AR.3.1</a>	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	factor pairs practice; anchor chart examples

<a href="#">MA.4.AR.3.2</a>	Generate, describe and extend a numerical pattern that follows a given rule.	5 - Very Good Alignment	Multiselect question type presented
<a href="#">MA.4.DP.1.1</a>	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	interactive activities for each type of graph representation
<a href="#">MA.4.DP.1.2</a>	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	5 - Very Good Alignment	explore activities provide meaningful data collection to plot
<a href="#">MA.4.DP.1.3</a>	Solve real-world problems involving numerical data.	5 - Very Good Alignment	Incorporation of video game reference to relate to real world scenarios
<a href="#">MA.4.FR.1.1</a>	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.	5 - Very Good Alignment	relate to money; career connections allow for real world deeper understanding
<a href="#">MA.4.FR.1.2</a>	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	decimal place value connection to money notation
<a href="#">MA.4.FR.1.3</a>	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	use of area models and number lines
<a href="#">MA.4.FR.1.4</a>	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	3 - Fair Alignment	Not enough practice questions. Not strategy presented
<a href="#">MA.4.FR.2.1</a>	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same	4 - Good Alignment	Skills quiz provides practice. Digital

	denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.		fraction manipulatives
<a href="#">MA.4.FR.2.2</a>	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	5 - Very Good Alignment	Math story allows for deeper comprehension. Use reading strategies to build comprehension
<a href="#">MA.4.FR.2.3</a>	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	4 - Good Alignment	Spiral Review practice
<a href="#">MA.4.FR.2.4</a>	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	Presented as an equation
<a href="#">MA.4.GR.1.1</a>	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	5 - Very Good Alignment	Protractor Work Mats. Kinesthetic practice
<a href="#">MA.4.GR.1.2</a>	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	Digital Protractor practice. Exploration of additive angles
<a href="#">MA.4.GR.1.3</a>	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	4 - Good Alignment	Practice worksheets with decomposing angles and real world 360 degree alignment
<a href="#">MA.4.GR.2.1</a>	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	5 - Very Good Alignment	Introduction to formulas. Presented as one and two dimensions
<a href="#">MA.4.GR.2.2</a>	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	Multiple strategies used to find unknown number

<a href="#">MA.4.M.1.1</a>	Select and use appropriate tools to measure attributes of objects.	4 - Good Alignment	Need prior knowledge of units. Hands on approach is necessary
<a href="#">MA.4.M.1.2</a>	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	Need more practice questions for units of conversions.
<a href="#">MA.4.M.2.1</a>	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	4 - Good Alignment	using the correct units in word problems, a reference sheet needs to be used for assistance
<a href="#">MA.4.M.2.2</a>	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	5 - Very Good Alignment	Relate to money. Draw a picture and base-ten strategies are used properly
<a href="#">MA.4.NSO.1.1</a>	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.	5 - Very Good Alignment	Foundation builder. Anchor chart math is a great tool
<a href="#">MA.4.NSO.1.2</a>	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Place Value chart to build foundation can be used for both whole number and decimal notation
<a href="#">MA.4.NSO.1.3</a>	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	Small group intervention tools
<a href="#">MA.4.NSO.1.4</a>	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	5 - Very Good Alignment	Math Thoughts Journaling is a great UDL tool to test understanding of rounding and estimating

<a href="#">MA.4.NSO.1.5</a>	Plot, order and compare decimals up to the hundredths.	5 - Very Good Alignment	Order and pattern sequence used in next grade level
<a href="#">MA.4.NSO.2.1</a>	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Fluency builder games
<a href="#">MA.4.NSO.2.2</a>	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	Multiple strategies presented- standard algorithm, area model, and partial products
<a href="#">MA.4.NSO.2.3</a>	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Multiple strategies presented- standard algorithm, area model, and partial products
<a href="#">MA.4.NSO.2.4</a>	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	Multiple strategies presented- Standard algorithm and partial quotients
<a href="#">MA.4.NSO.2.5</a>	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	4 - Good Alignment	Interpret the remainder utilizes real world connection
<a href="#">MA.4.NSO.2.6</a>	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	Prepares for power of ten understanding. need place value foundation
<a href="#">MA.4.NSO.2.7</a>	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	Place value practice and money relationships
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> </ul>	5 - Very Good Alignment	Presentation of real-world situational based questions.. ability to practice across standards allows for deeper understanding of



	<ul style="list-style-type: none"> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		whole number and decimal place value notation
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	5 - Very Good Alignment	Hands on activities, video presentations, anchor chart, exit tickets, and remediation are presented for practice and implementation
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> </ul>	5 - Very Good Alignment	accurate use of operations and key words across word problems presented in practice. Multiple strategies are used to ensure diversification and representation of multiple intelligences

	<ul style="list-style-type: none"> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>4 - Good Alignment</p>	<p>Opportunity for math journaling and peer discussions- My Math Thoughts</p>
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> </ul>	<p>4 - Good Alignment</p>	<p>Understanding of place value patterns and formulas used across standards. Presented with manipulatives and supplemental aids</p>

	<ul style="list-style-type: none"> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	4 - Good Alignment	Understanding reasonableness through flunecy
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	Every day experience and connections-word problems and scenarios presented in all scopes
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Many different supplemental aids available

<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Grade level word problems with multiple steps
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Picture vocabulary and journal entries
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Video presentations of math concepts
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Interactive Notebook
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	My Math Thoughts Journal entries
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Vocabulary picture cards, Tiered language acquisition strategies for ELL students
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	5 - Very Good Alignment	Tiered language acquisition strategies for 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.	5 - Very Good Alignment	all standards are represented
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 is readable. more word problems and practice need to be available
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Math textbook needed along with digital component

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	multiple assignments are presented, not enough practice questions
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Assessments are not long enough
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 reflects gradual release model where students work towards independent mastery
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	question types and examples are current and understandable to the generation
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 is developed based on ability and gradually becomes more rigorous
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Real world connection and situations are applicable
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Accurate representation free of typos
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 written free of bias and diversification of names are presented
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	Accurate representation of math standards and benchmarks
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 inconsistencies present
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	aligned well with new BEST 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	Standards are grouped well according to scopes
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Standards are grouped well according to scopes
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Great connections to reading, writing, and engineering
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Great connections to reading, writing, and engineering
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	representation of various groups are presented when necessary and not overly incorporated
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 inconsistencies presented
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Standards are presented very well in interdisciplinary scopes

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	Student handouts are presented in a binded book, teachers would have to print many handouts
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All standards are present and integrated
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Logically grouped scopes

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	online component is engaging. Handouts are interactive
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	Scopes are rationally presented in sizable bi-weekly units
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	easy to navigate and presented in a student friendly manner
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	Presentation is easy to navigate for students and teacher

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Handouts and student journal are concise. Interactive portal is very engaging
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Scopes are substantial and coherently put together. It may take multiple weeks to conclude a scope
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Teacher instruction is clear. Video examples are presented for teachers to utilize while setting up hands on activities
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	Content gradually becomes rigorous. There are remediation supplemental aids available for students who need extra support

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	presentation of tiered activities for students working at different levels
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Engage category enhances the curriculum for in depth connection
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 progression of material. Heavily relies on teachers to print out handouts. Teacher is responsible for printing and setting up all 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.	4 - Good Alignment	Strategies are presented and exemplified within the content
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Instructional strategies are presented across the scope
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessments are very short. More practice needed and more opportunities for assessment
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	Not many assessment questions presented
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Kinesthetic activities, digital, multiple means of action and expression
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	integration of reading material and real world connections are present
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	Student participation coupled with various assessment types



		allow many avenues of learning
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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 form of CRT instruction presented
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no form of CRT instruction presented
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no form of CRT instruction presented
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 form of Social Emotional Learning presented

**UDL Reviewer's Name:** David Davis

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [5012070 - Grade Five Mathematics](#)

**Bid ID:** 327

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

**Bid Response**

*To access our accessibility features, users (students and teachers) will click on their username in the top right corner and choose "Accessibility Settings." In this menu, font size and type can be adjusted. The theme can be toggled between default and high-contrast views, and our text-to-speech speed can be modified. Students and teachers can also select to have text highlighted as it is read aloud via our text-to-speech feature. • Fonts can be adjusted in type and size. On the user's Accessibility Settings, font size and font type can be adjusted. Selecting one of the six font-size options we offer will adjust the font size for the entire website. We also have two font-type options: serif and sans serif (see image 1 below). Additionally, on each element page, we offer the ability to increase and decrease the font size of individual pages (see image 2 below). • Font colors and background colors can be adjusted. Also on the user's Accessibility Settings page, a user can select between a default theme and a high-contrast theme to allow for easier readability for users desiring that accommodation. • High-contrast color settings are available. High-contrast color settings are available. • Text-to-speech tools are included, or text can be selected and used with text-to-speech utilities. STEMscopes offers a text-to-speech feature that can be controlled on each element page by clicking the embedded speech button. On the user's Accessibility Settings page, the user can control the text-to-speech speed with slow, regular, and fast options. Users can also select an option to have words on the screen appear with highlighting as they are read aloud. • Text-to-speech tools read math formulas correctly. Not applicable. • All images have alt tags. All of our images have alt tags. • All videos are captioned. All videos, including our teacher setup videos, are captioned. The image below shows an example of one of our videos. Simply click the "CC" button on the playback toolbar to activate captions. • Text, image tags, and captioning sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.*

Review

Rating

Comments

Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Fonts can be set with or without serifs. Font size can be adjusted. High contrast is an option, but general font colors and background colors are not adjustable in the built-in accessibility settings. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	3 - Fair Alignment	High contrast is an option. This does not change some of the instructional objects, such as graphics and virtual manipulatives. Colors and contrast settings are important for students with various visual needs.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are available and work on most, but not all, text. The tools do work for basic text paragraphs, slides, flipbooks, and other text-based sections. There are adjustments for speaking rate and highlighting words as they are spoken. These are great supports. However, there are some charts where the text can be selected but cannot be read aloud, as well as images with text that cannot be selected. There are also activities that must be printed out.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. An alt tag check indicated that many alt tags were missing. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	4 - Good Alignment	The majority of videos reviewed were captioned. There were a few that did not have captions. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The student platform could not be tested. The teacher platform was well organized. Support for refreshable braille displays is important for students who are blind.

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

<p>Bid Response</p> <p>• <i>Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. Page elements can be adjusted in size by using the embedded zoom tool within the user’s browser.</i> • <i>All navigation elements and menu items have keyboard shortcuts. Our Visual Glossary allows for keyboard shortcuts; selecting a letter will jump to that letter’s content in the glossary. In the curriculum, materials can be accessed using the tab button.</i> • <i>All navigation information can be sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.</i></p>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Adjustment of buttons, icons, etc. is not built into the accessibility features of this system. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems.

All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	Navigation elements and menu items do not have keyboard shortcuts. The visual glossary supports navigation by letter, and the tab key can be used for some page navigation, but it seems to jump around on the page. 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.	4 - Good Alignment	Navigation of platform was well organized, appropriate heading levels and labels of web elements (buttons, headings, links, etc.) Needs to be tested on student platform to ensure continuity of accessibility, along with the content for students.

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

Bid Response

*Highlighting and note-taking options are available to teachers and students. The top toolbar is where students can manage highlights and comments/notes and where they can access our embedded dictionary. We offer highlighting in the four standard colors (yellow, rose, green, and blue), and highlighted text and comments can be downloaded in a separate document for access later. • Highlighters are provided in the four standard colors (yellow, rose, green, blue). We offer a highlighting tool on each element that allows teachers and students alike to highlight content in these four standard colors. This tool can be accessed by selecting the paint bucket icon in the element toolbar. • Highlighted text can be automatically extracted into another document. There is an “Export to file” option in the highlighting menu that will download highlighted content into a document that can be printed or accessed outside of STEMscopes. • Note taking tools are available for students to write ideas online; as they are processing curriculum content. STEMscopes offers a comment/annotation tool in the same toolbar with the highlighting function. Students and teachers alike can make annotations on content that can also be downloaded for access outside of STEMscopes. • Resizable digital calculators are available in all math materials. K–5 students will have access to a four-function calculator.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Text highlighters are provided in the four standard 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.	4 - Good Alignment	Highlighted text can be extracted into another browser window. That window can then be printed. 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.	4 - Good Alignment	Note taking tools are available as comments by section of content or by selected text. All cumulative notes can only be viewed in the “My Notes” section. Being able to take and review notes is helpful for students who have problems organizing information.

**Bid Response**

*Examples of assistive technology software that can be run in the background include the following: 1. Magnification: We have used and tested often with the browser-embedded screen zoom. On a Mac, this means pressing the command and plus or minus signs, and for a PC, this means pressing the control and plus or minus keys to zoom in or out. Pinching the screen on a touch screen also works well. 2. Text-to-speech: We use ReadSpeaker for our text-to-speech feature, which is embedded within the website. 3. Text-to-American Sign Language: We've not yet found a seamless tool to easily translate our science content into American Sign Language, though we have researched websites that allow a user to look up terms and see the corresponding sign language gestures, which could be used as an interim resource. 4. On-screen keyboards: The embedded keyboard features within the Mac and PC operating systems are easy to use and work with our website. 5. Switch-scanning controls: At this time, we have not experimented with switch-scanning controls other than the feature that comes standard on the Mac operating system. We are continuing to improve our accessibility initiatives, and this is a key feature on which we will focus. Our new platform scheduled to be released before the start of the 2021–2022 school year aligns with WCAG A-AA standards. 6. Speech-to-text: We have used the embedded Dictation tool on a Mac and PC with success.*

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	The publisher tested several operating system-based accessibility tools (magnification, on-screen keyboards) and there were no problems. The system does not seem to prevent any third-party tools from functioning.

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**

*All student content in STEMscopes can be downloaded and printed in PDF form. The following elements provide the teacher the ability to create a copy of the Google document or slide version of the document for editing purposes: Hook (Student Handouts only) Explore Student Journals and Exit Tickets Show What You Know handouts Math Story handouts Spiraled Review handouts Decide and Defend handouts (Grades 2–5) Skills Quiz handouts Standards-Based Assessment handouts (Grades 2–5) Observation Checklist (Grades K–1) Show-and-Tell Interview Rubric (Grades K–1) Small-Group Intervention Teacher Checklist Print Files and Editable Google Files are on the right-hand side of teacher pages. These files can be downloaded and printed for offline student access. Computer access is not required for students to benefit from STEMscopes. We also offer supplemental printed books that can be purchased separately from the online product. Although the printed books are composed of content that is identical to that in the online product, the printed materials offer convenience for teachers and students alike.*

Review	Rating	Comments
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	2 - Poor Alignment	In order to have printed versions of the online content, the teacher or school will need to download PDF versions and print them out. There are printed companion books available, but the content does not mirror the online content.
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**Reviewer's Name:** Stephanie Sharrer

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade Five Mathematics](#)

**Bid ID:** 327

### 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.

Great tasks and use of modeling, but not very teacher-friendly. This program appears to need a lot of printing for it to be successfully implemented into a classroom. If the printing and prep work were completed, it could be a very good program to help encourage student learning and problem solving with the connected benchmarks.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.5.AR.1.1</a>	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.	3 - Fair Alignment	mostly good questions, but some include numbers other than whole numbers which is not the intent of this standard
<a href="#">MA.5.AR.1.2</a>	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	4 - Good Alignment	good use of models; good word problem applications
<a href="#">MA.5.AR.1.3</a>	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	unit fraction divided by whole number and whole number divided by a unit fraction with great visuals for support
<a href="#">MA.5.AR.2.1</a>	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	4 - Good Alignment	adequate practice in matching expressions and word form of expressions
<a href="#">MA.5.AR.2.2</a>	Evaluate multi-step numerical expressions using order of operations.	4 - Good Alignment	good practice evaluating expressions
<a href="#">MA.5.AR.2.3</a>	Determine and explain whether an equation involving any of the four operations is true or false.	5 - Very Good Alignment	relates equality to order of operations, creating truly connected benchmarks
<a href="#">MA.5.AR.2.4</a>	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.	3 - Fair Alignment	needs more practice varying the placement of the variable



<a href="#">MA.5.AR.3.1</a>	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	4 - Good Alignment	good use of patterns that require both one and two operations
<a href="#">MA.5.AR.3.2</a>	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	4 - Good Alignment	good use of patterns that require both one and two operations
<a href="#">MA.5.DP.1.1</a>	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	4 - Good Alignment	practice with line plots and line graphs and well as fractions (with appropriate denominators) and decimals (only tenths were seen)
<a href="#">MA.5.DP.1.2</a>	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	4 - Good Alignment	real world contexts for mean; refers to mean as the "balancing out point"
<a href="#">MA.5.FR.1.1</a>	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	good use of models; good word problem applications
<a href="#">MA.5.FR.2.1</a>	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	good use of models; good word problem applications
<a href="#">MA.5.FR.2.2</a>	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	good use of models; good word problem applications
<a href="#">MA.5.FR.2.3</a>	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	gives good practice with scaling
<a href="#">MA.5.FR.2.4</a>	Extend previous understanding of division to explore the division of a unit fraction by a	5 - Very Good Alignment	unit fraction divided by whole number and whole number

	whole number and a whole number by a unit fraction.		divided by a unit fraction with great visuals for support
<a href="#">MA.5.GR.1.1</a>	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.	2 - Poor Alignment	does not use the correct definition of trapezoid; doesn't spend much time to explain why a shape does or does not belong in a given category
<a href="#">MA.5.GR.1.2</a>	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.	2 - Poor Alignment	doesn't spend much time to explain why a shape does or does not belong in a given category
<a href="#">MA.5.GR.2.1</a>	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	4 - Good Alignment	good examples that include decimal and fractional side lengths
<a href="#">MA.5.GR.3.1</a>	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.	3 - Fair Alignment	not as many visual models as in other lessons and explaining the true definition of volume in a hands-on way
<a href="#">MA.5.GR.3.2</a>	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	3 - Fair Alignment	not as many visual models as in other lessons and explaining the true definition of volume in a hands-on way
<a href="#">MA.5.GR.3.3</a>	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	good practice with missing sides

<a href="#">MA.5.GR.4.1</a>	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	lesson not correctly linked, but when found online, there was good interactive practice with coordinate plane
<a href="#">MA.5.GR.4.2</a>	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	interactive practice with coordinate plane
<a href="#">MA.5.M.1.1</a>	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	3 - Fair Alignment	good practice converting within different systems; the division goes beyond the scope of 5th grade standards
<a href="#">MA.5.M.2.1</a>	Solve multi-step real-world problems involving money using decimal notation.	3 - Fair Alignment	decent practice with money problems in real-world situations
<a href="#">MA.5.NSO.1.1</a>	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.	2 - Poor Alignment	focuses on powers of ten and not place value relationships
<a href="#">MA.5.NSO.1.2</a>	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	4 - Good Alignment	good practice
<a href="#">MA.5.NSO.1.3</a>	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.	3 - Fair Alignment	good practice, but not real-world; it refers to money to the thousandths place which is not relatable for students
<a href="#">MA.5.NSO.1.4</a>	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	4 - Good Alignment	great use of number lines to plot, order, and compare

<a href="#">MA.5.NSO.1.5</a>	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	4 - Good Alignment	good use of models to support rounding of decimals
<a href="#">MA.5.NSO.2.1</a>	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	encourages use of fluent strategies and allows teacher to build connections between strategies
<a href="#">MA.5.NSO.2.2</a>	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	4 - Good Alignment	encourages use of fluent strategies and allows teacher to build connections between strategies
<a href="#">MA.5.NSO.2.3</a>	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	good use of word problems and models to support adding and subtracting decimals
<a href="#">MA.5.NSO.2.4</a>	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	4 - Good Alignment	good practice with estimating and models
<a href="#">MA.5.NSO.2.5</a>	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	4 - Good Alignment	good practice with models, showing patterns, and leading to fluency
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>	4 - Good Alignment	allows students to actively participate

	<ul style="list-style-type: none"> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	5 - Very Good Alignment	allows for multiple strategies for operations
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	5 - Very Good Alignment	builds towards fluency

<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>encourages discourse</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>4 - Good Alignment</p>	<p>allows for patterns and connections to prior learning</p>

<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>4 - Good Alignment</p>	<p>incorporates estimating and reasonableness of answers</p>
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	<p>4 - Good Alignment</p>	<p>most of the time there is real-world practice that is meaningful to students</p>
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	<p>4 - Good Alignment</p>	<p>asks for justifications/models to prove thinking</p>
<a href="#">ELA.K12.EE.2.1</a>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>3 - Fair Alignment</p>	<p>appropriately leveled word problems</p>
<a href="#">ELA.K12.EE.3.1</a>	<p>Make inferences to support comprehension.</p>	<p>3 - Fair Alignment</p>	<p>included as necessary</p>

<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	many opportunities for discussion and collaboration
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	quality work expected and modeled
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	2 - Poor Alignment	sometimes in the right situation this is included
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	includes opportunities for student success
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	includes opportunities for student success

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	most benchmarks are appropriately taught within specifications, but not all (ex: inclusive definition of trapezoids in the quadrilateral heirarchy)
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	good skill level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	many options and ways to adapt for each class
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	plenty of practice



5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	varying levels of difficulty
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	varying levels of difficulty
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	varying levels of difficulty
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 shown
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 in most lessons
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	for the most part 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	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	no issues noted
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	for the most part
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very 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	good contexts for most problems

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	relevant, appropriate, engaging
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	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	interdisciplinary
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 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	humane
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	benchmarks are thoroughly 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	very thorough; many resources to choose from
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	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	good organization, but a pain to navigate online for teachers
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	4 - Good Alignment	engaging

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.	3 - Fair Alignment	looks overwhelming, but can be appropriately chunked
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	assistive supports as necessary
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 well done for the most part

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	engaging lessons that allow learners to be motivated
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	focused content using connected benchmarks to get the most out of each lesson
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	essential questions and targets shown 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	materials provide some support as necessary
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 as necessary
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	engaging activities that include adequate integration of problem solving and the MTRs

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	good alignment of activities to build students to success
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 models and problem solving opportunities to help students meet their needs
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	great use of models and problem solving opportunities to help students meet their needs
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	great use of models and problem solving opportunities to help students meet their needs
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	great use of models and problem solving opportunities to help students meet their needs
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	needs of students shown in the notes for teachers
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	good alignment to the MTRs throughout lessons
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	gives many different materials to meet student needs; provides opportunities in teacher notes to help students based on their mastery of the concept

Special Topics	Reviewer Rating	Rating Justification
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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

**Reviewer's Name:** Anita Warensford

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade Five Mathematics](#)

**Bid ID:** 327

### 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: Tasks are logically paced, relevant, engaging, provide multiple means of representations, include not only independent work but also collaborative work. The structure of the program is very technology friendly. The 5 Es is an engaging exploratory way to teach students. This will help students gain ownership of their methods

that leads to mastery of the benchmark. Each E has one to three focus skills with multiple ways to practice. The teacher is given several options to use during instruction for each skill. The skills progress in difficulty as the teacher and student work through the 5 Es. Three types of assessments are very helpful depending on the needs of the teacher and student. Standards assessments are very specifically helpful in determining if the student is proficient in that benchmark. The decide and defend assessment provides a high level of thinking assessment require students to justify their reasoning. The skills quiz will assess the students ability to complete the problems with accuracy. Weaknesses: Tasks will require some teacher prep ahead of time. The amount of work given may not always match the time a teacher has for that topic. There are so many tasks given that a teacher might feel the pressure to get through them all and the pressure of time then becomes real. Teachers that are not comfortable navigating technology may struggle to understand the program at a friendly pace. Not all of the BEST Mathematics benchmarks are covered. Some supplemental materials would be needed.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.5.AR.1.1</a>	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.	3 - Fair Alignment	There were many real-world problems, many problems were multi-step. There wasn't much practice with problems in which remainders must be interpreted.
<a href="#">MA.5.AR.1.2</a>	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	4 - Good Alignment	Provides ample real world problems for practice. Has a variety of visual representations to utilize for practice

			and assessment purposes.
<a href="#">MA.5.AR.1.3</a>	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	Provides real-world scenarios for dividing unit fraction by whole number and whole number by a unit fraction. It also provides use of manipulatives and model representations.
<a href="#">MA.5.AR.2.1</a>	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	2 - Poor Alignment	There is very little translation of numerical expressions to written mathematical descriptions. Instruction doesn't model how to translate numerical expressions into words using place value.
<a href="#">MA.5.AR.2.2</a>	Evaluate multi-step numerical expressions using order of operations.	4 - Good Alignment	Sufficient practice using order of operations with multi-step numerical expressions. It is in the parameters of the clarifications given in the BIG-M.
<a href="#">MA.5.AR.2.3</a>	Determine and explain whether an equation involving any of the four operations is true or false.	4 - Good Alignment	Students will have to determine and explain (decide and defend) if an equation is true or false. Real world problems that connect properties of equality and order of operations.



<a href="#">MA.5.AR.2.4</a>	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	Students are expected to write an equation with an unknown. The unknown is rarely outside of the solution.
<a href="#">MA.5.AR.3.1</a>	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	5 - Very Good Alignment	Quality practice is given to identify and write a rule to describe a numerical pattern.
<a href="#">MA.5.AR.3.2</a>	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	5 - Very Good Alignment	Many opportunities for quality practice are given.
<a href="#">MA.5.DP.1.1</a>	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	5 - Very Good Alignment	There are regular opportunities to practice and deepen skills from this benchmark.
<a href="#">MA.5.DP.1.2</a>	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	4 - Good Alignment	Practice includes whole number values within tables and line plots. Instruction includes real-world problems requiring students to interpret mean, median, mode, and range.
<a href="#">MA.5.FR.1.1</a>	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	5 - Very Good Alignment	Adequate Real-world problems given to students to demonstrate mastery of benchmark.
<a href="#">MA.5.FR.2.1</a>	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	All elements of the benchmark are covered with adequate practice.

<a href="#">MA.5.FR.2.2</a>	<p>Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.</p>	<p>4 - Good Alignment</p>	<p>Contains all criteria of the benchmark. There is clearly more practice multiplying fraction by fraction and whole number by a fraction than there is mixed numbers by fractions.</p>
<a href="#">MA.5.FR.2.3</a>	<p>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.</p>	<p>4 - Good Alignment</p>	<p>In the explore activity, in the explain section, and in the decide and defend students are required to explain how numbers change when multiplying fractions. There are few problems that have students predict the size of the product.</p>
<a href="#">MA.5.FR.2.4</a>	<p>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.</p>	<p>1 - Very Poor/No Alignment</p>	<p>Activities will not facilitate mastery. Supplemental materials will be needed.</p>
<a href="#">MA.5.GR.1.1</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Instruction, practice, and assessment cover this benchmark very well.</p>
<a href="#">MA.5.GR.1.2</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Numerous options exist to reach mastery in all of the 5 E sections.</p>
<a href="#">MA.5.GR.2.1</a>	<p>Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.</p>	<p>5 - Very Good Alignment</p>	<p>Problem Solve with Four Operations lessons leads students to Multiplying</p>

			fractions using area. It contains perimeter and area of a rectangle with fractions and decimals. There are visual models and formulas. This is assessed throughout and the sequence is laid out in a way that will help students attain proficiency.
<a href="#">MA.5.GR.3.1</a>	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	Many real world activities that provide conceptual understanding and meaningful practice.
<a href="#">MA.5.GR.3.2</a>	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	5 - Very Good Alignment	Instruction and practice includes finding the volume of right rectangular prisms with unit cubes and using a formula.
<a href="#">MA.5.GR.3.3</a>	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	Real-World problems in the elaborate section are well aligned. Other sections lead students towards being able to do these tasks.
<a href="#">MA.5.GR.4.1</a>	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	1 - Very Poor/No Alignment	The lesson given here is for volume. It doesn't cover plotting and labeling ordered pairs in the first quadrant of the coordinate plane. I believe this was mistakenly given as a lesson that covers this benchmark.

<a href="#">MA.5.GR.4.2</a>	<p>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.</p>	<p>1 - Very Poor/No Alignment</p>	<p>There is no lesson given that aligns to this benchmark.</p>
<a href="#">MA.5.M.1.1</a>	<p>Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.</p>	<p>5 - Very Good Alignment</p>	<p>There are many tasks students can be given to guide them towards mastery of converting measurement units including length, time, volume, and capacity with whole numbers, fractions, and decimals.</p>
<a href="#">MA.5.M.2.1</a>	<p>Solve multi-step real-world problems involving money using decimal notation.</p>	<p>3 - Fair Alignment</p>	<p>There is some practice of multi-step problem solving involving money using decimal notation.</p>
<a href="#">MA.5.NSO.1.1</a>	<p>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.</p>	<p>4 - Good Alignment</p>	<p>Activities in all 5 E sections are arranged to guide students to proficiency of this benchmark.</p>
<a href="#">MA.5.NSO.1.2</a>	<p>Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</p>	<p>5 - Very Good Alignment</p>	<p>All five Es work together for students to read numbers and write in all forms. Place value is utilized through charts and manipulatives. Students progress to represent multi-digit numbers with decimals to the thousandths using standard form, word form, and expanded form.</p>

<a href="#">MA.5.NSO.1.3</a>	<p>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.</p>	<p>4 - Good Alignment</p>	<p>Sufficient practice for students to use place value relationships to compose and decompose multi-digit numbers with decimals.</p>
<a href="#">MA.5.NSO.1.4</a>	<p>Plot, order and compare multi-digit numbers with decimals up to the thousandths.</p>	<p>5 - Very Good Alignment</p>	<p>Students have many opportunities to plot, order, and compare multi-digit numbers with decimals up to the thousandths. Number lines and place value disks are used within these activities. Symbols are used to compare and students are expected to justify arguments to plot, compare, and order.</p>
<a href="#">MA.5.NSO.1.5</a>	<p>Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</p>	<p>5 - Very Good Alignment</p>	<p>Instruction develops efficient rules for rounding. Students use number lines and are clearly expected to develop a deep understand of place value in order to develop the procedure for rounding.</p>
<a href="#">MA.5.NSO.2.1</a>	<p>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</p>	<p>4 - Good Alignment</p>	<p>These lessons have students compare their method to other methods to help them demonstrate how it works. It includes multi-step real word problems. More estimation to anticipate possible</p>

			answers and evaluate whether their solutions make sense would make this a 5.
<a href="#">MA.5.NSO.2.2</a>	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	4 - Good Alignment	All parts of the benchmark are covered. The students are expected to use the remainder as a fraction however not to use in simplest form which is what the clarification expectation is.
<a href="#">MA.5.NSO.2.3</a>	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Tasks allow students to build conceptually so they can justify why it works.
<a href="#">MA.5.NSO.2.4</a>	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	5 - Very Good Alignment	There are many opportunities to build proficiency in multiplying and dividing decimals to the hundredths using estimation, rounding and place value. Students are given real world problems, manipulatives, and different representations to help build their understanding of place value and the properties of operations.
<a href="#">MA.5.NSO.2.5</a>	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	4 - Good Alignment	All activities are aligned to the BEST Standards in a way that builds to the skill. Criteria is presented in various formats.

			Real-world applications are made.
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	5 - Very Good Alignment	<p>Within each Elaborate section there is a Problem-Based task. This task requires students to work collaboratively to solve a real-world problem. Students are given an engaging task in which will require them to help and support each other.</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>	4 - Good Alignment	<p>Within these lessons students need to demonstrate understanding by representing problems in different ways. Students will use manipulatives to model their understanding, teachers guide students from concrete to pictorial to abstract representations. Teachers will need to show students that various representations can have different purposes throughout these lessons and how they can be useful.</p>

<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>4 - Good Alignment</p>	<p>Each lesson in the elaborate section has a fluency builder. These activities help students complete tasks with mathematical fluency. Other tasks throughout these lessons help build procedures to apply in other areas.</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>4 - Good Alignment</p>	<p>In the explain section there are my thoughts activities to build communication of mathematical ideas. In the explore section there are math chats used to dig deeper through discussion. There are many activities throughout the 5 Es that engage discussions to reflect thinking. There are also decide and defend activities in the evaluate section that gives the opportunity for students to justify results.</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	<p>4 - Good Alignment</p>	<p>Lessons relate previously learned concepts to the current lesson.</p>



	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		<p>Lessons help students recognize patterns in place value to help build conceptual understanding.</p>
<p><a href="#">MA.K12.MTR.6.1</a></p>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>3 - Fair Alignment</p>	<p>Within parts of these lessons the reasonableness of solutions are addressed.</p>
<p><a href="#">MA.K12.MTR.7.1</a></p>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>These lessons do an excellent job of applying mathematics to the real-world. Activities provide opportunities for students to use models and methods</p>

	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>		to understand, represent, and solve real-world problems that are challenging.
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Students are required to justify their reasoning.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	There are many tasks that require students to read and comprehend complex texts on grade level through scenarios, problem-based tasks, and word problems.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	3 - Fair Alignment	Students make inferences by accessing prior knowledge, estimating to discover possible solutions, and reflecting on the reasonableness of their answers.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Activities are designed to be collaborative, discussions and chats are used to encourage active listening.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Teachers will need to communicate clearly their expectations of the final product.

<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Journaling, discussions, math thoughts, tasks, and collaborative work will be good practice for this standard.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Students who are English Language Learners will have resources to help them build on their academic language connections.
<a href="#">ELD.K12.ELL.SI.1</a>	English language learners communicate for social and instructional purposes within the school setting.	4 - Good Alignment	English Language Learners have opportunities to communicate for instructional purposes throughout these lessons.

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 mostly aligns with the state's 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	Curriculum is written to the appropriate skill level of the benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The materials are definitely adaptable.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	There are many types of activities, tasks, games, and practice opportunities for the student to gain understanding.

5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Complexity increases as the student and teacher travel through the 5 Es.
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 content is age and grade appropriate.
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 many variety of activities. The teacher can be selective according to the needs of the students.
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	Information within this curriculum was developed to reflect expert information.
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 have contributed high quality 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 didn't note any typographical or visual errors within 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	I didn't note any bias, contradictions, or noninflammatory in nature 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).	4 - Good Alignment	The content includes representation and concept building.
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 is factual and accurate.
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.

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 relevant.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The way the content is presented is appropriate for students on 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	The real-world tasks connect to life in a way that is very 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	This content connects to science, reading, and writing.
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 didn't find any biased or unfair 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	The material I reviewed was compassionate in its portrayal of people and animals.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	There were few benchmarks that the curriculum didn't align to.

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	Teachers will need to prepare additional material to teach a few benchmarks. Teachers will also need to set aside time to prep activities ahead of time from the curriculum.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	The components of the major tool align with the curriculum.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	The sequence of skills are 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.	4 - Good Alignment	Teachers will need to be able to determine when modeling is needed.
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	I found this true for most benchmarks. I question the lessons on multiplication and division of multi-digit numbers. These are combined into one lesson instead of broken down into two 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	These materials are easily navigated and supportive.
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	Students are exploring methods, there are supports given when needed.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Students will be motivated through exploration and then discovery. With the tasks being real-world and relevant, students will have high interests in completing the tasks.

2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Instructional materials dive deep and teach concepts thoroughly.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	The journaling could be used as 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.	5 - Very Good Alignment	Through guided discovery students will be able to become more independent learners and thinkers in a safe way.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The variety of tasks make this curriculum adaptable.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Independent and collaborative tasks will help 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.	4 - Good Alignment	The material is organized in a way that is logical.
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 will assist in the students becoming successful in the learning outcomes.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The 5 Es will be effect in teaching the targeted outcomes because students will be able to discover methods that will help students connect to it.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Standards assessment for each benchmark and skills assessments will provide meaningful information of mastery 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.	5 - Very Good Alignment	The assessments of standard assessment, decide and defend, and skills quiz will be effective in assessing the learners in the benchmark.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	The variation of tasks and variation in the way information is presented and represented will assist 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?	4 - Good Alignment	This curriculum supports ELA Expectations and 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	In general this material will satisfy most of 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
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	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	No evidence



**UDL Reviewer's Name:** David Davis

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [5012055 - Grade 3 Accelerated Mathematics](#)

**Bid ID:** 328

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*To access our accessibility features, users (students and teachers) will click on their username in the top right corner and choose "Accessibility Settings." In this menu, font size and type can be adjusted. The theme can be toggled between default and high-contrast views, and our text-to-speech speed can be modified. Students and teachers can also select to have text highlighted as it is read aloud via our text-to-speech feature. • Fonts can be adjusted in type and size. On the user's Accessibility Settings, font size and font type can be adjusted. Selecting one of the six font-size options we offer will adjust the font size for the entire website. We also have two font-type options: serif and sans serif (see image 1 below). Additionally, on each element page, we offer the ability to increase and decrease the font size of individual pages (see image 2 below). • Font colors and background colors can be adjusted. Also on the user's Accessibility Settings page, a user can select between a default theme and a high-contrast theme to allow for easier readability for users desiring that accommodation. • High-contrast color settings are available. High-contrast color settings are available. • Text-to-speech tools are included, or text can be selected and used with text-to-speech utilities. STEMscopes offers a text-to-speech feature that can be controlled on each element page by clicking the embedded speech button. On the user's Accessibility Settings page, the user can control the text-to-speech speed with slow, regular, and fast options. Users can also select an option to have words on the screen appear with highlighting as they are read aloud. • Text-to-speech tools read math formulas correctly. Not applicable. • All images have alt tags. All of our images have alt tags. • All videos are captioned. All videos, including our teacher setup videos, are captioned. The image below shows an example of one of our videos. Simply click the "CC" button on the playback toolbar to activate captions. • Text, image tags, and captioning sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.*

Review

Rating

Comments

Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Fonts can be set with or without serifs. Font size can be adjusted. High contrast is an option, but general font colors and background colors are not adjustable in the built-in accessibility settings. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	3 - Fair Alignment	High contrast is an option. This does not change some of the instructional objects, such as graphics and virtual manipulatives. Colors and contrast settings are important for students with various visual needs.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are available and work on most, but not all, text. The tools do work for basic text paragraphs, slides, flipbooks, and other text-based sections. There are adjustments for speaking rate and highlighting words as they are spoken. These are great supports. However, there are some charts where the text can be selected but cannot be read aloud, as well as images with text that cannot be selected. There are also activities that must be printed out.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. An alt tag check indicated that many alt tags were missing. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	4 - Good Alignment	The majority of videos reviewed were captioned. There were a few that did not have captions. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The student platform could not be tested. The teacher platform was well organized. Support for refreshable braille displays is important for students who are blind.

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

<p>Bid Response</p> <ul style="list-style-type: none"> <li>• <i>Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. Page elements can be adjusted in size by using the embedded zoom tool within the user's browser.</i></li> <li>• <i>All navigation elements and menu items have keyboard shortcuts. Our Visual Glossary allows for keyboard shortcuts; selecting a letter will jump to that letter's content in the glossary. In the curriculum, materials can be accessed using the tab button.</i></li> <li>• <i>All navigation information can be sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.</i></li> </ul>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Adjustment of buttons, icons, etc. is not built into the accessibility features of this system. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems.

All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	Navigation elements and menu items do not have keyboard shortcuts. The visual glossary supports navigation by letter, and the tab key can be used for some page navigation, but it seems to jump around on the page. 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.	4 - Good Alignment	Navigation of platform was well organized, appropriate heading levels and labels of web elements (buttons, headings, links, etc.) Needs to be tested on student platform to ensure continuity of accessibility, along with the content for students.

3. How are the following <b>study tools</b> provided in the instructional materials:		
Bid Response <i>Problem Solve Using the Four Operations See correlation document for additional citations regarding standards correlation and alignment.</i>		
Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Text highlighters are provided in the four standard 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.	4 - Good Alignment	Highlighted text can be extracted into another browser window. That window can then be printed. 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.	4 - Good Alignment	Note taking tools are available as comments by section of content or by selected text. All cumulative notes can only be viewed in the "My Notes" section. Being able to take and review notes is helpful for students who have problems organizing information.

4. Which of the following <b>assistive technology supports, by product name</b> , have you tested for use with the instructional materials:
Bid Response <i>Examples of assistive technology software that can be run in the background include the following: 1. Magnification: We have used and tested often with the browser-embedded screen zoom. On a Mac, this means pressing the command and plus or minus signs, and for a PC, this means pressing the control and plus or minus keys to zoom in or out. Pinching the screen on a touch screen also works well. 2. Text-to-speech: We use ReadSpeaker for our text-to-speech feature, which is embedded within the website. 3. Text-to-American Sign Language: We've not yet found a seamless tool to easily translate our science content into American Sign Language, though we have researched websites that allow a user to look up terms and see the corresponding sign language gestures, which could be used as an interim resource. 4. On-screen keyboards: The embedded keyboard features within the Mac and PC operating systems are easy to use and work</i>

with our website. 5. Switch-scanning controls: At this time, we have not experimented with switch-scanning controls other than the feature that comes standard on the Mac operating system. We are continuing to improve our accessibility initiatives, and this is a key feature on which we will focus. Our new platform scheduled to be released before the start of the 2021–2022 school year aligns with WCAG A-AA standards. 6. Speech-to-text: We have used the embedded Dictation tool on a Mac and PC with success.

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	The publisher tested several operating system-based accessibility tools (magnification, on-screen keyboards) and there were no problems. The system does not seem to prevent any third-party tools from functioning.

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**

*All student content in STEMscopes can be downloaded and printed in PDF form. The following elements provide the teacher the ability to create a copy of the Google document or slide version of the document for editing purposes: Hook (Student Handouts only) Explore Student Journals and Exit Tickets Show What You Know handouts Math Story handouts Spiraled Review handouts Decide and Defend handouts (Grades 2–5) Skills Quiz handouts Standards-Based Assessment handouts (Grades 2–5) Observation Checklist (Grades K–1) Show-and-Tell Interview Rubric (Grades K–1) Small-Group Intervention Teacher Checklist Print Files and Editable Google Files are on the right-hand side of teacher pages. These files can be downloaded and printed for offline student access. Computer access is not required for students to benefit from STEMscopes. We also offer supplemental printed books that can be purchased separately from the online product. Although the printed books are composed of content that is identical to that in the online product, the printed materials offer convenience for teachers and students alike.*

Review	Rating	Comments
	2 - Poor Alignment	In order to have printed versions of the online content, the teacher or school will need to download PDF versions and print them out. There are printed companion books available, but the content does not mirror the online content.

**Reviewer's Name:** Katrina Hutchins

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade 3 Accelerated Mathematics](#)

**Bid ID:** 328

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
<a href="#">MA.3.AR.1.1</a>	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.	3 - Fair Alignment	Distributive property was not addressed fully in the lesson given with this standard.
<a href="#">MA.3.AR.1.2</a>	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	5 - Very Good Alignment	The scaffolding leading to the mastery of this skill was very thought through. The complexity of the assessment after instruction matches that of the standard.
<a href="#">MA.3.AR.2.1</a>	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	I would like to see a stronger emphasis on the missing factor throughout this standard to emphasize the relationship between multiplication and division.
<a href="#">MA.3.AR.2.2</a>	Determine and explain whether an equation involving multiplication or division is true or false.	3 - Fair Alignment	The assessments aligned better with the standard than did the instruction. The words true and false and determining if an equation was one of these was an explanation needs strengthening.
<a href="#">MA.3.AR.2.3</a>	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	The justification within the content for this standard was perfect. Spiral review, assessments, and

			remediation flowed seamlessly.
<a href="#">MA.3.AR.3.1</a>	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	4 - Good Alignment	I felt that the questioning on the assessments was a higher DOK than the actual standard addresses.
<a href="#">MA.3.AR.3.2</a>	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	5 - Very Good Alignment	Manipulative use in lesson plan was perfect.
<a href="#">MA.3.AR.3.3</a>	Identify, create and extend numerical patterns.	4 - Good Alignment	Emphasis on describing the rule and not just continuing it is strong.
<a href="#">MA.3.DP.1.1</a>	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.	3 - Fair Alignment	I felt that this standard was taught at a higher DOK level than it is written to. It went past collect and reflect data.
<a href="#">MA.3.DP.1.2</a>	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	ELA story level integration was phenomenal. Lexile level may be slightly high.
<a href="#">MA.3.FR.1.1</a>	Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into $n$ equal parts.	3 - Fair Alignment	Needs more emphasis on labeling fractions on a number line; this is an area of struggle for students as they transition from whole numbers for the first time.
<a href="#">MA.3.FR.1.2</a>	Represent and interpret fractions, including fractions greater than one, in the form	4 - Good Alignment	Aligned to benchmark

	of  as the result of adding the unit fraction $\frac{1}{n}$ to itself $m$ times.		
<a href="#">MA.3.FR.1.3</a>	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	4 - Good Alignment	Exceptional Elaboration task that will facilitate student engagement
<a href="#">MA.3.FR.2.1</a>	Plot, order and compare fractional numbers with the same numerator or the same denominator.	3 - Fair Alignment	Assessments require the students to create their own fraction number line, but the explain and elaborate do not focus on that quite enough.
<a href="#">MA.3.FR.2.2</a>	Identify equivalent fractions and explain why they are equivalent.	5 - Very Good Alignment	Equivalence through visual pictures is shown well
<a href="#">MA.3.GR.1.1</a>	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	Chart within Explain that requires drawn examples of each matches this standard perfectly.
<a href="#">MA.3.GR.1.2</a>	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	4 - Good Alignment	Dok level of instruction is great with naming the quadrilateral based upon defining attributes.
<a href="#">MA.3.GR.1.3</a>	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	5 - Very Good Alignment	Visuals and video and real life connects hold up this standard in this lesson
<a href="#">MA.3.GR.2.1</a>	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	Real world application, student engagement, and mastery of standard are all evident.



<a href="#">MA.3.GR.2.2</a>	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	5 - Very Good Alignment	Transition from MA.3.GR.2.1 to 2.2 is seamless - focusing on arrays with tiling.
<a href="#">MA.3.GR.2.3</a>	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.	1 - Very Poor/No Alignment	The majority of the tools in the 2nd document are unable to be opened.
<a href="#">MA.3.GR.2.4</a>	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	1 - Very Poor/No Alignment	The majority of the tools in the 2nd document are unable to be opened.
<a href="#">MA.3.M.1.1</a>	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	Visuals, real tools, videos, and student recording sheets perfect this standard.
<a href="#">MA.3.M.1.2</a>	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	4 - Good Alignment	Problem based task was a great explore option for this standard.
<a href="#">MA.3.M.2.1</a>	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	5 - Very Good Alignment	The relationship of fractions to time with a number line is awesome.
<a href="#">MA.3.M.2.2</a>	Solve one- and two-step real-world problems involving elapsed time.	3 - Fair Alignment	Needs more visual and concrete instruction in how to use the number line to figure out elapsed time.
<a href="#">MA.3.NSO.1.1</a>	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	4 - Good Alignment	Some scaffolding in terms of this standard would assist students in mastery
<a href="#">MA.3.NSO.1.2</a>	Compose and decompose four-digit numbers in multiple ways using thousands, hundreds,	4 - Good Alignment	A few areas would cause some confusion

	tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.		with students as you move to the elaborate and evaluate. It started strong with the ziploc bags and discs.
<a href="#">MA.3.NSO.1.3</a>	Plot, order and compare whole numbers up to 10,000.	5 - Very Good Alignment	Number line use for this standard is aligned well.
<a href="#">MA.3.NSO.1.4</a>	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	4 - Good Alignment	Real life situations and number lines make rounding easier to be understood.
<a href="#">MA.3.NSO.2.1</a>	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	3 - Fair Alignment	Teachers would need explanation of the "standard algorithm" as the examples of instruction show various methods in this lesson.
<a href="#">MA.3.NSO.2.2</a>	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	3 - Fair Alignment	The tie of multiplication and division isn't strong enough.
<a href="#">MA.3.NSO.2.3</a>	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.	3 - Fair Alignment	Visuals assist greatly in instruction of this standard tying it back to the place value concept of counting by 10s.
<a href="#">MA.3.NSO.2.4</a>	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	2 - Poor Alignment	Instruction needs more emphasis on the tie between multiplication and division (fact families)
<a href="#">MA.4.AR.1.2</a>	Solve real-world problems involving addition and subtraction of fractions with like	3 - Fair Alignment	I feel there would need to be several scaffolded lessons

	denominators, including mixed numbers and fractions greater than one.		prior to this one before beginning it at this level of instruction.
<a href="#">MA.4.AR.2.1</a>	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	3 - Fair Alignment	Reasoning of whether it is true or false is only addressed at a cursory level.
<a href="#">MA.4.AR.2.2</a>	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	Lacking in chances for students to write an equation to match the given word problem.
<a href="#">MA.4.AR.3.1</a>	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	Factor Pairs T chart was a great visual.
<a href="#">MA.4.AR.3.2</a>	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	Visual tables could assist with this benchmark
<a href="#">MA.4.FR.1.1</a>	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.	3 - Fair Alignment	Needs more of a focus on the 10 to 100 equivalence possibly with base 10 blocks.
<a href="#">MA.4.FR.1.3</a>	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	Equivalent fractions by using varieties of 1 whole in fraction form is addressed well.
<a href="#">MA.4.FR.1.4</a>	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	3 - Fair Alignment	Instructional piece of benchmark fractions and using them for this standard needs more material.
<a href="#">MA.4.FR.2.1</a>	Decompose a fraction, including mixed numbers and fractions greater than one, into	4 - Good Alignment	Student use of manipulatives would

	a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.		enhance instruction of this standard
<a href="#">MA.4.FR.2.2</a>	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	4 - Good Alignment	Visual models thoroughly show the composing of fractions.
<a href="#">MA.4.FR.2.3</a>	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	2 - Poor Alignment	Equivalence is shown but not addition or subtraction with created common denominators.
<a href="#">MA.4.GR.1.1</a>	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	5 - Very Good Alignment	Visuals and student drawings support instruction of this material
<a href="#">MA.4.GR.1.2</a>	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.	3 - Fair Alignment	Charts and visuals and student drawings with explanations support the instruction of this standard.
<a href="#">MA.4.GR.1.3</a>	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	4 - Good Alignment	Video is great for showing how to use a protractor.
<a href="#">MA.4.GR.2.1</a>	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	5 - Very Good Alignment	The relationship of the unknown from the picture and the finding or area into a multiplication equation forms a great connection and activates prior knowledge.

<a href="#">MA.4.GR.2.2</a>	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	The student drawings to prove this standard reinforce it
<a href="#">MA.4.NSO.1.2</a>	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	4 - Good Alignment	Builds well in the vertical alignment of the standards.
<a href="#">MA.4.NSO.1.3</a>	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	Breaks down the numbers into place value "values" to help with comparison
<a href="#">MA.4.NSO.1.4</a>	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	4 - Good Alignment	Number line instruction aids greatly in visual understanding of rounding.
<a href="#">MA.4.NSO.2.1</a>	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	3 - Fair Alignment	The relationship of inverse facts of multiplication and division is not clear enough.
<a href="#">MA.4.NSO.2.2</a>	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	Instruction with all models and methods is perfect and tied together throughout instruction where one portion of the standard builds upon the next.
<a href="#">MA.4.NSO.2.5</a>	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	3 - Fair Alignment	Needs more on the Explore and Explain end and not just on the independent student work side.
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>	5 - Very Good Alignment	The effort to include mathematical reasoning throughout the entire curriculum is evident. Numerous

	<ul style="list-style-type: none"> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		places require students to justify and explain choices.
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	5 - Very Good Alignment	Demonstration through the use of manipulatives, visuals, and drawings is incorporated throughout the curriculum.
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>	4 - Good Alignment	Mathematical Fluency is addressed within every standard with focus on the standard as well as on previous standards.

	<ul style="list-style-type: none"> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	4 - Good Alignment	Error analysis with justification is incorporated throughout the curriculum and pictorial vocabulary is as well.
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> </ul>	3 - Fair Alignment	The pattern emphasis was not a strong as it could have been in the included lessons. Some of these lessons did not address at all.

	<ul style="list-style-type: none"> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	4 - Good Alignment	Some lessons need a bit more actual instruction in regards to what this looks like and its relevance in the real world.
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	3 - Fair Alignment	While used throughout the benchmarks, I feel there are many additional places where this MTR could be incorporated
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	This is done phenomenally throughout the entire curriculum, increasing



			the DOK level for mathematical mastery of benchmarks.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Best curriculum I have seen to incorporate engaging on grade level ELA test within math problem solving
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	This is supported in almost every single lesson through use of the engage materials where students are grappling with content to make meaning on their own.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Activities, explore tasks, elaborate tasks and more incorporate collaborative structures regularly
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Only curriculum I have found with anchor charts; small group interventions were vague in some lessons
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Justification of answers particularly in the higher DOK level standards incorporates this benchmark
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Vocabulary pictures, videos, visuals and more support this standard throughout the curriculum.

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 huge majority of lessons that I assessed matched the given benchmark appropriately.
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	There were a few glitches in terms of going too high on a few standards (like data) and too low on a few (like one and two step word problems with multiplication and division)
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Extremely user friendly and accessible
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	This is true other than a few areas where some more indepth instruction with hands on manipulatives or visuals would be beneficial in the explain and explore sections.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Very few discrepancies with DOK levels
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 of the reading material was at the upper end of the students lexile range and I wonder if there is any plan to address this with struggling readers
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 doesn't seem to be too few or too many resources and materials for each 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	The use of these materials helped to reinforce the needed background knowledge that students may be lacking

<p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p>	<p>5 - Very Good Alignment</p>	<p>The majority of these materials reinforce real life instruction and mastery of skills by providing background knowledge reinforcements for students.</p>
<p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p>	<p>5 - Very Good Alignment</p>	<p>I did not discover any errors in these areas.</p>
<p>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).</p>	<p>5 - Very Good Alignment</p>	<p>I did not discover any bias or inflammatory topics</p>
<p>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).</p>	<p>4 - Good Alignment</p>	<p>Most benchmarks had models and various strategies but a few were missing (particularly in addition and subtraction regrouping)</p>
<p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p>	<p>5 - Very Good Alignment</p>	<p>I did not find any mistakes as I worked through the material.</p>
<p>14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.</p>	<p>4 - Good Alignment</p>	<p>Learning targets, 5 E lessons, collaborative, productive struggle, and accountable talk are all addressed</p>
<p>15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.</p>	<p>5 - Very Good Alignment</p>	<p>The content and instruction match the Florida BEST benchmarks for the grade levels I assessed</p>
<p>16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.</p>	<p>5 - Very Good Alignment</p>	<p>The material is engaging and relevant to hold students' attention and allow them to make accurate inferences so they can engage with the content.</p>
<p>17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.</p>	<p>5 - Very Good Alignment</p>	<p>Real life relevant connections are made through videos,</p>

		tasks, and elaboration activities/games
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	This curriculum contains the best connections to science, social studies, and ELA standards that I have ever encountered.
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 saw nothing concerning in relation to these topics.
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	I saw nothing of a negative treatment of any one within the materials.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	It is aligned extremely closely.

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 no reason for the teacher to need to look elsewhere for any resources including centers and small group instruction.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Every part of the 5E model and its corresponding parts aligns completely.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	Just a few places have inconsistencies in this area.
4. D. Readability of Instructional Materials: Narrative and visuals engage students in reading or listening as well as in	5 - Very Good Alignment	Games, videos, assignments are exceptionally engaging.

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	The material seems to be paced and presented in a very structured meaningful way that should alleviate stress on 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	The UDL document outlines the great amount of ways that this curriculum can be adapted and used for instruction.
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 is professional and engaging to its users

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Engaging, relevant material
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Topics are grouped together and related content benchmarks are embedded within lessons as well
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Benchmarks are spelled out and addressed throughout the entire 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	The productive struggle that comes from use of the 5E model of instruction used so consistently should help with independent student productive struggle

<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>4 - Good Alignment</p>	<p>Visual, auditory, kinesthetic modalities are addressed with ease through out the lessons as well as differentiated instructional resources.</p>
<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>5 - Very Good Alignment</p>	<p>The games, videos, and activities are highly engaging for students</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>4 - Good Alignment</p>	<p>Students are engaged from explore to elaborating with games and taking notes or interacting with material in the instruction phase</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>Collaboration, discussion, justification, and productive struggle are embedded throughout each 5 E lesson</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>3 - Fair Alignment</p>	<p>The targeted instructional strategies are written for all learning modalities as well as differentiated levels.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Assessments are aligned to benchmark learning targets and reflect instruction</p>
<p>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.</p>	<p>4 - Good Alignment</p>	<p>Assessments are broken into benchmarks and bigger ideas allowing the teacher greater data in terms of mastery in particular areas</p>
<p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>	<p>5 - Very Good Alignment</p>	<p>The capabilities for this curriculum in regards to this area are numerous to support or SWD</p>
<p>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?</p>	<p>5 - Very Good Alignment</p>	<p>I have never seen a curriculum that I have used for math thus far do as well as this curriculum</p>

<p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p>	<p>4 - Good Alignment</p>	<p>This material is very comprehensive in its use of learning strategies that have been vetted and matching them to benchmarks of instruction.</p>
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Special Topics	Reviewer Rating	Rating Justification
<p>Do materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT), in instructional materials?</p>	<p>5 - Very Good Alignment</p>	<p>No evidence</p>
<p>Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?</p>	<p>5 - Very Good Alignment</p>	<p>No evidence</p>
<p>Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?</p>	<p>5 - Very Good Alignment</p>	<p>No evidence</p>
<p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p>	<p>4 - Good Alignment</p>	<p>No evidence</p>

**Reviewer's Name:** Amie McCamley

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade 3 Accelerated Mathematics](#)

**Bid ID:** 328

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.

Great materials and alignment. Hard to navigate and decide what to use when. With this being the accelerated course, I hope they provide more documentation to support teacher planning and preparation. Videos were helpful, but the amount of prep is a lot....even though the activity is beneficial. Supports and PD will need to be in place.



Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.3.AR.1.1</a>	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.	3 - Fair Alignment	Listed as a focus standard with other standards. Expressions and equations are written without the multiplication sign and only parenthesis. This is not reflected in the benchmarks.
<a href="#">MA.3.AR.1.2</a>	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	5 - Very Good Alignment	Lots of interaction with single step and multi-step problems
<a href="#">MA.3.AR.2.1</a>	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	5 - Very Good Alignment	Ties division models back to equations with unknowns. Embeds Problem Solving.
<a href="#">MA.3.AR.2.2</a>	Determine and explain whether an equation involving multiplication or division is true or false.	3 - Fair Alignment	Only uses multiplication. This benchmark requires multiplication and division.
<a href="#">MA.3.AR.2.3</a>	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	Involves problem solving. Unknown in all locations
<a href="#">MA.3.AR.3.1</a>	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	5 - Very Good Alignment	Involves real world application. Links it to patterning and multiples.

<a href="#">MA.3.AR.3.2</a>	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Involves real world application. Links it to patterning.
<a href="#">MA.3.AR.3.3</a>	Identify, create and extend numerical patterns.	4 - Good Alignment	Involves real world application and problem solving. Only 1 lesson. Links to multiples and odd and even.
<a href="#">MA.3.DP.1.1</a>	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.	4 - Good Alignment	Lots of practice on all types of graphs required. Typo...missing benchmark code, listed as MA.3.DP.1.
<a href="#">MA.3.DP.1.2</a>	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.	3 - Fair Alignment	Very aligned for 1 step problems. Not many problems involving 2-Step
<a href="#">MA.3.FR.1.1</a>	Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into $n$ equal parts.	5 - Very Good Alignment	Composing and decomposing shapes.
<a href="#">MA.3.FR.1.2</a>	Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself $m$ times.	3 - Fair Alignment	Doesnt really get into the equation piece of this.
<a href="#">MA.3.FR.1.3</a>	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	3 - Fair Alignment	Skimmed through questioning...no application.
<a href="#">MA.3.FR.2.1</a>	Plot, order and compare fractional numbers with the same numerator or the same denominator.	5 - Very Good Alignment	Aligned

<a href="#">MA.3.FR.2.2</a>	Identify equivalent fractions and explain why they are equivalent.	5 - Very Good Alignment	Aligned
<a href="#">MA.3.GR.1.1</a>	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 application
<a href="#">MA.3.GR.1.2</a>	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	5 - Very Good Alignment	Real world application
<a href="#">MA.3.GR.1.3</a>	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	5 - Very Good Alignment	Real world application
<a href="#">MA.3.GR.2.1</a>	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	Real World Application, good examples and practice
<a href="#">MA.3.GR.2.2</a>	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	5 - Very Good Alignment	Real World and Problem Solving Application.
<a href="#">MA.3.GR.2.3</a>	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.	2 - Poor Alignment	No perimeter? Benchmark doesnt require missing sides.
<a href="#">MA.3.GR.2.4</a>	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	2 - Poor Alignment	No perimeter?
<a href="#">MA.3.M.1.1</a>	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	Real World Application

<a href="#">MA.3.M.1.2</a>	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	5 - Very Good Alignment	Mass vs Weight, clears up misconceptions
<a href="#">MA.3.M.2.1</a>	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	5 - Very Good Alignment	Real World Application
<a href="#">MA.3.M.2.2</a>	Solve one- and two-step real-world problems involving elapsed time.	5 - Very Good Alignment	Connects time to a number line
<a href="#">MA.3.NSO.1.1</a>	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Builds foundation
<a href="#">MA.3.NSO.1.2</a>	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	Explore and practice
<a href="#">MA.3.NSO.1.3</a>	Plot, order and compare whole numbers up to 10,000.	5 - Very Good Alignment	Real World Application
<a href="#">MA.3.NSO.1.4</a>	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	5 - Very Good Alignment	Doesnt teach the trick
<a href="#">MA.3.NSO.2.1</a>	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	Built in throughout lessons
<a href="#">MA.3.NSO.2.2</a>	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	5 - Very Good Alignment	Many different models and practice
<a href="#">MA.3.NSO.2.3</a>	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	Real world application

<a href="#">MA.3.NSO.2.4</a>	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	5 - Very Good Alignment	Good Explore and practice. Embedded in many lessons.
<a href="#">MA.4.AR.1.2</a>	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	4 - Good Alignment	"Fractions Greater Than 1" should be used instead of "Mixed Number"
<a href="#">MA.4.AR.2.1</a>	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	5 - Very Good Alignment	Connects Models to Equations
<a href="#">MA.4.AR.2.2</a>	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.	1 - Very Poor/No Alignment	Doesnt meet depth of benchmark.
<a href="#">MA.4.AR.3.1</a>	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	Real World Application
<a href="#">MA.4.AR.3.2</a>	Generate, describe and extend a numerical pattern that follows a given rule.	5 - Very Good Alignment	Real World Application. Limited Lessons
<a href="#">MA.4.FR.1.1</a>	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.	5 - Very Good Alignment	Real World Application, Multiple Models
<a href="#">MA.4.FR.1.3</a>	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	5 - Very Good Alignment	Real World Application, Multiple Models
<a href="#">MA.4.FR.1.4</a>	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	5 - Very Good Alignment	Real World Application, Multiple Models

<a href="#">MA.4.FR.2.1</a>	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	Real World Application, Multiple Models
<a href="#">MA.4.FR.2.2</a>	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	4 - Good Alignment	Need to use "Fractions Greater than 1" not "Mixed Numbers"
<a href="#">MA.4.FR.2.3</a>	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	5 - Very Good Alignment	Real World Application, Multiple Models
<a href="#">MA.4.GR.1.1</a>	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	5 - Very Good Alignment	Lots of representation
<a href="#">MA.4.GR.1.2</a>	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	Real World Application.
<a href="#">MA.4.GR.1.3</a>	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	5 - Very Good Alignment	Real World Application
<a href="#">MA.4.GR.2.1</a>	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	5 - Very Good Alignment	Aligned
<a href="#">MA.4.GR.2.2</a>	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	5 - Very Good Alignment	Real World Application. Includes Unknown sides
<a href="#">MA.4.NSO.1.2</a>	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	5 - Very Good Alignment	Includes practice

<a href="#">MA.4.NSO.1.3</a>	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	Hands on exploring
<a href="#">MA.4.NSO.1.4</a>	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	5 - Very Good Alignment	Real World Application
<a href="#">MA.4.NSO.2.1</a>	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	5 - Very Good Alignment	Real World Application
<a href="#">MA.4.NSO.2.2</a>	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	5 - Very Good Alignment	Lots of different models and strategies
<a href="#">MA.4.NSO.2.5</a>	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	5 - Very Good Alignment	Lots of different models and strategies
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	5 - Very Good Alignment	Embedded Throughout Lessons
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p>	5 - Very Good Alignment	Embedded Throughout Lessons

	<ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	5 - Very Good Alignment	Embedded Throughout Lessons
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> </ul>	5 - Very Good Alignment	Embedded Throughout Lessons



	<ul style="list-style-type: none"> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Embedded Throughout Lessons</p>
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Embedded Throughout Lessons</p>

	<ul style="list-style-type: none"> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	Embedded Throughout Lessons
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Embedded Throughout Lessons
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Embedded Throughout Lessons
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Embedded Throughout Lessons
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Embedded Throughout Lessons
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Embedded Throughout Lessons

<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Embedded Throughout Lessons
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Embedded Throughout Lessons

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	Aligns very well to most 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	Real World Application and Problem Solving throughout
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	This is not the norm for teachers...this will take lots of training and practice. Great pieces, hard to navigate.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Several lessons were missing the practice piece. Lots of investigation and hands on. Needs more Gradual Release Opportunities.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	aligned
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	aligned
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	Since this is the acceleration course, this would need to be planned out for the teacher. I didnt see a document helping

		teachers decide what pieces to do on what day. There would need to be a sequence and scope to help teachers see which 3rd grade benchmarks go with 4th grade ones. *The connecting standards in each grade level is spot on!
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	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	Yes
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	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	Yes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Problem Solving and Real World Application throughtout
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 (Need supporting docs for accelerated course for teachers)

17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Definitely 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	Definitely 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.	3 - Fair Alignment	Resources are there...very difficult to navigate. Would need lots of training and support.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Yes
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	Needs supporting documents for accelerated course.
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	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).	4 - Good Alignment	Pieces are there, it was a bit difficult to navigate. Overwhelming on how many resources there are. Teachers would need guidance on scope and sequence and when to implement which part of scope.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Very Explicit
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, explicit and gives great questions
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.	5 - Very Good Alignment	Yes, Tactile, Auditory...all present in lessons
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 Hands on

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	Extensions for each scope
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 explicit
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	very explicit
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Did not see all item types represented in 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.	3 - Fair Alignment	Did not see all item types represented in assessments.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very 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	Throughout
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	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



**UDL Reviewer's Name:** David Davis

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [5012065 - Grade 4 Accelerated Mathematics](#)

**Bid ID:** 329

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*To access our accessibility features, users (students and teachers) will click on their username in the top right corner and choose "Accessibility Settings." In this menu, font size and type can be adjusted. The theme can be toggled between default and high-contrast views, and our text-to-speech speed can be modified. Students and teachers can also select to have text highlighted as it is read aloud via our text-to-speech feature. • Fonts can be adjusted in type and size. On the user's Accessibility Settings, font size and font type can be adjusted. Selecting one of the six font-size options we offer will adjust the font size for the entire website. We also have two font-type options: serif and sans serif (see image 1 below). Additionally, on each element page, we offer the ability to increase and decrease the font size of individual pages (see image 2 below). • Font colors and background colors can be adjusted. Also on the user's Accessibility Settings page, a user can select between a default theme and a high-contrast theme to allow for easier readability for users desiring that accommodation. • High-contrast color settings are available. High-contrast color settings are available. • Text-to-speech tools are included, or text can be selected and used with text-to-speech utilities. STEMscopes offers a text-to-speech feature that can be controlled on each element page by clicking the embedded speech button. On the user's Accessibility Settings page, the user can control the text-to-speech speed with slow, regular, and fast options. Users can also select an option to have words on the screen appear with highlighting as they are read aloud. • Text-to-speech tools read math formulas correctly. Not applicable. • All images have alt tags. All of our images have alt tags. • All videos are captioned. All videos, including our teacher setup videos, are captioned. The image below shows an example of one of our videos. Simply click the "CC" button on the playback toolbar to activate captions. • Text, image tags, and captioning sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.*

Review

Rating

Comments

Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Fonts can be set with or without serifs. Font size can be adjusted. High contrast is an option, but general font colors and background colors are not adjustable in the built-in accessibility settings. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	3 - Fair Alignment	High contrast is an option. This does not change some of the instructional objects, such as graphics and virtual manipulatives. Colors and contrast settings are important for students with various visual needs.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are available and work on most, but not all, text. The tools do work for basic text paragraphs, slides, flipbooks, and other text-based sections. There are adjustments for speaking rate and highlighting words as they are spoken. These are great supports. However, there are some charts where the text can be selected but cannot be read aloud, as well as images with text that cannot be selected. There are also activities that must be printed out.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. An alt tag check indicated that many alt tags were missing. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	4 - Good Alignment	The majority of videos reviewed were captioned. There were a few that did not have captions. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The student platform could not be tested. The teacher platform was well organized. Support for refreshable braille displays is important for students who are blind.

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

<p>Bid Response</p> <p>• <i>Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. Page elements can be adjusted in size by using the embedded zoom tool within the user’s browser.</i> • <i>All navigation elements and menu items have keyboard shortcuts. Our Visual Glossary allows for keyboard shortcuts; selecting a letter will jump to that letter’s content in the glossary. In the curriculum, materials can be accessed using the tab button.</i> • <i>All navigation information can be sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.</i></p>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Adjustment of buttons, icons, etc. is not built into the accessibility features of this system. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems.

All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	Navigation elements and menu items do not have keyboard shortcuts. The visual glossary supports navigation by letter, and the tab key can be used for some page navigation, but it seems to jump around on the page. 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.	4 - Good Alignment	Navigation of platform was well organized, appropriate heading levels and labels of web elements (buttons, headings, links, etc.) Needs to be tested on student platform to ensure continuity of accessibility, along with the content for students.

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

Bid Response

*Highlighting and note-taking options are available to teachers and students. The top toolbar is where students can manage highlights and comments/notes and where they can access our embedded dictionary. We offer highlighting in the four standard colors (yellow, rose, green, and blue), and highlighted text and comments can be downloaded in a separate document for access later. • Highlighters are provided in the four standard colors (yellow, rose, green, blue). We offer a highlighting tool on each element that allows teachers and students alike to highlight content in these four standard colors. This tool can be accessed by selecting the paint bucket icon in the element toolbar. • Highlighted text can be automatically extracted into another document. There is an “Export to file” option in the highlighting menu that will download highlighted content into a document that can be printed or accessed outside of STEMscopes. • Note taking tools are available for students to write ideas online; as they are processing curriculum content. STEMscopes offers a comment/annotation tool in the same toolbar with the highlighting function. Students and teachers alike can make annotations on content that can also be downloaded for access outside of STEMscopes. • Resizable digital calculators are available in all math materials. K–5 students will have access to a four-function calculator.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Text highlighters are provided in the four standard 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.	4 - Good Alignment	Highlighted text can be extracted into another browser window. That window can then be printed. 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.	4 - Good Alignment	Note taking tools are available as comments by section of content or by selected text. All cumulative notes can only be viewed in the “My Notes” section. Being able to take and review notes is helpful for students who have problems organizing information.

**Bid Response**

*Examples of assistive technology software that can be run in the background include the following: 1. Magnification: We have used and tested often with the browser-embedded screen zoom. On a Mac, this means pressing the command and plus or minus signs, and for a PC, this means pressing the control and plus or minus keys to zoom in or out. Pinching the screen on a touch screen also works well. 2. Text-to-speech: We use ReadSpeaker for our text-to-speech feature, which is embedded within the website. 3. Text-to-American Sign Language: We've not yet found a seamless tool to easily translate our science content into American Sign Language, though we have researched websites that allow a user to look up terms and see the corresponding sign language gestures, which could be used as an interim resource. 4. On-screen keyboards: The embedded keyboard features within the Mac and PC operating systems are easy to use and work with our website. 5. Switch-scanning controls: At this time, we have not experimented with switch-scanning controls other than the feature that comes standard on the Mac operating system. We are continuing to improve our accessibility initiatives, and this is a key feature on which we will focus. Our new platform scheduled to be released before the start of the 2021–2022 school year aligns with WCAG A-AA standards. 6. Speech-to-text: We have used the embedded Dictation tool on a Mac and PC with success.*

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	The publisher tested several operating system-based accessibility tools (magnification, on-screen keyboards) and there were no problems. The system does not seem to prevent any third-party tools from functioning.

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**

*All student content in STEMscopes can be downloaded and printed in PDF form. The following elements provide the teacher the ability to create a copy of the Google document or slide version of the document for editing purposes: Hook (Student Handouts only) Explore Student Journals and Exit Tickets Show What You Know handouts Math Story handouts Spiraled Review handouts Decide and Defend handouts (Grades 2–5) Skills Quiz handouts Standards-Based Assessment handouts (Grades 2–5) Observation Checklist (Grades K–1) Show-and-Tell Interview Rubric (Grades K–1) Small-Group Intervention Teacher Checklist Print Files and Editable Google Files are on the right-hand side of teacher pages. These files can be downloaded and printed for offline student access. Computer access is not required for students to benefit from STEMscopes. We also offer supplemental printed books that can be purchased separately from the online product. Although the printed books are composed of content that is identical to that in the online product, the printed materials offer convenience for teachers and students alike.*

Review	Rating	Comments
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	2 - Poor Alignment	In order to have printed versions of the online content, the teacher or school will need to download PDF versions and print them out. There are printed companion books available, but the content does not mirror the online content.
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**Reviewer's Name:** Felisha Nicholson

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade 4 Accelerated Mathematics](#)

**Bid ID:** 329

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.

The alignment of the resources to the standards is good. The resources are great. I love how it also follows the 5E model for learning. I struggled with rating this curriculum at times, because it is digital only. Digital only resources open doors to potential conflicts (over saturation of technology, screen time burnout which leads to false outcome data, not

having printed resources ready to go, little time for concrete practice, etc.). The rating that I gave this curriculum is because of its alignment, for the most part.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.4.AR.1.1</a>	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.AR.1.3</a>	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.DP.1.1</a>	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.DP.1.2</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.DP.1.3</a>	Solve real-world problems involving numerical data.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.FR.1.2</a>	Use decimal notation to represent fractions with denominators of 10 or 100, including	4 - Good Alignment	After reviewing the material, I can see

	mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.		that there are lessons that are correlated to this standard.
<a href="#">MA.4.FR.2.4</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.M.1.1</a>	Select and use appropriate tools to measure attributes of objects.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.M.1.2</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.NSO.1.1</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.NSO.1.5</a>	Plot, order and compare decimals up to the hundredths.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.NSO.2.3</a>	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.NSO.2.4</a>	Divide a whole number up to four digits by a one-digit whole number with procedural	4 - Good Alignment	After reviewing the material, I can see that there are lessons



	reliability. Represent remainders as fractional parts of the divisor.		that are correlated to this standard.
<a href="#">MA.4.NSO.2.6</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.4.NSO.2.7</a>	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.AR.1.1</a>	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.	3 - Fair Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.AR.1.2</a>	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.AR.1.3</a>	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.AR.2.1</a>	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.AR.2.2</a>	Evaluate multi-step numerical expressions using order of operations.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.

<a href="#">MA.5.AR.2.3</a>	Determine and explain whether an equation involving any of the four operations is true or false.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.AR.2.4</a>	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.	3 - Fair Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.AR.3.1</a>	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.AR.3.2</a>	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.DP.1.1</a>	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.DP.1.2</a>	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.FR.1.1</a>	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.FR.2.1</a>	Add and subtract fractions with unlike denominators, including mixed numbers and	4 - Good Alignment	After reviewing the material, I can see that there are lessons

	fractions greater than 1, with procedural reliability.		that are correlated to this standard.
<a href="#">MA.5.FR.2.2</a>	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.FR.2.3</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.FR.2.4</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.GR.1.1</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.GR.1.2</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.GR.2.1</a>	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.GR.3.1</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.

<a href="#">MA.5.GR.3.2</a>	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.GR.3.3</a>	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.	3 - Fair Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.GR.4.1</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.GR.4.2</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.M.1.1</a>	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.M.2.1</a>	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.NSO.1.1</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.

<a href="#">MA.5.NSO.1.2</a>	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.NSO.1.3</a>	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	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.NSO.1.4</a>	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.NSO.1.5</a>	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.NSO.2.1</a>	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.NSO.2.2</a>	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	3 - Fair Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.NSO.2.3</a>	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	3 - Fair Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.5.NSO.2.4</a>	Explore the multiplication and division of multi-digit numbers with decimals to the	4 - Good Alignment	After reviewing the material, I can see

	hundredths using estimation, rounding and place value.		that there are lessons that are correlated to this standard.
<a href="#">MA.5.NSO.2.5</a>	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	3 - Fair Alignment	After reviewing the material, I can see that there are lessons that are correlated to this standard.
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	4 - Good Alignment	Within the Explore activities, the MTRs applicable for the activities are noted.
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>	4 - Good Alignment	Within the Explore activities, the MTRs applicable for the activities are noted.

	<ul style="list-style-type: none"> <li>Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>	4 - Good Alignment	Within the Explore activities, the MTRs applicable for the activities are noted.
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>	4 - Good Alignment	Within the Explore activities, the MTRs applicable for the activities are noted.

<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>4 - Good Alignment</p>	<p>Within the Explore activities, the MTRs applicable for the activities are noted.</p>
<p><a href="#">MA.K12.MTR.6.1</a></p>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>4 - Good Alignment</p>	<p>Within the Explore activities, the MTRs applicable for the activities are noted.</p>
<p><a href="#">MA.K12.MTR.7.1</a></p>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p>	<p>4 - Good Alignment</p>	<p>Within the Explore activities, the MTRs applicable for the activities are noted.</p>



	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	Within the Engage sections, the hooks show math relativitiy to real world connections and cross-curricular concepts, including this standard.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Within the Engage sections, the hooks show math relativitiy to real world connections and cross-curricular concepts, including this standard.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	Within the Engage sections, the hooks show math relativitiy to real world connections and cross-curricular concepts, including this standard.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Within the Engage sections, the hooks show math relativitiy to real world connections and cross-curricular

			concepts, including this standard.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Within the Engage sections, the hooks show math relativitiy to real world connections and cross-curricular concepts, including this standard.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Within the Engage sections, the hooks show math relativitiy to real world connections and cross-curricular concepts, including this standard.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Within the Engage sections, the hooks show math relativitiy to real world connections and cross-curricular concepts, including this standard.
<a href="#">MA.4.M.2.1</a>	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	1 - Very Poor/No Alignment	There's no evidence of this within the resources from what I can see and noted from the publisher.
<a href="#">MA.4.M.2.2</a>	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	1 - Very Poor/No Alignment	There's no evidence of this within the resources from what I can see and noted from the publisher.

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 appears to align 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.	4 - Good Alignment	From what I reviewed, the content appears to correlate with the correct skill levels of the standards and benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials are very much so adaptable, as the teachers could use the resources to create their own lesson pathways. However, aside from the Engage/Intervention/Acceleration components, the students will spend a great deal of time in front of a computer and not receiving very much explicit instruction from their teachers.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	The material requires a lot of technology and explicit instruction within the assigned interactive content...but not a lot of explicit instruction from the teacher. Therefore, this could pose a problem when trying to gage student specific needs and immediate feedback. If the teachers aren't looking at the data, this could turn into an issue with technology saturation.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	The level of difficulty within the content progresses as it should. It also houses resources for intervention and acceleration, if needed.
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 of difficulty within the content progresses as it should. It also houses resources for intervention and acceleration, if needed.
7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.	2 - Poor Alignment	There's not a lot of "teaching time" evident.

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 alignment to the standards and benchmark seem to be sufficient and well-executed.
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 alignment to the standards and benchmark seem to be sufficient and well-executed.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	The alignment to the standards and benchmark seem to be sufficient and well-executed.
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	This content is 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	There was sufficient evidence 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).	4 - Good Alignment	The content appears to be accurate.
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 and appears to be aligned to our upcoming B.E.S.T. 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	Again, this curriculum is technology-based (digital). So, for what it is, it seems to be appropriate.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	Same as above.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	I did appreciate seeing the real world videos that related the context to real life experiences. I think those are great for making connections.

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	There was some evidence of interdisciplinary connections within the real world videos and Hook activities.
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	It seemed fair. There were no evident 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	There was no evidence of inhumane or animal mistreatment from what I could see.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Yes. The content of the benchmarks and standards were addressed within 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.	2 - Poor Alignment	While this curriculum housed a lot of great resources, I do think that since it is all digital, it could cause some issues and concerns. To me, a digital only resource is not comprehensive. But it does have some opportunities for student to teacher connection, if the teachers follow the 5 E model appropriately.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	The components align with the B.E.S.T. standards.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	It seems to be in logical and consistent order, 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.	4 - Good Alignment	The narratives and visuals are appropriate for the students and skills.
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	The teachers set the pace by creating their own digital pathways, while incorporating the components of the curriculum. Again, with this being digital only for the most part, this makes it difficult to gage.
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	The materials provided contains assistive resources for all 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	The alignment itself is good, which is why I give it a 4. However, the accessibility and comprehensiveness of the program is just fair, in my opinion.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The Engage and Explore sections definitely have opportunities for learning motivation.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	The materials do a pretty fair job of teaching the "big ideas".
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	2 - Poor Alignment	The lessons themselves are digital. This could cause some difficulty or concerns when it comes to explicit teaching from teachers. I can see the teachers putting the students

		<p>on these lessons for extensive periods of time without taking the opportunity to actually teach some of these concepts. The engage and explore sections houses some opportunity for teacher-student interactions...as well as the intervention and acceleration. The lessons themselves are digital. Students who have an issue with online learning could struggle with this.</p>
<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>2 - Poor Alignment</p>	<p>Same as above. It definitely creates opportunities for students to work independently, but it doesn't mean that they are becoming thinkers or actually learning the concepts/skills.</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>4 - Good Alignment</p>	<p>It's adaptable because teachers are able to assign materials, as well as, intervene or accelerate as needed..</p>
<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>2 - Poor Alignment</p>	<p>The students are given opportunities of independence/productive struggle. The engage section also gives the teachers mini activities to do with the students to access prior knowledge, and some of those are hands-on (intervention and acceleration as well). However, I would love to see more physical interaction throughout the entire curriculum. It has virtual manipulatives since the students are working digitally, but they need some consistent concrete practice as well.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>4 - Good Alignment</p>	<p>Logically, the order of the materials makes sense. I like the idea of using the 5 E model for math, just as they do in science.</p>

		Math is exploration, so it's important.
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 themselves are aligned to standards and content.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	same as above
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The materials include adaptable assessments. Teachers can modify and make assessment using the test bank provided by the publisher or create their own. They could also print and use the assessments provided. Those appear to align with the desired 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	same as above
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	This has evidence of UDL throughout.
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 are noted and shows evidence of within the Engage and Explore sections.
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	Overall, it does align and has some really good resources. Being that it is digital only could cause some issues/concerns though with teachers and students.



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	No CRT evident.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No CRT evident.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No social justice 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?	4 - Good Alignment	No solicited SEL was evident.

**Reviewer's Name:** Krystal Oranika

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Grade 4 Accelerated Mathematics](#)

**Bid ID:** 329

### 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 material would be a great adaptation for state use. Strengths: lots of hands on activities, great literacy resources, plenty of hands on activities an games, visual aids, picture vocabulary and anchor charts with academic language, student journals/writing incorporated into each lesson  
Weaknesses: MA.4.M.2.1 MA.4.M.2.2 standards are

not covered in this and teacher's would have to find outside supplemental resources/ lessons to cover those standards Overall this learning tool is very effective as a teaching/learning tool. The lessons and explanations are great to follow and a teachers would find this user friendly and helpful if they are new to a grade level or subject. If a teacher is not an expert in a particular skill the textbook does a great job of breaking the content down which will help the teacher learn the material and explain it effectively to students. There are even videos that explain what the teacher needs to do in order to set up/prepare for each lesson. Majority of the content is taught in depth with a wealth of visual aids and activities to support the lesson, skill, and strategy.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.4.AR.1.1</a>	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	4 - Good Alignment	standard is explained and activities align well with standard
<a href="#">MA.4.AR.1.3</a>	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	aligns and meets the standard with activities very well
<a href="#">MA.4.DP.1.1</a>	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	3 - Fair Alignment	more detailed explanations and practice is needed for each type of data
<a href="#">MA.4.DP.1.2</a>	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	more practice problems needed
<a href="#">MA.4.DP.1.3</a>	Solve real-world problems involving numerical data.	4 - Good Alignment	problems are all real world & logical

<a href="#">MA.4.FR.1.2</a>	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	meets standard well
<a href="#">MA.4.FR.2.4</a>	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	5 - Very Good Alignment	aligns and meets the standard with activities
<a href="#">MA.4.M.1.1</a>	Select and use appropriate tools to measure attributes of objects.	5 - Very Good Alignment	meets standard
<a href="#">MA.4.M.1.2</a>	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	meets standard
<a href="#">MA.4.NSO.1.1</a>	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	lessons align great with standards
<a href="#">MA.4.NSO.1.5</a>	Plot, order and compare decimals up to the hundredths.	3 - Fair Alignment	standard says up to the hundredths but lesson has activities to the thousandths
<a href="#">MA.4.NSO.2.3</a>	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	3 - Fair Alignment	has multiplication that is 3 digit by a 2 digit but standard wants 2 digit by 2 digit
<a href="#">MA.4.NSO.2.4</a>	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	aligns with standard

<a href="#">MA.4.NSO.2.6</a>	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	5 - Very Good Alignment	aligns with standard great visuals
<a href="#">MA.4.NSO.2.7</a>	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	5 - Very Good Alignment	aligns with standard
<a href="#">MA.5.AR.1.1</a>	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.	4 - Good Alignment	meets standard
<a href="#">MA.5.AR.1.2</a>	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	4 - Good Alignment	meets standard
<a href="#">MA.5.AR.1.3</a>	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	4 - Good Alignment	meets standard
<a href="#">MA.5.AR.2.1</a>	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	4 - Good Alignment	meets standard
<a href="#">MA.5.AR.2.2</a>	Evaluate multi-step numerical expressions using order of operations.	3 - Fair Alignment	needs more detailed explicit practice activities with order of operations
<a href="#">MA.5.AR.2.3</a>	Determine and explain whether an equation involving any of the four operations is true or false.	5 - Very Good Alignment	great resources for standard
<a href="#">MA.5.AR.2.4</a>	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	meets standard

<a href="#">MA.5.AR.3.1</a>	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	4 - Good Alignment	meets standard
<a href="#">MA.5.AR.3.2</a>	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	5 - Very Good Alignment	very good resources/activities to support standard
<a href="#">MA.5.DP.1.1</a>	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	4 - Good Alignment	aligns to standard
<a href="#">MA.5.DP.1.2</a>	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	4 - Good Alignment	aligns to standard
<a href="#">MA.5.FR.1.1</a>	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	meets standard
<a href="#">MA.5.FR.2.1</a>	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	5 - Very Good Alignment	meets standard
<a href="#">MA.5.FR.2.2</a>	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	meets standard
<a href="#">MA.5.FR.2.3</a>	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	meets standard
<a href="#">MA.5.FR.2.4</a>	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	meets standard

<a href="#">MA.5.GR.1.1</a>	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	aligns and meets the standard with great strategies, lessons, visuals, & hands on activities
<a href="#">MA.5.GR.1.2</a>	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	aligns and meets the standard with great strategies, lessons, visuals, & hands on activities
<a href="#">MA.5.GR.2.1</a>	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	3 - Fair Alignment	covers standard but not enough practice
<a href="#">MA.5.GR.3.1</a>	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	aligns and meets the standard with great strategies, lessons, visuals, & hands on activities
<a href="#">MA.5.GR.3.2</a>	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	5 - Very Good Alignment	aligns and meets the standard with great strategies, lessons, visuals, & hands on activities
<a href="#">MA.5.GR.3.3</a>	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.	5 - Very Good Alignment	aligns and meets the standard with great strategies, lessons, visuals, & hands on activities
<a href="#">MA.5.GR.4.1</a>	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	meets standard
<a href="#">MA.5.GR.4.2</a>	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	good alignment

<a href="#">MA.5.M.1.1</a>	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	4 - Good Alignment	good alignment
<a href="#">MA.5.M.2.1</a>	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	meets standard
<a href="#">MA.5.NSO.1.1</a>	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	meets standard
<a href="#">MA.5.NSO.1.2</a>	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	5 - Very Good Alignment	aligns very well with standard with great strategies & student activities
<a href="#">MA.5.NSO.1.3</a>	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	aligns very well with standard with great strategies & student activities
<a href="#">MA.5.NSO.1.4</a>	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	5 - Very Good Alignment	aligns very well with standard with great strategies & student activities
<a href="#">MA.5.NSO.1.5</a>	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	4 - Good Alignment	meets standard
<a href="#">MA.5.NSO.2.1</a>	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	5 - Very Good Alignment	great activities, strategies & visuals to support standard
<a href="#">MA.5.NSO.2.2</a>	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	4 - Good Alignment	meets standard



<a href="#">MA.5.NSO.2.3</a>	<p>Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.</p>	<p>5 - Very Good Alignment</p>	<p>great activities &amp; visuals to support standard</p>
<a href="#">MA.5.NSO.2.4</a>	<p>Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.</p>	<p>4 - Good Alignment</p>	<p>aligns well</p>
<a href="#">MA.5.NSO.2.5</a>	<p>Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.</p>	<p>4 - Good Alignment</p>	<p>aligns well</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>embedded within core lessons and listed in each relevant lesson</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>embedded within core lessons and listed in each relevant lesson</p>

	<ul style="list-style-type: none"> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	5 - Very Good Alignment	embedded within core lessons and listed in each relevant lesson
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> </ul>	5 - Very Good Alignment	embedded within core lessons and listed in each relevant lesson

	<ul style="list-style-type: none"> <li>Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>	5 - Very Good Alignment	embedded within core lessons and listed in each relevant lesson
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	embedded within core lessons and listed in each relevant lesson

<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>embedded within core lessons and listed in each relevant lesson</p>
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>ELA correlation document attached as well as literacy passages in each lesson</p>
<a href="#">ELA.K12.EE.2.1</a>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>Visual Glossary</p>
<a href="#">ELA.K12.EE.3.1</a>	<p>Make inferences to support comprehension.</p>	<p>5 - Very Good Alignment</p>	<p>decide and defend activities, students can make predictions , math chat questions, encourage to think and wonder</p>
<a href="#">ELA.K12.EE.4.1</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>4 - Good Alignment</p>	<p>encourages collaboration</p>
<a href="#">ELA.K12.EE.5.1</a>	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>4 - Good Alignment</p>	<p>instructions are provided with rules for outcomes</p>
<a href="#">ELA.K12.EE.6.1</a>	<p>Use appropriate voice and tone when speaking or writing.</p>	<p>5 - Very Good Alignment</p>	<p>students journals; student discussions with math chat</p>

			question stems and opportunities to work with teams/ groups
<a href="#">ELD.K.12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	provides teacher strategies, strategies for students to engage with curriculum
<a href="#">MA.4.M.2.1</a>	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	1 - Very Poor/No Alignment	no evidence within text
<a href="#">MA.4.M.2.2</a>	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	1 - Very Poor/No Alignment	no evidence within text

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	each standard is explained
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	content aligns to skill level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	user friendly and very adaptable; great examples for teachers to learn the content and adapt to their classrooms.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	thorough 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 well

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 abilities and grade level well
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	did not notice an estimated duration or suggested pacing is included in each lesson
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	reflects expertise well
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	content is quality
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	no errors in math or digital worksheets but a few hyperlinks had the wrong title
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	unbiases and noninflammatory
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	each lesson provides content support, back ground knowledge, misconceptions, 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	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	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	good alignment
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 for 4th graders

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 and problems provided in each lesson
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	several interdisciplinary connections provided for every single lesson like science, ela, history, 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	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	acceptable and appropriate
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	overwhelming evidence that content meets and exceeds benchmarks and standards with tons of resources that are 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.	3 - Fair Alignment	some of the activities require additional teacher prep materials
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	major tool and curriculum align great
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	organization 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	visuals are engaging in some lessons and average in others; narratives are good
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	lots of content is presented at one time but there is not a suggested pacing or estimate for duration of lesson
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	aligns with accessibility for UDL
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 presentation is good

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	1 - Very Poor/No Alignment	did not see any motivational strategies
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	thorough concepts
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	concise and friendly language throughout
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	several strategies for this as well as interventions to help
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	curriculum adheres to auditory, tactile, and visual learners



6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	engaging and hands on, virtual games, manipulatives, printable activities and centers
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 activities are organized directly align with objectives thoroughly
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 resources for teachers; would benefit beginning teachers as well;
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	strategies are highly effective
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	meets targeted 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	meets 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	full explanation and documentation of UDL provided to meet all student needs
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	great alignment; evidenced throughout instructional material and appendix
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	learning requirements are satisfied in depth

Special Topics	Reviewer Rating	Rating Justification
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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?	3 - Fair Alignment	mentions Culturally responsive teaching but not 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	no mention of SEL

**Reviewer's Name:** Tristin Ballentine

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Foundational Skills in Mathematics K-2](#)

**Bid ID:** 330

### 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 is highly recommended to be successful in student learning and understanding of the new Florida BEST standards. The digital components are visually engaging and incorporate the needs of all student learners. It provides a multitude of resources for teachers, parents and students alike. The curriculum creates many hands-

on activity opportunities where students are able to apply their learned skills in real-world environments while collaborating with peers. My favorite components are the "coding" section for students to have access to intro level coding, as well as the integration into other subject areas. The only true weakness that I found, and reason for the "Good Alignment" rating, is the dedication to its digital format, leaving the printed materials to be a bit of a letdown. They seem extremely basic, lacking details and opportunity for practice. With that consideration, comes the concern that with low-income schools and a lack of access to technology, there would be a lot of printing involved and a lack of engagement in the great online pieces.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.1.AR.1.1</a>	Apply properties of addition to find a sum of three or more whole numbers.	5 - Very Good Alignment	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.
<a href="#">MA.1.AR.1.2</a>	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.
<a href="#">MA.1.AR.2.1</a>	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	5 - Very Good Alignment	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.

<a href="#">MA.1.AR.2.2</a>	Determine and explain if equations involving addition or subtraction are true or false.	5 - Very Good Alignment	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.
<a href="#">MA.1.AR.2.3</a>	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	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.
<a href="#">MA.1.DP.1.1</a>	Collect data into categories and represent the results using tally marks or pictographs.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.1.DP.1.2</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.1.FR.1.1</a>	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	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum. This is another standard often taught in one or two lessons and not incorporated into further learning. Here it is referred to in multiple scopes and integrated into other skills.
<a href="#">MA.1.GR.1.1</a>	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles,	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for

	semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.		various student learning.
<a href="#">MA.1.GR.1.2</a>	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.1.GR.1.3</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.1.GR.1.4</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.1.M.1.1</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.1.M.1.2</a>	Compare and order the length of up to three objects using direct and indirect comparison.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.1.M.2.1</a>	Using analog and digital clocks, tell and write time in hours and half-hours.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.1.M.2.2</a>	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	This standard is explicitly taught with multiple resources for

			various student learning.
<a href="#">MA.1.M.2.3</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.1.NSO.1.1</a>	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	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.
<a href="#">MA.1.NSO.1.2</a>	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	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.
<a href="#">MA.1.NSO.1.3</a>	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	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.
<a href="#">MA.1.NSO.1.4</a>	Plot, order and compare whole numbers up to 100.	5 - Very Good Alignment	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.
<a href="#">MA.1.NSO.2.1</a>	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	5 - Very Good Alignment	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.

<a href="#">MA.1.NSO.2.2</a>	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	5 - Very Good Alignment	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.
<a href="#">MA.1.NSO.2.3</a>	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.1.NSO.2.4</a>	Explore the addition of a two-digit number and a one-digit number with sums to 100.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.1.NSO.2.5</a>	Explore subtraction of a one-digit number from a two-digit number.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.AR.1.1</a>	Solve one- and two-step addition and subtraction real-world problems.	5 - Very Good Alignment	This standard is explicitly taught, addressed within multiple scopes, and reinforced with multiple resources for various student learning.
<a href="#">MA.2.AR.2.1</a>	Determine and explain whether equations involving addition and subtraction are true or false.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.AR.2.2</a>	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	This standard is explicitly taught with multiple resources for various student learning.



<a href="#">MA.2.AR.3.1</a>	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.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.AR.3.2</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.DP.1.1</a>	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.DP.1.2</a>	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.FR.1.1</a>	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.	5 - Very Good Alignment	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.
<a href="#">MA.2.FR.1.2</a>	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.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.GR.1.1</a>	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	5 - Very Good Alignment	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.

<a href="#">MA.2.GR.1.2</a>	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.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.GR.1.3</a>	Identify line(s) of symmetry for a two-dimensional figure.	5 - Very Good Alignment	This standard is explicitly taught, as well as connected to multiple scopes throughout the curriculum.
<a href="#">MA.2.GR.2.1</a>	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.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.GR.2.2</a>	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.M.1.1</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.M.1.2</a>	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.M.1.3</a>	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.

<a href="#">MA.2.M.2.1</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>This standard is explicitly taught with multiple resources for various student learning.</p>
<a href="#">MA.2.M.2.2</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>This standard is explicitly taught with multiple resources for various student learning.</p>
<a href="#">MA.2.NSO.1.1</a>	<p>Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.</p>	<p>5 - Very Good Alignment</p>	<p>This standard is explicitly taught, addressed within multiple scopes, and reinforced with multiple resources for various student learning.</p>
<a href="#">MA.2.NSO.1.2</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>This standard is explicitly taught, addressed within multiple scopes, and reinforced with multiple resources for various student learning.</p>
<a href="#">MA.2.NSO.1.3</a>	<p>Plot, order and compare whole numbers up to 1,000.</p>	<p>5 - Very Good Alignment</p>	<p>This standard is explicitly taught, addressed within multiple scopes, and reinforced with multiple resources for various student learning.</p>
<a href="#">MA.2.NSO.1.4</a>	<p>Round whole numbers from 0 to 100 to the nearest 10.</p>	<p>5 - Very Good Alignment</p>	<p>This standard is explicitly taught, addressed within multiple scopes, and reinforced with</p>

			multiple resources for various student learning.
<a href="#">MA.2.NSO.2.1</a>	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.NSO.2.2</a>	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.2.NSO.2.3</a>	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	This standard is explicitly taught, addressed within multiple scopes, and reinforced with multiple resources for various student learning.
<a href="#">MA.2.NSO.2.4</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.AR.1.1</a>	For any number from 1 to 9, find the number that makes 10 when added to the given number.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.AR.1.2</a>	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	This standard is explicitly taught with multiple resources for various student learning.

<a href="#">MA.K.AR.1.3</a>	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.AR.2.1</a>	Explain why addition or subtraction equations are true using objects or drawings.	4 - Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.DP.1.1</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.GR.1.1</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.GR.1.2</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.GR.1.3</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.GR.1.4</a>	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	This standard is explicitly taught with multiple resources for various student learning.

<a href="#">MA.K.GR.1.5</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.M.1.1</a>	Identify the attributes of a single object that can be measured such as length, volume or weight.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.M.1.2</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.M.1.3</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.NSO.1.1</a>	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	This standard is explicitly taught, addressed within multiple scopes, and reinforced with multiple resources for various student learning.
<a href="#">MA.K.NSO.1.2</a>	Given a number from 0 to 20, count out that many objects.	5 - Very Good Alignment	This standard is explicitly taught, addressed within multiple scopes, and reinforced with multiple resources for various student learning.
<a href="#">MA.K.NSO.1.3</a>	Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for

			various student learning.
<a href="#">MA.K.NSO.1.4</a>	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	This standard is explicitly taught, addressed within multiple scopes, and reinforced with multiple resources for various student learning.
<a href="#">MA.K.NSO.2.1</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.NSO.2.2</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.NSO.2.3</a>	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	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.NSO.3.1</a>	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K.NSO.3.2</a>	Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.	5 - Very Good Alignment	This standard is explicitly taught with multiple resources for various student learning.
<a href="#">MA.K12.MTR.1.1</a>	Mathematicians who participate in effortful learning both individually and with others:	5 - Very Good Alignment	There is a strong correlation to the MTRs through

	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>		multiple scopes and strategic elements such as explore, elaborate, etc.
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>	5 - Very Good Alignment	There is a strong correlation to the MTRs through multiple scopes and strategic elements such as explore, elaborate, etc.
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>	5 - Very Good Alignment	There is a strong correlation to the MTRs through multiple scopes and strategic elements such as explore, elaborate, etc.



	<ul style="list-style-type: none"> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>There is a strong correlation to the MTRs through multiple scopes and strategic elements such as explore, elaborate, etc.</p>
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>There is a strong correlation to the MTRs through multiple scopes and strategic elements such as explore, elaborate, etc.</p>

	<ul style="list-style-type: none"> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	There is a strong correlation to the MTRs through multiple scopes and strategic elements such as explore, elaborate, etc.
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	There is a strong correlation to the MTRs through multiple scopes and strategic elements such as explore, elaborate, etc.

<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Multiple resources and activities throughout the K-12 curriculum hold learners to expectations of citing and justifying their thought process and reasonings.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Multiple resources and activities throughout the K-12 curriculum hold learners to expectations of both reading and comprehending grade-level complex texts with proficiency, while building skills.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Multiple resources and activities throughout the K-12 curriculum challenge learners to make inferences and support comprehension.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	The majority of the components and materials in this curriculum require students to be hands-on with their learning. It creates a multitude of opportunities for students to demonstrate collaborative techniques while using active listening skills and engage in

			discussions appropriately.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	The majority of the components and materials in this curriculum hold students to specific expectations and quality of work.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Multiple resources and activities throughout the K-12 curriculum hold learners to expectations of using both the appropriate voice and tone while speaking, writing and in collaboration efforts.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	In a multitude of resources, ELL's are able to communicate information and ideas connected to learned math skills promoting academic success.

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 and materials provided both in print and digital form align with the FL state standards and benchmarks for the subject areas, grade levels and learning outcomes.

<p>2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.</p>	<p>5 - Very Good Alignment</p>	<p>The content matches the correct skill level of the standards and benchmarks.</p>
<p>3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.</p>	<p>4 - Good Alignment</p>	<p>The digital materials are fantastic, giving teachers a multitude of resources to engage students and reach all types of learners. The printed materials were not the focus point and it shows. They are visually lacking in the sense of it looks like a word document created without much practice or opportunity for growth for those students that need paper/pencil work for retention.</p>
<p>4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.</p>	<p>4 - Good Alignment</p>	<p>Again, the digital component give teachers a wide array of materials for student understanding. The printed materials do not provide the same amount of resources or details for student comprehension.</p>
<p>5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.</p>	<p>4 - Good Alignment</p>	<p>The digital content does match the complexity level of the standards, while the print does not seem to have enough materials to do so.</p>
<p>6. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.</p>	<p>4 - Good Alignment</p>	<p>The digital content does match the complexity level of the standards, while the print does not seem to have enough materials to do so.</p>
<p>7. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.</p>	<p>4 - Good Alignment</p>	<p>There are so many resources and activities, that some teachers may not have the appropriate amount of time in their assigned math block to</p>

		utilize them all appropriately, thus causing them to be not as effective.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Most of the sources cited in materials were reference to the author and his background specifically.
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Most of the sources cited in materials were reference to the author and his background specifically.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	The content materials are free of visual and typographical errors throughout.
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 are presented from an objective view, 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	The content also incorporates Science and Social Studies into the subject area above being representative 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 content material is factual and accurate throughout.
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 and resources are 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	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.	5 - Very Good Alignment	The content is presented in an appropriate way 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	The content does include connections to life and real-world experiences in a context that is meaningful and able to be understood by 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	The content does include interdisciplinary connections to real-world experiences in a context that is meaningful and able to be understood by 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	The representation of different communities 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	The materials do portray people and animals with consideration of their needs and values.
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 for this course are 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.	4 - Good Alignment	For 1:1 students, it may not require as much preparation from the teacher. For printed materials, more teacher prep would be required, especially if printing was required due to lack of availability of certain materials.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	The digital components (major tool) so align with the

		curriculum and with 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	Yes, the materials are consistent for the subject area. However, the digital platform is not consistent or user-friendly (thinking specifically of teachers who may not be technologically saavy).
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 online visuals and manipulatives will engage students in reading and listening as well as understanding. The printed content may not be detailed enough to match the student abilities or differentiated needs.
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	Again, the expectations of resources with this curriculum may be too much for the allotted time some teachers have.
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	Yes, fonts can be adjusted, text-to-speech tools are included, and navigation may include braille.
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 digital format matches the presentation level requirements appropriately, while the printed materials are less engaging.

Learning	Reviewer Rating	Rating Justification
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<p>1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.</p>	<p>5 - Very Good Alignment</p>	<p>Overall, there are a variety of instructional materials that will enhance learner motivation and engagement.</p>
<p>2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.</p>	<p>5 - Very Good Alignment</p>	<p>Referred to as scopes, instructional materials teach important ideas/concepts appropriately.</p>
<p>3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Each scope provides a description, focus standards, connecting standards, key concepts and fundamental questions.</p>
<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>5 - Very Good Alignment</p>	<p>Instructional materials provide explicit guidance to teachers to help students understand while creating a learning environment of independent learning. Additionally, parent support is provided.</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>4 - Good Alignment</p>	<p>Only a "good" alignment due to the lack of printed resources. Some learners need repeated written practice for complete understanding. Digital format is adaptable to developmental differences and various learning styles.</p>
<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>5 - Very Good Alignment</p>	<p>This is the program's "bread and butter". The materials and lessons operating around the 5 E's, engage the physical and mental activity of students throughout the entire learning process.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>4 - Good Alignment</p>	<p>The materials are organized, yet somehow appear to be disorganized to the extent of having to click several things to</p>

		get to one portion of one scope lesson. So while logical extensions of content are provided, and objectives are clearly stated, it can be a bit overwhelming to find for a student.
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	Instructional materials include a multitude of strategies known to be successful for teaching and 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	The instructional strategies incorporated in the materials are effective in teaching the target outcomes.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	The materials correlate assessment strategies to the desired learning outcomes and are editable for necessary and applicable changes.
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 that are incorporated into the materials are effective in assessing learner's performance and understanding while regarding 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	The materials do incorporate strategies, activities and resources that consider the needs of all learners and learning styles.
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, the appropriate application of MTRs is applicable

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, the program does satisfy learning requirements for FL students.
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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 no CRT presented in the materials that I could find.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, the materials do not include CRT that I could find.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Yes, instructional materials omit Social Justice as it related 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	Yes, instructional materials do not solicit SEL.

**UDL Reviewer's Name:** David Davis

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [5012005 - Foundational Skills in Mathematics K-2](#)

**Bid ID:** 330

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

**Bid Response**

*To access our accessibility features, users (students and teachers) will click on their username in the top right corner and choose "Accessibility Settings." In this menu, font size and type can be adjusted. The theme can be toggled between default and high-contrast views, and our text-to-speech speed can be modified. Students and teachers can also select to have text highlighted as it is read aloud via our text-to-speech feature. • Fonts can be adjusted in type and size. On the user's Accessibility Settings, font size and font type can be adjusted. Selecting one of the six font-size options we offer will adjust the font size for the entire website. We also have two font-type options: serif and sans serif (see image 1 below). Additionally, on each element page, we offer the ability to increase and decrease the font size of individual pages (see image 2 below). • Font colors and background colors can be adjusted. Also on the user's Accessibility Settings page, a user can select between a default theme and a high-contrast theme to allow for easier readability for users desiring that accommodation. • High-contrast color settings are available. High-contrast color settings are available. • Text-to-speech tools are included, or text can be selected and used with text-to-speech utilities. STEMscopes offers a text-to-speech feature that can be controlled on each element page by clicking the embedded speech button. On the user's Accessibility Settings page, the user can control the text-to-speech speed with slow, regular, and fast options. Users can also select an option to have words on the screen appear with highlighting as they are read aloud. • Text-to-speech tools read math formulas correctly. Not applicable. • All images have alt tags. All of our images have alt tags. • All videos are captioned. All videos, including our teacher setup videos, are captioned. The image below shows an example of one of our videos. Simply click the "CC" button on the playback toolbar to activate captions. • Text, image tags, and captioning sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.*

Review

Rating

Comments

Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Fonts can be set with or without serifs. Font size can be adjusted. High contrast is an option, but general font colors and background colors are not adjustable in the built-in accessibility settings. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	3 - Fair Alignment	High contrast is an option. This does not change some of the instructional objects, such as graphics and virtual manipulatives. Colors and contrast settings are important for students with various visual needs.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are available and work on most, but not all, text. The tools do work for basic text paragraphs, slides, flipbooks, and other text-based sections. There are adjustments for speaking rate and highlighting words as they are spoken. These are great supports. However, there are some charts where the text can be selected but cannot be read aloud, as well as images with text that cannot be selected. There are also activities that must be printed out.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. An alt tag check indicated that many alt tags were missing. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	4 - Good Alignment	The majority of videos reviewed were captioned. There were a few that did not have captions. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The student platform could not be tested. The teacher platform was well organized. Support for refreshable braille displays is important for students who are blind.

2. How are the following <b>navigation features</b> provided in the instructional materials:		
Bid Response		
<ul style="list-style-type: none"> <li>• <i>Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. Page elements can be adjusted in size by using the embedded zoom tool within the user's browser.</i></li> <li>• <i>All navigation elements and menu items have keyboard shortcuts. Our Visual Glossary allows for keyboard shortcuts; selecting a letter will jump to that letter's content in the glossary. In the curriculum, materials can be accessed using the tab button.</i></li> <li>• <i>All navigation information can be sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.</i></li> </ul>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Adjustment of buttons, icons, etc. is not built into the accessibility features of this system. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems.

All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	Navigation elements and menu items do not have keyboard shortcuts. The visual glossary supports navigation by letter, and the tab key can be used for some page navigation, but it seems to jump around on the page. 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.	4 - Good Alignment	Navigation of platform was well organized, appropriate heading levels and labels of web elements (buttons, headings, links, etc.) Needs to be tested on student platform to ensure continuity of accessibility, along with the content for students.

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

Bid Response

*Highlighting and note-taking options are available to teachers and students. The top toolbar is where students can manage highlights and comments/notes and where they can access our embedded dictionary. We offer highlighting in the four standard colors (yellow, rose, green, and blue), and highlighted text and comments can be downloaded in a separate document for access later. • Highlighters are provided in the four standard colors (yellow, rose, green, blue). We offer a highlighting tool on each element that allows teachers and students alike to highlight content in these four standard colors. This tool can be accessed by selecting the paint bucket icon in the element toolbar. • Highlighted text can be automatically extracted into another document. There is an “Export to file” option in the highlighting menu that will download highlighted content into a document that can be printed or accessed outside of STEMscopes. • Note taking tools are available for students to write ideas online; as they are processing curriculum content. STEMscopes offers a comment/annotation tool in the same toolbar with the highlighting function. Students and teachers alike can make annotations on content that can also be downloaded for access outside of STEMscopes. • Resizable digital calculators are available in all math materials. K–5 students will have access to a four-function calculator.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Text highlighters are provided in the four standard 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.	4 - Good Alignment	Highlighted text can be extracted into another browser window. That window can then be printed. 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.	4 - Good Alignment	Note taking tools are available as comments by section of content or by selected text. All cumulative notes can only be viewed in the “My Notes” section. Being able to take and review notes is helpful for students who have problems organizing information.

**Bid Response**

*Examples of assistive technology software that can be run in the background include the following: 1. Magnification: We have used and tested often with the browser-embedded screen zoom. On a Mac, this means pressing the command and plus or minus signs, and for a PC, this means pressing the control and plus or minus keys to zoom in or out. Pinching the screen on a touch screen also works well. 2. Text-to-speech: We use ReadSpeaker for our text-to-speech feature, which is embedded within the website. 3. Text-to-American Sign Language: We've not yet found a seamless tool to easily translate our science content into American Sign Language, though we have researched websites that allow a user to look up terms and see the corresponding sign language gestures, which could be used as an interim resource. 4. On-screen keyboards: The embedded keyboard features within the Mac and PC operating systems are easy to use and work with our website. 5. Switch-scanning controls: At this time, we have not experimented with switch-scanning controls other than the feature that comes standard on the Mac operating system. We are continuing to improve our accessibility initiatives, and this is a key feature on which we will focus. Our new platform scheduled to be released before the start of the 2021–2022 school year aligns with WCAG A-AA standards. 6. Speech-to-text: We have used the embedded Dictation tool on a Mac and PC with success.*

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	The publisher tested several operating system-based accessibility tools (magnification, on-screen keyboards) and there were no problems. The system does not seem to prevent any third-party tools from functioning.

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**

*All student content in STEMscopes can be downloaded and printed in PDF form. The following elements provide the teacher the ability to create a copy of the Google document or slide version of the document for editing purposes: Hook (Student Handouts only) Explore Student Journals and Exit Tickets Show What You Know handouts Math Story handouts Spiraled Review handouts Decide and Defend handouts (Grades 2–5) Skills Quiz handouts Standards-Based Assessment handouts (Grades 2–5) Observation Checklist (Grades K–1) Show-and-Tell Interview Rubric (Grades K–1) Small-Group Intervention Teacher Checklist Print Files and Editable Google Files are on the right-hand side of teacher pages. These files can be downloaded and printed for offline student access. Computer access is not required for students to benefit from STEMscopes. We also offer supplemental printed books that can be purchased separately from the online product. Although the printed books are composed of content that is identical to that in the online product, the printed materials offer convenience for teachers and students alike.*

Review	Rating	Comments
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	2 - Poor Alignment	In order to have printed versions of the online content, the teacher or school will need to download PDF versions and print them out. There are printed companion books available, but the content does not mirror the online content.
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**Reviewer's Name:** Govinda Poor

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Foundational Skills in Mathematics K-2](#)

**Bid ID:** 330

### 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.

Stemscopes Foundations K-2 aligns with the new Florida B.E.S.T Standards with many opportunities for students to explore math concepts and grow their number sense and numeracy skills. The tasks are authentic and relate to students real life math needs in grades k-2.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.1.AR.1.1</a>	Apply properties of addition to find a sum of three or more whole numbers.	4 - Good Alignment	Students have discussions with partners while exploring addition and subtraction with manipulatives in hand.
<a href="#">MA.1.AR.1.2</a>	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	Students have videos with real world addition and subtraction (strawberries, blueberries, ect) Students have Foundation Builder lessons for remediation
<a href="#">MA.1.AR.2.1</a>	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.	4 - Good Alignment	Exposing students to multiple strategies (count on, count back ten frames, drawing a model) to solve for a missing addend
<a href="#">MA.1.AR.2.2</a>	Determine and explain if equations involving addition or subtraction are true or false.	2 - Poor Alignment	True or false is not defined and practice opportunities given with specific vocabulary.
<a href="#">MA.1.AR.2.3</a>	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.	3 - Fair Alignment	Playing card example (hook) where students must use addition and subtraction strategies to find a missing number. Students

			relate to real world situations. Explore 2 video- groups in 3 or 4 with task cards/beads/chanel stem for each group.
<a href="#">MA.1.DP.1.1</a>	Collect data into categories and represent the results using tally marks or pictographs.	4 - Good Alignment	The data analysis task cards for the fluency builder gives multiple representations of data collection in multiple ways.
<a href="#">MA.1.DP.1.2</a>	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	Picture graphs vs pictographs mini lesson, show what you know 1: sorting and tallying gorillas and orangutans
<a href="#">MA.1.FR.1.1</a>	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	4 - Good Alignment	pizza/chocolate candy cutout- accessing prior knowledge of shapes, setup video of examples and non-examples of $\frac{1}{2}$ , $\frac{1}{3}$ , and $\frac{1}{4}$ ths
<a href="#">MA.1.GR.1.1</a>	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	Sorting shapes, classifying by attribute in explain, explore, fluency, evaluate
<a href="#">MA.1.GR.1.2</a>	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	3 - Fair Alignment	Show what you know- composing and decomposing shapes
<a href="#">MA.1.GR.1.3</a>	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.	3 - Fair Alignment	Show what you know- composing and decomposing shapes

<a href="#">MA.1.GR.1.4</a>	<p>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.</p>	<p>3 - Fair Alignment</p>	<p>explore 5 in two-dimensional figured</p>
<a href="#">MA.1.M.1.1</a>	<p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p>4 - Good Alignment</p>	<p>length topics build upon each other from measuring longer or shorting than a string to estaming length to the nearest inch or cm</p>
<a href="#">MA.1.M.1.2</a>	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p>4 - Good Alignment</p>	<p>length topics build upon each other from measuring longer or shorting than a string to estaming length to the nearest inch or cm</p>
<a href="#">MA.1.M.2.1</a>	<p>Using analog and digital clocks, tell and write time in hours and half-hours.</p>	<p>4 - Good Alignment</p>	<p>Picture vocabulary cards, videos, skip counting by 5's.</p>
<a href="#">MA.1.M.2.2</a>	<p>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p>	<p>4 - Good Alignment</p>	<p>instruction builds from identifying and sorting coins to finding the value of combinations of coins.</p>
<a href="#">MA.1.M.2.3</a>	<p>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.</p>	<p>4 - Good Alignment</p>	<p>instruction builds from identifying and sorting coins to finding the value of combinations of coins. Fluency activites such as money match offer real work opportunities for practice</p>

<a href="#">MA.1.NSO.1.1</a>	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	Multiple daily numeracy activities to incorporate into daily math instruction
<a href="#">MA.1.NSO.1.2</a>	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.	4 - Good Alignment	explore 2: read and write numbers to various forms
<a href="#">MA.1.NSO.1.3</a>	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	composing and decomposing numbers with 10's and 1's in multiple ways (ten frames, bundles of ten, etc)
<a href="#">MA.1.NSO.1.4</a>	Plot, order and compare whole numbers up to 100.	3 - Fair Alignment	Students are ordering and comparing but plotting is only in ordering. There is no explicit plotting that is not ordering.
<a href="#">MA.1.NSO.2.1</a>	Recall addition facts with sums to 10 and related subtraction facts with automaticity.	4 - Good Alignment	Multiple addition and subtraction strategies taught throughout
<a href="#">MA.1.NSO.2.2</a>	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.	4 - Good Alignment	Multiple addition and subtraction strategies taught throughout
<a href="#">MA.1.NSO.2.3</a>	Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	4 - Good Alignment	One more and one less with people on the bus. Students in real word problems.
<a href="#">MA.1.NSO.2.4</a>	Explore the addition of a two-digit number and a one-digit number with sums to 100.	4 - Good Alignment	Pictorial model, number lines, and base 10 models taught for student understanding
<a href="#">MA.1.NSO.2.5</a>	Explore subtraction of a one-digit number from a two-digit number.	3 - Fair Alignment	Pictorial model, number lines, and

			base 10 models taught for student understanding
<a href="#">MA.2.AR.1.1</a>	Solve one- and two-step addition and subtraction real-world problems.	3 - Fair Alignment	place value charts, customers purchasing vegetables
<a href="#">MA.2.AR.2.1</a>	Determine and explain whether equations involving addition and subtraction are true or false.	3 - Fair Alignment	Assessment needs vocabulary "false" not the working "not true"
<a href="#">MA.2.AR.2.2</a>	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	3 - Fair Alignment	Playing card example (hook) where students must use addition and subtraction strategies to find a missing number. Students relate to real world situations. Explore 2 video- groups in 3 or 4 with task cards/beads/chanel stem for each group.
<a href="#">MA.2.AR.3.1</a>	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	explore- even and odd with partners.
<a href="#">MA.2.AR.3.2</a>	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	Story mats with linking cubes to build arrays
<a href="#">MA.2.DP.1.1</a>	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	4 - Good Alignment	interpreting or organizing using pictographs, bar graphs, data analysis match

<a href="#">MA.2.DP.1.2</a>	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	3 - Fair Alignment	interpreting or organizing using pictographs, bar graphs, data analysis match
<a href="#">MA.2.FR.1.1</a>	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	Spirit week quilt senario for real like application
<a href="#">MA.2.FR.1.2</a>	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	Spirit week quilt senario for real like application
<a href="#">MA.2.GR.1.1</a>	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	categorizing, drawing, sorting, and identify lines of symmetry of 2-D figures
<a href="#">MA.2.GR.1.2</a>	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	categorizing, drawing, sorting, and identify lines of symmetry of 2-D figures
<a href="#">MA.2.GR.1.3</a>	Identify line(s) of symmetry for a two-dimensional figure.	4 - Good Alignment	categorizing, drawing, sorting, and identify lines of symmetry of 2-D figures
<a href="#">MA.2.GR.2.1</a>	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.	3 - Fair Alignment	Ribbon around picture frame collaborative activities
<a href="#">MA.2.GR.2.2</a>	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.	3 - Fair Alignment	Ribbon around picture frame collaborative activities
<a href="#">MA.2.M.1.1</a>	Estimate and measure the length of an object to the nearest inch, foot, yard,	3 - Fair Alignment	builds from length concept to length in

	centimeter or meter by selecting and using an appropriate tool.		inches and cm and estimating
<a href="#">MA.2.M.1.2</a>	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	3 - Fair Alignment	builds from length concept to length in inches and cm and estimating then moves to comparing two lengths
<a href="#">MA.2.M.1.3</a>	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	3 - Fair Alignment	builds from length concept to length in inches and cm and estimating then moves to comparing two lengths
<a href="#">MA.2.M.2.1</a>	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.	3 - Fair Alignment	could use more instruction on 1/2,1/4 of an hour
<a href="#">MA.2.M.2.2</a>	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.	3 - Fair Alignment	instruction builds from identifying and sorting coins to finding the value of combinations of coins.
<a href="#">MA.2.NSO.1.1</a>	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	3 - Fair Alignment	Grouping Hundreds and Tens to Count Collections
<a href="#">MA.2.NSO.1.2</a>	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.	3 - Fair Alignment	Grouping Hundreds and Tens to Count Collections with ten blocks
<a href="#">MA.2.NSO.1.3</a>	Plot, order and compare whole numbers up to 1,000.	4 - Good Alignment	students plotting and compaing numbers and assessed on both in skills quiz



<a href="#">MA.2.NSO.1.4</a>	Round whole numbers from 0 to 100 to the nearest 10.	4 - Good Alignment	Round whole numbers to nearest 10.
<a href="#">MA.2.NSO.2.1</a>	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	4 - Good Alignment	arrays with multiple representations
<a href="#">MA.2.NSO.2.2</a>	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	Identifying based on place value of 3 digit numbers
<a href="#">MA.2.NSO.2.3</a>	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.	4 - Good Alignment	Fluency builders extend lessons. Build upon one another
<a href="#">MA.2.NSO.2.4</a>	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	Fluency builders extend lessons. Addition will build upon one another up to numbers with 1000
<a href="#">MA.K.AR.1.1</a>	For any number from 1 to 9, find the number that makes 10 when added to the given number.	4 - Good Alignment	show what you know to decompose numbers 6-9
<a href="#">MA.K.AR.1.2</a>	Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	4 - Good Alignment	Story Mats
<a href="#">MA.K.AR.1.3</a>	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	4 - Good Alignment	Story Mats, setup videos
<a href="#">MA.K.AR.2.1</a>	Explain why addition or subtraction equations are true using objects or drawings.	3 - Fair Alignment	Vocabulary "true" needs to be explicitly taught
<a href="#">MA.K.DP.1.1</a>	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	Labeling a Sort and Drawing Conclusions with breakfast food items

<a href="#">MA.K.GR.1.1</a>	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.	4 - Good Alignment	Instruction on Two-Dimensional Figures Three-Dimensional Figures
<a href="#">MA.K.GR.1.2</a>	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.	4 - Good Alignment	Instruction on Two-Dimensional Figures Three-Dimensional Figures
<a href="#">MA.K.GR.1.3</a>	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	Anchor charts made with boys and girls
<a href="#">MA.K.GR.1.4</a>	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.	4 - Good Alignment	Dollhouse peices activity
<a href="#">MA.K.GR.1.5</a>	Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	4 - Good Alignment	composing shapes
<a href="#">MA.K.M.1.1</a>	Identify the attributes of a single object that can be measured such as length, volume or weight.	4 - Good Alignment	What Can Be Measured? Identifying Measurable Attributes student journal activity
<a href="#">MA.K.M.1.2</a>	Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	3 - Fair Alignment	What Can Be Measured? Identifying Measurable Attributes student journal activity

<a href="#">MA.K.M.1.3</a>	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.	3 - Fair Alignment	Exploring length-nonstandard units
<a href="#">MA.K.NSO.1.1</a>	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.	4 - Good Alignment	Multiple representations of objects to count
<a href="#">MA.K.NSO.1.2</a>	Given a number from 0 to 20, count out that many objects.	3 - Fair Alignment	Show what you know-objects in ten frames up to 20.
<a href="#">MA.K.NSO.1.3</a>	Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."	2 - Poor Alignment	needs more explicit instruction
<a href="#">MA.K.NSO.1.4</a>	Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.	4 - Good Alignment	comparing sets of blocks
<a href="#">MA.K.NSO.2.1</a>	Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	4 - Good Alignment	embedded daily
<a href="#">MA.K.NSO.2.2</a>	Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	3 - Fair Alignment	objects in ten frames, could use more instruction with 10 blocks
<a href="#">MA.K.NSO.2.3</a>	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	buildings around town and plotting on a number line.
<a href="#">MA.K.NSO.3.1</a>	Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	4 - Good Alignment	embedded throughout addition and subtraction

<a href="#">MA.K.NSO.3.2</a>	<p>Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.</p>	<p>3 - Fair Alignment</p>	<p>Multiple strategies taught</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>4 - Good Alignment</p>	<p>Collaborative structures built in within lessons</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	<p>4 - Good Alignment</p>	<p>Embedded throughout with multiple strategies taught</p>

<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>4 - Good Alignment</p>	<p>Daily Numeracy fluency for all standards</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>4 - Good Alignment</p>	<p>Collaborative structures built in within lessons</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	<p>4 - Good Alignment</p>	<p>Embedded throughout with multiple strategies taught</p>

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	4 - Good Alignment	Embedded throughout
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>	5 - Very Good Alignment	Daily relation to real work concepts

	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students justify "how did they get this answer"
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Anchor Chart Language Connections in each standard lesson
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	3 - Fair Alignment	Interdisciplinary connections throughout
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Collaborative techniques embedded throughout- "show what you know"
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	User friendly formatting
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Embedded throughout
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Students will have the opportunity to communicate information, ideas and concepts connected to new math skills, vocabulary and concepts at their proficiency level.

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 the state's standards and benchmarks for K,1, and 2
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 matches B.E.S.T. Standards in K,1, and 2 with appropriate rigor
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Authentic tasks with student manipulatives in hand
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	More than enough materials for each focus standard including fluency and small group interventions
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Level of complexity is rigorous and meets standard and MTR levels
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	Level of complexity is rigorous and meets standard and MTR levels
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	Level of complexity is rigorous and meets standard and MTR levels. Students pacing is appropriate
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	materials reflect expert information K-2
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 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	The content is 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	The content of the 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).	4 - Good Alignment	The content of the material is accurate
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	The content of the material is accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	The content of the material is aligned to B.E.S.T. Standards
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 of the material is aligned to B.E.S.T. Standards
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The content of the material is aligned to B.E.S.T. Standards
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Real word connections in every lesson (school bus, grocery shopping, etc)
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	The material includes interdisciplinary connections with science, ela, music
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	The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are 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	4 - Good Alignment	The materials portray people and animals with compassion,

pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).		sympathy, and consideration of their needs and values
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	The content of the material is aligned to B.E.S.T. 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.	4 - Good Alignment	Materials are ready to print-teacher to prep manipulatives
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Il 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	The materials are consistent and logical organization of the content for K-2
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	Activites 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.	3 - Fair Alignment	Pacing is appropriate for K-2 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	Meets
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	Well presented for teacher implamentation

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	So many hands on activities that are authentic to build numeracy
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Focus standards, connected standards, key concepts, and fundamental questions
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Focus standards, connected standards, key concepts, and fundamental questions
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	many hands on activities that are authentic to build numeracy
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Small group interventions for each standard and multiple strategies taught
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Authentic tasks for students in every standard lesson
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	Standards build upon 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.	4 - Good Alignment	MTR's integrated throughout
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	materials are effective in teaching the targeted outcomes. fluency, templates, learning mats, exit tickets, etc
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Assessments assess focus standard
11. G. Targeted Assessment Strategies: the assessment strategies incorporated in the materials are effective in	3 - Fair Alignment	Assessments assess focus standard

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.	3 - Fair Alignment	Multiple strategies taught, Authentic tasks for students in every standard lesson
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	In every lesson!
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	materials are effective in teaching the targeted outcomes. fluency, templates, learning mats, exit tickets, etc

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 align
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials omit
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Materials omit
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 align

**Reviewer's Name:** Jessica Cook

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Foundational Skills in Mathematics 3-5](#)

**Bid ID:** 331

### 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, this tool(STEMScopes) provides teachers and learners with a good foundation curriculum. - There were a couple of lessons that taught above the standard or required students to learn one method/strategy instead of the benchmark. For example, the division standards do not state a specific algorithm or method to be taught. However,

on their assessments, the students must understand the area model or they will not be able to pass the assessment. In my opinion, this is testing the knowledge of the area model instead of the actual standard. This situation was only demonstrated in a small number of the standards. - Overall, a large majority of the lessons/units were designed in presented to engage learners. The STEM activities lessons will help students link math to other subjects and the real-world situation. However, will the teacher, district, or company provide the materials for those lessons? - The "Decide and Defend" portion of each unit is an excellent way to challenge students learning and assess their abilities without a traditional paper and pencil assessment. - The units are well planned, and benchmarks are expertly grouped to ensure that students make connections across the math curriculum. I would recommend this tool for adoption.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.3.AR.1.1</a>	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.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.AR.1.2</a>	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	4 - Good Alignment	Multi-step higher order thinking problems
<a href="#">MA.3.AR.2.1</a>	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	4 - Good Alignment	aligned to the benchmark
<a href="#">MA.3.AR.2.2</a>	Determine and explain whether an equation involving multiplication or division is true or false.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.AR.2.3</a>	Determine the unknown whole number in a multiplication or division equation, relating	4 - Good Alignment	Problems match benchmark

	three whole numbers, with the unknown in any position.		
<a href="#">MA.3.AR.3.1</a>	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.AR.3.2</a>	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.AR.3.3</a>	Identify, create and extend numerical patterns.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.DP.1.1</a>	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.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.DP.1.2</a>	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	Problems match benchmark
<a href="#">MA.3.FR.1.1</a>	Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into $n$ equal parts.	3 - Fair Alignment	Assessment has adding fractions also
<a href="#">MA.3.FR.1.2</a>	Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself $m$ times.	3 - Fair Alignment	Assessment has adding fractions also
<a href="#">MA.3.FR.1.3</a>	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	3 - Fair Alignment	Assessment has adding fractions also
<a href="#">MA.3.FR.2.1</a>	Plot, order and compare fractional numbers with the same numerator or the same denominator.	3 - Fair Alignment	Assessment has adding fractions also

<a href="#">MA.3.FR.2.2</a>	Identify equivalent fractions and explain why they are equivalent.	3 - Fair Alignment	Assessment has adding fractions also
<a href="#">MA.3.GR.1.1</a>	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.GR.1.2</a>	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.GR.1.3</a>	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.GR.2.1</a>	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	Problems match benchmark
<a href="#">MA.3.GR.2.2</a>	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	2 - Poor Alignment	Models are not showing complete area, just a portion very confusing for students
<a href="#">MA.3.GR.2.3</a>	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.	2 - Poor Alignment	Models are not showing complete area, just a portion very confusing for students
<a href="#">MA.3.GR.2.4</a>	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	2 - Poor Alignment	Models are not showing complete area, just a portion very confusing for students
<a href="#">MA.3.M.1.1</a>	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	4 - Good Alignment	Problems match benchmark



<a href="#">MA.3.M.1.2</a>	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.M.2.1</a>	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.M.2.2</a>	Solve one- and two-step real-world problems involving elapsed time.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.NSO.1.1</a>	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.NSO.1.2</a>	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.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.NSO.1.3</a>	Plot, order and compare whole numbers up to 10,000.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.NSO.1.4</a>	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.NSO.2.1</a>	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.3.NSO.2.2</a>	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	3 - Fair Alignment	Some activities are above benchmark
<a href="#">MA.3.NSO.2.3</a>	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.	3 - Fair Alignment	Some activities are above benchmark
<a href="#">MA.3.NSO.2.4</a>	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	3 - Fair Alignment	Some activities are above benchmark

<a href="#">MA.4.AR.1.1</a>	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.AR.1.2</a>	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.AR.1.3</a>	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.AR.2.1</a>	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.AR.2.2</a>	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	Problems match benchmark
<a href="#">MA.4.AR.3.1</a>	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	Problems match benchmark
<a href="#">MA.4.AR.3.2</a>	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.DP.1.1</a>	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.DP.1.2</a>	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	Problems match benchmark
<a href="#">MA.4.DP.1.3</a>	Solve real-world problems involving numerical data.	4 - Good Alignment	Problems match benchmark

<a href="#">MA.4.FR.1.1</a>	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	Problems match benchmark
<a href="#">MA.4.FR.1.2</a>	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.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.FR.1.3</a>	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	Problems match benchmark
<a href="#">MA.4.FR.1.4</a>	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.FR.2.1</a>	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.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.FR.2.2</a>	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.FR.2.3</a>	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.FR.2.4</a>	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	Problems match benchmark

<a href="#">MA.4.GR.1.1</a>	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.GR.1.2</a>	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	Problems match benchmark
<a href="#">MA.4.GR.1.3</a>	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.GR.2.1</a>	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.GR.2.2</a>	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.M.1.1</a>	Select and use appropriate tools to measure attributes of objects.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.M.1.2</a>	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	Problems match benchmark
<a href="#">MA.4.M.2.1</a>	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.M.2.2</a>	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	4 - Good Alignment	Problems match benchmark

<a href="#">MA.4.NSO.1.1</a>	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	Problems match benchmark
<a href="#">MA.4.NSO.1.2</a>	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.NSO.1.3</a>	Plot, order and compare multi-digit whole numbers up to 1,000,000.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.NSO.1.4</a>	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.NSO.1.5</a>	Plot, order and compare decimals up to the hundredths.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.NSO.2.1</a>	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.NSO.2.2</a>	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.NSO.2.3</a>	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.NSO.2.4</a>	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.	3 - Fair Alignment	Only shows area model for division no other strategy
<a href="#">MA.4.NSO.2.5</a>	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.4.NSO.2.6</a>	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	Problems match benchmark

<a href="#">MA.4.NSO.2.7</a>	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.AR.1.1</a>	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.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.AR.1.2</a>	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.AR.1.3</a>	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.AR.2.1</a>	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.AR.2.2</a>	Evaluate multi-step numerical expressions using order of operations.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.AR.2.3</a>	Determine and explain whether an equation involving any of the four operations is true or false.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.AR.2.4</a>	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	Problems match benchmark
<a href="#">MA.5.AR.3.1</a>	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.AR.3.2</a>	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	4 - Good Alignment	Problems match benchmark

<a href="#">MA.5.DP.1.1</a>	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.DP.1.2</a>	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.FR.1.1</a>	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.FR.2.1</a>	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.FR.2.2</a>	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.FR.2.3</a>	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	Problems match benchmark
<a href="#">MA.5.FR.2.4</a>	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	Problems match benchmark
<a href="#">MA.5.GR.1.1</a>	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	Problems match benchmark
<a href="#">MA.5.GR.1.2</a>	Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to	4 - Good Alignment	Problems match benchmark

	right pyramids, right prisms, right circular cylinders, right circular cones and spheres.		
<a href="#">MA.5.GR.2.1</a>	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	4 - Good Alignment	Problems match benchmark
<a href="#">MA.5.GR.3.1</a>	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.	1 - Very Poor/No Alignment	No activities would pull up
<a href="#">MA.5.GR.3.2</a>	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	1 - Very Poor/No Alignment	No activities would pull up
<a href="#">MA.5.GR.3.3</a>	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.	1 - Very Poor/No Alignment	No activities would pull up
<a href="#">MA.5.GR.4.1</a>	Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.	1 - Very Poor/No Alignment	No activities would pull up
<a href="#">MA.5.GR.4.2</a>	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	Problems align with benchmark
<a href="#">MA.5.M.1.1</a>	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	4 - Good Alignment	Problems align with benchmark
<a href="#">MA.5.M.2.1</a>	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	Problems align with benchmark



<a href="#">MA.5.NSO.1.1</a>	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	Problems align with benchmark
<a href="#">MA.5.NSO.1.2</a>	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	4 - Good Alignment	Problems align with benchmark
<a href="#">MA.5.NSO.1.3</a>	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	Problems align with benchmark
<a href="#">MA.5.NSO.1.4</a>	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	4 - Good Alignment	Problems align with benchmark
<a href="#">MA.5.NSO.1.5</a>	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	4 - Good Alignment	Problems align with benchmark
<a href="#">MA.5.NSO.2.1</a>	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	Problems align with benchmark
<a href="#">MA.5.NSO.2.2</a>	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	4 - Good Alignment	Problems align with benchmark
<a href="#">MA.5.NSO.2.3</a>	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	Problems align with benchmark
<a href="#">MA.5.NSO.2.4</a>	Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.	3 - Fair Alignment	Problems align with benchmark

<a href="#">MA.5.NSO.2.5</a>	<p>Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.</p>	<p>3 - Fair Alignment</p>	<p>Problems align with benchmark</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>4 - Good Alignment</p>	<p>Problems align with benchmark</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	<p>4 - Good Alignment</p>	<p>Problems align with benchmark</p>
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p>	<p>4 - Good Alignment</p>	<p>Problems align with benchmark</p>

	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	4 - Good Alignment	Problems align with benchmark
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	4 - Good Alignment	Problems align with benchmark

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	4 - Good Alignment	Problems align with benchmark
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>	4 - Good Alignment	Problems align with benchmark

	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Problems align with benchmark
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Problems align with benchmark
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	Problems align with benchmark
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Problems align with benchmark
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Problems align with benchmark
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Problems align with benchmark
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Problems align with 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	All most all standards and benchmarks are aligned in this curriculum.

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 is written at the correct level for most standards/benchmarks.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Somewhat.. Adaptable. the computer tests do not allow the use of different strategies. They will ask questions about and student must use that strategy to correct solve the problem. Some questions are testing the strategy instead 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	Multiple lessons on one topic.. using the UDL lesson plan
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Decide and Defend activities excellent examples
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	Decide and Defend activities excellent examples
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 activities would require more than 1 period
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	Materials reflect expert information
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Materials reflect expert information
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 reflect expert 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).	3 - Fair Alignment	Volume models are very confusing for students
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Materials reflect expert information
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Content is presented appropriately
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.	4 - Good Alignment	Content is presented appropriately
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content is presented appropriately
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Content is presented appropriately
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	Content is presented appropriately
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	Content is presented appropriately
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Content covers benchmarks in an appropriate way for 3-5 students.

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 will need to prepare/provide supplies for STEM lessons
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	All major tools 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	Every lesson is designed the same way
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	Graphics and designs on website is grade level 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.	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).	4 - Good Alignment	Material is easily found on the website with 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	In general, the materials are well organized and easy to navigate.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	1 - Very Poor/No Alignment	No motivational strategies
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	The benchmarks taught together in a very organized way.



3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Direct instruction portion of the curriculum is provided in every lesson/ unit
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	STEM activities provide math practice while engaging the learner in hands-on learning
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	STEM activities provide math practice while engaging the learner in hands-on learning
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	STEM activities provide math practice while engaging the learner in hands-on learning
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	STEM activities provide math practice while engaging the learner in hands-on 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.	3 - Fair Alignment	Some lesson focus on one strategy and require that strategy to be used to pass the assessments instead of allowing for different strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Some lesson focus on one strategy and require that strategy to be used to pass the assessments instead of allowing for different strategies
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	A majority of the assessment 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.	4 - Good Alignment	Standard-based assessments, decide and defend, skill quizzes
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Unit designed based on the UDL method

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 Thinking and Reasoning Standards are evident in the lessons/ units
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 the tool will provide a good learning experience for students that is designed to foster learning in mathematics.

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	No materials reviewed demonstrated CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No materials reviewed demonstrated CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	No materials reviewed demonstrated 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	No materials reviewed demonstrated CRT

**UDL Reviewer's Name:** David Davis

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [5012015 - Foundational Skills in Mathematics 3-5](#)

**Bid ID:** 331

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*To access our accessibility features, users (students and teachers) will click on their username in the top right corner and choose "Accessibility Settings." In this menu, font size and type can be adjusted. The theme can be toggled between default and high-contrast views, and our text-to-speech speed can be modified. Students and teachers can also select to have text highlighted as it is read aloud via our text-to-speech feature. • Fonts can be adjusted in type and size. On the user's Accessibility Settings, font size and font type can be adjusted. Selecting one of the six font-size options we offer will adjust the font size for the entire website. We also have two font-type options: serif and sans serif (see image 1 below). Additionally, on each element page, we offer the ability to increase and decrease the font size of individual pages (see image 2 below). • Font colors and background colors can be adjusted. Also on the user's Accessibility Settings page, a user can select between a default theme and a high-contrast theme to allow for easier readability for users desiring that accommodation. • High-contrast color settings are available. High-contrast color settings are available. • Text-to-speech tools are included, or text can be selected and used with text-to-speech utilities. STEMscopes offers a text-to-speech feature that can be controlled on each element page by clicking the embedded speech button. On the user's Accessibility Settings page, the user can control the text-to-speech speed with slow, regular, and fast options. Users can also select an option to have words on the screen appear with highlighting as they are read aloud. • Text-to-speech tools read math formulas correctly. Not applicable. • All images have alt tags. All of our images have alt tags. • All videos are captioned. All videos, including our teacher setup videos, are captioned. The image below shows an example of one of our videos. Simply click the "CC" button on the playback toolbar to activate captions. • Text, image tags, and captioning sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.*

Review

Rating

Comments

Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Fonts can be set with or without serifs. Font size can be adjusted. High contrast is an option, but general font colors and background colors are not adjustable in the built-in accessibility settings. Font type, size, color, and contrast settings are important for students with various visual needs.
Background: High contrast color settings are available.	3 - Fair Alignment	High contrast is an option. This does not change some of the instructional objects, such as graphics and virtual manipulatives. Colors and contrast settings are important for students with various visual needs.
Text-to-speech tools.	3 - Fair Alignment	Text to speech tools are available and work on most, but not all, text. The tools do work for basic text paragraphs, slides, flipbooks, and other text-based sections. There are adjustments for speaking rate and highlighting words as they are spoken. These are great supports. However, there are some charts where the text can be selected but cannot be read aloud, as well as images with text that cannot be selected. There are also activities that must be printed out.
All images have alt tags.	2 - Poor Alignment	The publisher reports that all images have alt tags. An alt tag check indicated that many alt tags were missing. Alt tags are needed for students who have visual needs and who need assistance understanding an image.
All videos are captioned.	4 - Good Alignment	The majority of videos reviewed were captioned. There were a few that did not have captions. This is important for students who are deaf or hard of hearing.
Text, image tags, and captioning sent to refreshable Braille displays.	3 - Fair Alignment	The student platform could not be tested. The teacher platform was well organized. Support for refreshable braille displays is important for students who are blind.

2. How are the following <b>navigation features</b> provided in the instructional materials:		
Bid Response		
<ul style="list-style-type: none"> <li>• <i>Non-text navigation elements (buttons, icons, etc.) can be adjusted in size. Page elements can be adjusted in size by using the embedded zoom tool within the user's browser.</i></li> <li>• <i>All navigation elements and menu items have keyboard shortcuts. Our Visual Glossary allows for keyboard shortcuts; selecting a letter will jump to that letter's content in the glossary. In the curriculum, materials can be accessed using the tab button.</i></li> <li>• <i>All navigation information can be sent to refreshable Braille displays. Our content can be sent to refreshable Braille displays when used with an applicable screen reader.</i></li> </ul>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Adjustment of buttons, icons, etc. is not built into the accessibility features of this system. Elements such as buttons and icons should be adjustable in size to accommodate mouse emulators for students who use switch-scanning systems.

All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	Navigation elements and menu items do not have keyboard shortcuts. The visual glossary supports navigation by letter, and the tab key can be used for some page navigation, but it seems to jump around on the page. 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.	4 - Good Alignment	Navigation of platform was well organized, appropriate heading levels and labels of web elements (buttons, headings, links, etc.) Needs to be tested on student platform to ensure continuity of accessibility, along with the content for students.

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

Bid Response

*Highlighting and note-taking options are available to teachers and students. The top toolbar is where students can manage highlights and comments/notes and where they can access our embedded dictionary. We offer highlighting in the four standard colors (yellow, rose, green, and blue), and highlighted text and comments can be downloaded in a separate document for access later. • Highlighters are provided in the four standard colors (yellow, rose, green, blue). We offer a highlighting tool on each element that allows teachers and students alike to highlight content in these four standard colors. This tool can be accessed by selecting the paint bucket icon in the element toolbar. • Highlighted text can be automatically extracted into another document. There is an “Export to file” option in the highlighting menu that will download highlighted content into a document that can be printed or accessed outside of STEMscopes. • Note taking tools are available for students to write ideas online; as they are processing curriculum content. STEMscopes offers a comment/annotation tool in the same toolbar with the highlighting function. Students and teachers alike can make annotations on content that can also be downloaded for access outside of STEMscopes. • Resizable digital calculators are available in all math materials. K–5 students will have access to a four-function calculator.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	5 - Very Good Alignment	Text highlighters are provided in the four standard 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.	4 - Good Alignment	Highlighted text can be extracted into another browser window. That window can then be printed. 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.	4 - Good Alignment	Note taking tools are available as comments by section of content or by selected text. All cumulative notes can only be viewed in the “My Notes” section. Being able to take and review notes is helpful for students who have problems organizing information.

**Bid Response**

*Examples of assistive technology software that can be run in the background include the following: 1. Magnification: We have used and tested often with the browser-embedded screen zoom. On a Mac, this means pressing the command and plus or minus signs, and for a PC, this means pressing the control and plus or minus keys to zoom in or out. Pinching the screen on a touch screen also works well. 2. Text-to-speech: We use ReadSpeaker for our text-to-speech feature, which is embedded within the website. 3. Text-to-American Sign Language: We've not yet found a seamless tool to easily translate our science content into American Sign Language, though we have researched websites that allow a user to look up terms and see the corresponding sign language gestures, which could be used as an interim resource. 4. On-screen keyboards: The embedded keyboard features within the Mac and PC operating systems are easy to use and work with our website. 5. Switch-scanning controls: At this time, we have not experimented with switch-scanning controls other than the feature that comes standard on the Mac operating system. We are continuing to improve our accessibility initiatives, and this is a key feature on which we will focus. Our new platform scheduled to be released before the start of the 2021–2022 school year aligns with WCAG A-AA standards. 6. Speech-to-text: We have used the embedded Dictation tool on a Mac and PC with success.*

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	The publisher tested several operating system-based accessibility tools (magnification, on-screen keyboards) and there were no problems. The system does not seem to prevent any third-party tools from functioning.

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**

*All student content in STEMscopes can be downloaded and printed in PDF form. The following elements provide the teacher the ability to create a copy of the Google document or slide version of the document for editing purposes: Hook (Student Handouts only) Explore Student Journals and Exit Tickets Show What You Know handouts Math Story handouts Spiraled Review handouts Decide and Defend handouts (Grades 2–5) Skills Quiz handouts Standards-Based Assessment handouts (Grades 2–5) Observation Checklist (Grades K–1) Show-and-Tell Interview Rubric (Grades K–1) Small-Group Intervention Teacher Checklist Print Files and Editable Google Files are on the right-hand side of teacher pages. These files can be downloaded and printed for offline student access. Computer access is not required for students to benefit from STEMscopes. We also offer supplemental printed books that can be purchased separately from the online product. Although the printed books are composed of content that is identical to that in the online product, the printed materials offer convenience for teachers and students alike.*

Review	Rating	Comments
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	2 - Poor Alignment	In order to have printed versions of the online content, the teacher or school will need to download PDF versions and print them out. There are printed companion books available, but the content does not mirror the online content.
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**Reviewer's Name:** Krystal Oranika

**Title:** STEMscopes Florida Math

**Publisher:** Accelerate Learning

**Author:** Dr. Jarrett Reid Whitaker

**Copyright:** 2022

**Edition:** First Edition

**Grade Level:** K-5

**Course:** [Foundational Skills in Mathematics 3-5](#)

**Bid ID:** 331

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: literacy alignment, great hands on activities, activities incorporate and encourage collaboration with peers, real world problems that are relatable Weaknesses: Some standards contain problems that go beyond the content limits. (see justifications next to standards that are beyond



content limits) Overall the textbook is effective and I would recommend it for adoption.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.3.AR.1.1</a>	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	aligns very well with standard with great strategies & student activities
<a href="#">MA.3.AR.1.2</a>	Solve one- and two-step real-world problems involving any of four operations with whole numbers.	4 - Good Alignment	meets standard
<a href="#">MA.3.AR.2.1</a>	Restate a division problem as a missing factor problem using the relationship between multiplication and division.	5 - Very Good Alignment	activities align greatly with standard & complexity
<a href="#">MA.3.AR.2.2</a>	Determine and explain whether an equation involving multiplication or division is true or false.	4 - Good Alignment	meets standard
<a href="#">MA.3.AR.2.3</a>	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	great activities, strategies & visuals to support standard
<a href="#">MA.3.AR.3.1</a>	Determine and explain whether a whole number from 1 to 1,000 is even or odd.	5 - Very Good Alignment	great activities, strategies & visuals to support standard
<a href="#">MA.3.AR.3.2</a>	Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.	5 - Very Good Alignment	great activities, strategies & visuals to support standard

<a href="#">MA.3.AR.3.3</a>	Identify, create and extend numerical patterns.	5 - Very Good Alignment	great activities, strategies & visuals to support standard
<a href="#">MA.3.DP.1.1</a>	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	great activities, strategies & visuals to support standard
<a href="#">MA.3.DP.1.2</a>	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	great activities, strategies & visuals to support standard
<a href="#">MA.3.FR.1.1</a>	Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into $n$ equal parts.	4 - Good Alignment	meets standard
<a href="#">MA.3.FR.1.2</a>	Represent and interpret fractions, including fractions greater than one, in the form of $\frac{\square}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself $m$ times.	4 - Good Alignment	meets standard
<a href="#">MA.3.FR.1.3</a>	Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.	4 - Good Alignment	meets standard
<a href="#">MA.3.FR.2.1</a>	Plot, order and compare fractional numbers with the same numerator or the same denominator.	4 - Good Alignment	meets standard
<a href="#">MA.3.FR.2.2</a>	Identify equivalent fractions and explain why they are equivalent.	5 - Very Good Alignment	aligns very well with standard with great strategies & student activities
<a href="#">MA.3.GR.1.1</a>	Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.	4 - Good Alignment	meets standard

<a href="#">MA.3.GR.1.2</a>	Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.	4 - Good Alignment	meets standard
<a href="#">MA.3.GR.1.3</a>	Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.	4 - Good Alignment	meets standard
<a href="#">MA.3.GR.2.1</a>	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	meets standard
<a href="#">MA.3.GR.2.2</a>	Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.	4 - Good Alignment	meets standard
<a href="#">MA.3.GR.2.3</a>	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	aligns with standard
<a href="#">MA.3.GR.2.4</a>	Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.	4 - Good Alignment	meets standard
<a href="#">MA.3.M.1.1</a>	Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.	4 - Good Alignment	meets standard
<a href="#">MA.3.M.1.2</a>	Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.	4 - Good Alignment	meets standard
<a href="#">MA.3.M.2.1</a>	Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.	4 - Good Alignment	meets standard

<a href="#">MA.3.M.2.2</a>	Solve one- and two-step real-world problems involving elapsed time.	4 - Good Alignment	meets standard
<a href="#">MA.3.NSO.1.1</a>	Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.	5 - Very Good Alignment	aligns very well with standard with great strategies & student activities
<a href="#">MA.3.NSO.1.2</a>	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	aligns very well with standard with great strategies & student activities
<a href="#">MA.3.NSO.1.3</a>	Plot, order and compare whole numbers up to 10,000.	5 - Very Good Alignment	aligns very well with standard with great strategies & student activities
<a href="#">MA.3.NSO.1.4</a>	Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	3 - Fair Alignment	more practice problems needed
<a href="#">MA.3.NSO.2.1</a>	Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	activities align with standard
<a href="#">MA.3.NSO.2.2</a>	Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	3 - Fair Alignment	Factors and divisors are limited to up to 12. This lesson uses factors well over 12
<a href="#">MA.3.NSO.2.3</a>	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.	4 - Good Alignment	activities align with standard
<a href="#">MA.3.NSO.2.4</a>	Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	4 - Good Alignment	activities align with standard
<a href="#">MA.4.AR.1.1</a>	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	4 - Good Alignment	activities align with standard

<a href="#">MA.4.AR.1.2</a>	Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.	4 - Good Alignment	more practice needed
<a href="#">MA.4.AR.1.3</a>	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	4 - Good Alignment	activities align with standard
<a href="#">MA.4.AR.2.1</a>	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	4 - Good Alignment	activities align with standard
<a href="#">MA.4.AR.2.2</a>	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	meets requirements
<a href="#">MA.4.AR.3.1</a>	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	aligns very well with standard with great strategies & student activities
<a href="#">MA.4.AR.3.2</a>	Generate, describe and extend a numerical pattern that follows a given rule.	4 - Good Alignment	meets requirements
<a href="#">MA.4.DP.1.1</a>	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	3 - Fair Alignment	more practice problems needed
<a href="#">MA.4.DP.1.2</a>	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	more practice problems needed
<a href="#">MA.4.DP.1.3</a>	Solve real-world problems involving numerical data.	5 - Very Good Alignment	plenty of real world problems & examples
<a href="#">MA.4.FR.1.1</a>	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	meets requirements

<a href="#">MA.4.FR.1.2</a>	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.	4 - Good Alignment	meets requirements
<a href="#">MA.4.FR.1.3</a>	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	meets standard
<a href="#">MA.4.FR.1.4</a>	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	4 - Good Alignment	meets standard
<a href="#">MA.4.FR.2.1</a>	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.	4 - Good Alignment	meets standard
<a href="#">MA.4.FR.2.2</a>	Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.	4 - Good Alignment	meets standard
<a href="#">MA.4.FR.2.3</a>	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	4 - Good Alignment	meets standard
<a href="#">MA.4.FR.2.4</a>	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	aligns with standard
<a href="#">MA.4.GR.1.1</a>	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 standard

<a href="#">MA.4.GR.1.2</a>	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	meets standard
<a href="#">MA.4.GR.1.3</a>	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	4 - Good Alignment	aligns with standard
<a href="#">MA.4.GR.2.1</a>	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	4 - Good Alignment	meets standard
<a href="#">MA.4.GR.2.2</a>	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	4 - Good Alignment	meets standard
<a href="#">MA.4.M.1.1</a>	Select and use appropriate tools to measure attributes of objects.	4 - Good Alignment	meets standard
<a href="#">MA.4.M.1.2</a>	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 standard
<a href="#">MA.4.M.2.1</a>	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	4 - Good Alignment	aligns with standard
<a href="#">MA.4.M.2.2</a>	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	4 - Good Alignment	aligns with standard
<a href="#">MA.4.NSO.1.1</a>	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.	5 - Very Good Alignment	meets standard

<a href="#">MA.4.NSO.1.2</a>	Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.	5 - Very Good Alignment	aligns very well with standard with great strategies & student activities
<a href="#">MA.4.NSO.1.3</a>	Plot, order and compare multi-digit whole numbers up to 1,000,000.	5 - Very Good Alignment	aligns very well with standard with great strategies & student activities
<a href="#">MA.4.NSO.1.4</a>	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	4 - Good Alignment	needs more explicit teaching of rounding rules and more practice examples with repetition
<a href="#">MA.4.NSO.1.5</a>	Plot, order and compare decimals up to the hundredths.	4 - Good Alignment	meets standard
<a href="#">MA.4.NSO.2.1</a>	Recall multiplication facts with factors up to 12 and related division facts with automaticity.	4 - Good Alignment	meets standard
<a href="#">MA.4.NSO.2.2</a>	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	3 - Fair Alignment	standard calls for multiplication of 2 digit by 2 digit #, lessons go beyond with 3 digit by 2 digit
<a href="#">MA.4.NSO.2.3</a>	Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.	3 - Fair Alignment	standard calls for multiplication of 2 digit by 2 digit #, lessons go beyond with 3 digit by 2 digit
<a href="#">MA.4.NSO.2.4</a>	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.	4 - Good Alignment	aligns with standard
<a href="#">MA.4.NSO.2.5</a>	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	4 - Good Alignment	aligns with standard



<a href="#">MA.4.NSO.2.6</a>	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	3 - Fair Alignment	standard content limit is hundredths, this goes to thousandths
<a href="#">MA.4.NSO.2.7</a>	Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.	3 - Fair Alignment	standard content limit is hundredths, this goes to thousandths
<a href="#">MA.5.AR.1.1</a>	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.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.AR.1.2</a>	Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.AR.1.3</a>	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.AR.2.1</a>	Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.AR.2.2</a>	Evaluate multi-step numerical expressions using order of operations.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.AR.2.3</a>	Determine and explain whether an equation involving any of the four operations is true or false.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.AR.2.4</a>	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	aligns with standard
<a href="#">MA.5.AR.3.1</a>	Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.	4 - Good Alignment	aligns with standard

<a href="#">MA.5.AR.3.2</a>	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	5 - Very Good Alignment	aligns very well with standard with great strategies & student activities
<a href="#">MA.5.DP.1.1</a>	Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.DP.1.2</a>	Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.FR.1.1</a>	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.FR.2.1</a>	Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.FR.2.2</a>	Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.FR.2.3</a>	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	aligns with standard
<a href="#">MA.5.FR.2.4</a>	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	aligns with standard
<a href="#">MA.5.GR.1.1</a>	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	aligns with standard

<a href="#">MA.5.GR.1.2</a>	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	aligns with standard
<a href="#">MA.5.GR.2.1</a>	Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.GR.3.1</a>	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	aligns very well with standard with great strategies & student activities
<a href="#">MA.5.GR.3.2</a>	Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.	5 - Very Good Alignment	aligns very well with standard with great strategies & student activities
<a href="#">MA.5.GR.3.3</a>	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.	5 - Very Good Alignment	aligns very well with standard with great strategies & student activities
<a href="#">MA.5.GR.4.1</a>	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	aligns very well with standard with great strategies & student activities
<a href="#">MA.5.GR.4.2</a>	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	aligns with standard
<a href="#">MA.5.M.1.1</a>	Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.	4 - Good Alignment	aligns with standard

<a href="#">MA.5.M.2.1</a>	Solve multi-step real-world problems involving money using decimal notation.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.NSO.1.1</a>	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	aligns with standard
<a href="#">MA.5.NSO.1.2</a>	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	5 - Very Good Alignment	great activities, strategies & visuals to support standard
<a href="#">MA.5.NSO.1.3</a>	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	great activities, strategies & visuals to support standard
<a href="#">MA.5.NSO.1.4</a>	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.NSO.1.5</a>	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.NSO.2.1</a>	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.NSO.2.2</a>	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.NSO.2.3</a>	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	4 - Good Alignment	aligns with standard
<a href="#">MA.5.NSO.2.4</a>	Explore the multiplication and division of multi-digit numbers with decimals to the	4 - Good Alignment	aligns with standard

	hundredths using estimation, rounding and place value.		
<a href="#">MA.5.NSO.2.5</a>	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	4 - Good Alignment	aligns with standard
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	5 - Very Good Alignment	embedded within core lessons
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>	5 - Very Good Alignment	embedded within core lessons

	<ul style="list-style-type: none"> <li>Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>	5 - Very Good Alignment	embedded within core lessons
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>	5 - Very Good Alignment	embedded within core lessons

<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>embedded within core lessons</p>
<p><a href="#">MA.K12.MTR.6.1</a></p>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>embedded within core lessons</p>
<p><a href="#">MA.K12.MTR.7.1</a></p>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p>	<p>5 - Very Good Alignment</p>	<p>embedded within core lessons</p>

	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	embedded within core lessons
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	embedded within core lessons and listed in each relevant lesson
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	embedded within core lessons and listed in each relevant lesson
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	embedded within core lessons and listed in each relevant lesson
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	embedded within core lessons and listed in each relevant lesson
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	embedded within core lessons and listed in each relevant lesson
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	provides teacher strategies, strategies for students to engage with



			curriculum, at home resources/translations for parents
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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 with learning outcomes
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	written to the correct skill level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	adaptable and useful
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	sufficient details
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	some standards go beyond the content limits
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 standards go beyond the content limits
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 matches teaching 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	reflect expert info
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 is met

10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	3 - Fair Alignment	I noticed a few spelling 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	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	aligns with 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	factually accurate
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	presented in relevant 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
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	authentic and 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	plenty 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	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 and compassionate portrayals

21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	benchmarks and standards covered
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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	targeted outcomes addressed
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	instructional 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	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.	5 - Very Good Alignment	engaging for students and 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	pacing is scaffolded
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 UDL guidelines and expectations
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 presentation and alignment

Learning	Reviewer Rating	Rating Justification
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1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	1 - Very Poor/No Alignment	no motivational strategies within lessons
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	thorough teaching of ideas
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	clear statements of 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	materials guide and support students
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	adaptable to developmental differences and learning 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	engage students throughout learning process; hands on
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 logical and 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.	5 - Very Good Alignment	great learning strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	great instructional strategies meet targeted outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	meets desired 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	effective assessments for 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 for all students needs 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	ELA Expectations/MTR standards 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	meets 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 CRT concepts
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	3 - Fair Alignment	culturally responsive teaching is mentioned but not related to critical race theory
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 concepts
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 SEL

**Reviewer's Name:** Makeda Brome

**Title:** Florida Algebra I

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1](#)

**Bid ID:** 332

### 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 recommend this curriculum. While it is fully online, the text is very interactive and engaging. Explanations are given for incorrect student answers rather than just giving the right answers. Real world-examples and multicultural representation are embedded in almost every module. Teachers

materials and support are abundant and embedded in each module.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students

<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.2.2</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.2.3</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.2.4</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.2.5</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.2.6</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.2.7</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.2.8</a>	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow



			for interactivity for students
<a href="#">MA.912.AR.3.1</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.3.4</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.3.5</a>	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.3.6</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.3.7</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.3.8</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students

<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	1 - Very Poor/No Alignment	Not included in curriculum
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.5.4</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.AR.9.6</a>	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.DP.1.1</a>	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	Meets full intent of standard, modules are interactive, allow

			for interactivity for students
<a href="#">MA.912.DP.1.2</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.DP.1.4</a>	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.DP.2.4</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.DP.2.6</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.DP.3.1</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.F.1.1</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students

<a href="#">MA.912.F.1.2</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.F.2.1</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.FL.3.4</a>	Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow

	exponential growth and the relationship between continuously compounded interest and exponential growth.		for interactivity for students
<a href="#">MA.912.NSO.1.1</a>	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	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.NSO.1.2</a>	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.912.NSO.1.4</a>	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	Meets full intent of standard, modules are interactive, allow for interactivity for students
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	5 - Very Good Alignment	present in all modules through questions being asked, hints given for wrong answers, and the tasks are engaging enough to produce learning
<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	problems are represented in multiple ways and students solve

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		problems given in multiple ways in each module
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	5 - Very Good Alignment	present in each module
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	5 - Very Good Alignment	present in each module, most specifically in the Constructed response section

	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>present in each module, most specifically in the Constructed response section</p>
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>reasonableness is addressed in multiple modules, estimation of answers was also included in modules which tends to be rare in algebra 1 texts</p>

	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	the whole curriculum is real-world based, so students see math in everyday experiences
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	occurs within modules, constructed responses, and even in multiple choice questions. Students have to choose answers and the correct reasoning
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	meets fully
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	meets fully in all modules



<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Tasks and Constructed responses are evidence of this
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	present in modules when called for
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	meets fully
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	meets fully

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	very good alignment with the exception of one missing standard AR.4.3
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	content is written to the correct skill level of the benchmarks
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	yes, there would be very little that the teacher would have to use outside of the materials, instructional strategies/teacher support re constantly given
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	coverage of benchmarks are comprehensive for most standards
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	meets fully

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	meets fully
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	meets fully
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	meets fully
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	meets fully
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	free of 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	materials 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	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	content viewed was free of mistakes
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	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.	5 - Very Good Alignment	content is accurate 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	every module has connections to real life that are meant to be meaningful to students, occurs in each section opening
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	every module contains 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	meets fully
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 fully
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	meets fully

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 are comprehensive to include pacing of each lesson, prerequisites before each section, targeted outcomes, and how to best touch each section
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	aligns with the section of AR.4.3
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 very organized and put in logical sequence

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	meets very well, all visuals and text support students at the appropriate 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.	5 - Very Good Alignment	good pacing, pacing guide included for each module/lesson
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	materials have text-to-speech, videos have alt tags, closed captioning, words are defined that ELLs may have trouble with understanding
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	great presentation, graphics are engaging and help support learning

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	materials are very engaging and thus I think will be motivating to students, tasks are technology hands on and relevant to students
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	meets standards and big ideas are chunked appropriately
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	clear outcomes are stated at the beginning of each module
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 platform supports student learning as it gives them three tries and explanations of misconceptions when they choose a wrong answer, students are constantly allowed to explore and think independently

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	guidance is supported for various learning 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	the tasks at the beginning of each module are engaging and require student 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	materials are organized and logical extensions of content
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 is a professional teacher support section in each module that lays out best instructional strategies for each lesson
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	there is a professional teacher support section in each module that lays out best instructional strategies for each lesson
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	this is met full in all modules
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 is met fully in all modules
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	UDL meets 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?	5 - Very Good Alignment	MTRs and ELA expectations are in each module
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	materials satisfy 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	materials align with rule
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	materials 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	materials 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	materials do not solicit sel

**Reviewer's Name:** Tammy Danielson

**Title:** Florida Algebra I

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

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**Course:** [Algebra 1](#)

**Bid ID:** 332

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

**Reviewer's Name:** Christopher DeLuca

**Title:** Florida Algebra I

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

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**Grade Level:** 9-12

**Course:** [Algebra 1](#)

**Bid ID:** 332

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 is a great program with strong alignment to the benchmarks and standards. The online platform includes great narratives, visuals, animations, and interactive tutorials. My only complaint about this program, is I find the online platform to be too busy and confusing to navigate. By the end of my instructional review, having spent numerous hours



in total on the platform, I am still struggling in navigating swiftly between the various lessons and activities.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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.	3 - Fair Alignment	I did not find any evidence of these lessons having students identify the parts of the expression or equation like the benchmark and clarification calls for.
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	The highlighted lessons here align to the benchmark and I like how they focus primarily on rewriting linear equations in various forms such as changing an equation from standard form to slope-intercept form.
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	3 - Fair Alignment	These lessons have great virtual manipulatives and visual aids to help engage students and develop a concrete and representational understanding of the benchmark. All of the problems here include integer

			coefficients but the benchmark calls for rational coefficients.
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	3 - Fair Alignment	Lesson aligns but the problems only include integer coefficient but the benchmark calls for rational coefficients.
<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	Highlighted lesson aligns well to the benchmark.
<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	The lessons align to the benchmark and I like how students are asked to identify the specific property of operation that was used to get from one step to the next in solving.
<a href="#">MA.912.AR.2.2</a>	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	Very good alignment and the various representations are all present.
<a href="#">MA.912.AR.2.3</a>	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	Lessons align and the interactive graphs will be incredibly helpful in allowing students to explore the slope criteria for parallel and perpendicular lines.
<a href="#">MA.912.AR.2.4</a>	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	3 - Fair Alignment	Lesson is fairly aligned but insufficient practice opportunity is provided for

			students to gain fluency with graphing.
<a href="#">MA.912.AR.2.5</a>	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.	4 - Good Alignment	Good alignment.
<a href="#">MA.912.AR.2.6</a>	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	Lessons align to the benchmark.
<a href="#">MA.912.AR.2.7</a>	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	Very good alignment. I really like the animation which walks students through the process of writing the inequality when given a graph.
<a href="#">MA.912.AR.2.8</a>	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	5 - Very Good Alignment	Very good alignment. I really like the animation which walks students through the process of graphing a two-variable inequality on the coordinate plane.
<a href="#">MA.912.AR.3.1</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	4 - Good Alignment	The lessons align and the animations are great. I did not see a lot of evidence in these lessons on having the students write the one-variable quadratic equation.
<a href="#">MA.912.AR.3.4</a>	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of	5 - Very Good Alignment	The lessons highlighted here align to the benchmark.

	values within a mathematical or real-world context.		
<a href="#">MA.912.AR.3.5</a>	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	1 - Very Poor/No Alignment	I did not find evidence of this benchmark in the highlighted lessons.
<a href="#">MA.912.AR.3.6</a>	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	The highlighted lessons align to the benchmark and the animations help students determine the vertex and zeros of a quadratic function.
<a href="#">MA.912.AR.3.7</a>	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	Lessons align to the benchmark and ample practice opportunities are provided.
<a href="#">MA.912.AR.3.8</a>	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	The highlighted lessons align to the benchmark.
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	The lessons highlighted here are aligned to the benchmark.
<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	5 - Very Good Alignment	Aligned and the animations are very helpful in allowing students to make sense of an absolute value graph.
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	4 - Good Alignment	The lessons align and do a great job of showing students what an exponential

			growth and decay graph look like, however, I did not see a lot of evidence comparing the two or asking the students to distinguish between growth or decay models.
<a href="#">MA.912.AR.5.4</a>	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	Lessons align to benchmark.
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	4 - Good Alignment	T14, Comparing Exponential and Linear Growth does not align well with this benchmark.
<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Lessons all align to the benchmark and ample practice opportunity is provided for students.
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Aligned to benchmark and sufficient examples provided.
<a href="#">MA.912.AR.9.6</a>	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Lessons highlighted here align to the benchmark.
<a href="#">MA.912.DP.1.1</a>	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	The highlighted lessons align to the benchmark and include some great examples and explanations in regards to univariate and bivariate data.

<a href="#">MA.912.DP.1.2</a>	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	The lessons align to the benchmark and the context is relatable to the students.
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	The lessons here do a great job explaining the difference between correlation and causation.
<a href="#">MA.912.DP.1.4</a>	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	5 - Very Good Alignment	Lesson is aligned and engaging for students due to the context of the examples.
<a href="#">MA.912.DP.2.4</a>	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	The lessons here are aligned to the benchmark.
<a href="#">MA.912.DP.2.6</a>	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 alignment.
<a href="#">MA.912.DP.3.1</a>	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	Lessons align to the benchmark very well.
<a href="#">MA.912.F.1.1</a>	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	Content in the highlighted lessons support this benchmark.
<a href="#">MA.912.F.1.2</a>	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	The lessons here align to the benchmark and provide ample practice opportunities

			for students to develop a strong understanding of the concept.
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	Very good alignment.
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	The lessons here align to the benchmark and include the various representations stated.
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Very good alignment.
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	4 - Good Alignment	The benchmark is addressed in the lessons indirectly. I would have liked to see a lesson or two dedicated to this benchmark specifically.
<a href="#">MA.912.F.2.1</a>	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	The content in these highlighted lessons address the benchmark.
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	The lessons here do a great job explaining how to solve problems involving simple and compound interest, however, I did not see any evidence of continuously

			compounded interest in these lessons.
<a href="#">MA.912.FL.3.4</a>	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	The lesson here does a great job connecting simple and compound interest to linear and exponential growth.
<a href="#">MA.912.NSO.1.1</a>	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	The lessons here all align to the benchmark.
<a href="#">MA.912.NSO.1.2</a>	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Very good alignment and great use of patterns and structures to help students understand the laws as opposed to simply memorizing them.
<a href="#">MA.912.NSO.1.4</a>	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	The lessons here align to the benchmark.
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>	2 - Poor Alignment	While the highlighted lessons may fit to the MTRs, there is no specific MTR cited or referenced for students.



	<ul style="list-style-type: none"> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	2 - Poor Alignment	While the highlighted lessons may fit to the MTRs, there is no specific MTR cited or referenced for students.
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	2 - Poor Alignment	While the highlighted lessons may fit to the MTRs, there is no specific MTR cited or referenced for students.

<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>2 - Poor Alignment</p>	<p>While the highlighted lessons may fit to the MTRs, there is no specific MTR cited or referenced for students.</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>2 - Poor Alignment</p>	<p>While the highlighted lessons may fit to the MTRs, there is no specific MTR cited or referenced for students.</p>

<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>2 - Poor Alignment</p>	<p>While the highlighted lessons may fit to the MTRs, there is no specific MTR cited or referenced for students.</p>
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	<p>2 - Poor Alignment</p>	<p>While the highlighted lessons may fit to the MTRs, there is no specific MTR cited or referenced for students.</p>
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	<p>1 - Very Poor/No Alignment</p>	<p>No evidence of ELA Expectations found.</p>
<a href="#">ELA.K12.EE.2.1</a>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>1 - Very Poor/No Alignment</p>	<p>No evidence of ELA Expectations found.</p>
<a href="#">ELA.K12.EE.3.1</a>	<p>Make inferences to support comprehension.</p>	<p>1 - Very Poor/No Alignment</p>	<p>No evidence of ELA Expectations found.</p>

<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	1 - Very Poor/No Alignment	No evidence of ELA Expectations found.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	1 - Very Poor/No Alignment	No evidence of ELA Expectations found.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	1 - Very Poor/No Alignment	No evidence of ELA Expectations found.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	1 - Very Poor/No Alignment	The highlighted lessons here do not include anything specifically to address ELD.K12.ELL.MA.1

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 majority of the content aligns to the state's 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 in this instructional material is written to the correct skill level of 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 benchmark expectations.

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 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.	4 - Good Alignment	Teachers would be pressed for time to incorporate all components of the lesson in a single class 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	No evidence of typographical or visual errors were found 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).	5 - Very Good Alignment	The material appears to be free of bias and contradiction.
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 is representative of the discipline and includes prevailing theories, concepts, standards, and models.
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 appears to be free 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	All content is up-to-date and 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	The content is 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 content is relevant and relatable to students in an algebra 1 class.
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 is relatable to students in an algebra 1 class.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	I did not find 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 free of bias or any unfairness.
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 material appears to be presented with humanity and compassion.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Overall, The content of the benchmarks and standards is covered well throughout this instructional 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 program is comprehensive and does not require the teacher 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.	3 - Fair Alignment	Subjectively, I find the platform to be too busy and slightly confusing in navigating. The

		content is great but the organization of it could improve some.
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 and animations do a great job of engaging the students in reading and listening as well as understanding the 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.	5 - Very Good Alignment	Content is presented in an appropriate time frame that allows students to perceive and understand it.
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 material allows all students, including those with disabilities, to interact with the content and 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).	4 - Good Alignment	Overall, the submission does a good job meeting 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 animations, videos, and interactive tutorials 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 evidence of the big ideas, or areas of emphasis, are prevailing throughout units.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Goals and objectives are clearly identified and stated in the professional support section. I would like to see these also included in the student section so they are aware of the intended learning outcomes.

<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>5 - Very Good Alignment</p>	<p>This material is very conducive to students becoming independent learners and thinkers.</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>4 - Good Alignment</p>	<p>Some evidence is apparent, however additional teacher moves would be needed to support this claim.</p>
<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>4 - Good Alignment</p>	<p>I did not see a lot of evidence of physical engagement in the material.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>4 - Good Alignment</p>	<p>Some activities that are logical extensions of content, goals, and objectives is present.</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>In the professional support tab, various classroom strategies are included for each lesson to help teachers be more successful in having their students achieve the intended learning outcomes.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Very good alignment.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>All of the assessment materials that I reviewed aligns to the desired learning outcomes.</p>
<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>The material has a lot of quick checks and other formative assessments throughout each lesson to provide students and teachers with immediate feedback.</p>
<p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>	<p>5 - Very Good Alignment</p>	<p>After reviewing the UDL questionnaire and the instructional material, it is very apparent that the material</p>



		considers the needs of all student 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?	2 - Poor Alignment	One could make connections between each lesson and at least one of the MTRs or ELA Expectations, however, they are not cited or referenced at all for the students.
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, the submission satisfies the learning requirements very well.

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	In my review, I found no 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	In my review, I found no evidence of Critical Race Theory.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	In my review, I found no evidence of Critical Race Theory.
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	In my review, I found no evidence of Social Emotional Learning.

**Reviewer's Name:** Megan Hinson

**Title:** Florida Algebra I

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1](#)

**Bid ID:** 332

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.

The Agile Mind curriculum is a well made curriculum but it does not seem to be specific to our Florida B.E.S.T. standards. The review felt like parts were being forced to meet the standard or benchmark required but not all parts were represented for each and every benchmark. Since all benchmarks are not represented, teachers would have to pull and

supplement quite a bit to make sure students are able to fully master each benchmark/standard.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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.	2 - Poor Alignment	The standard calls for students to identify and interpret parts of an equation or expression. Specific vocabulary: factors, constants, coefficients and variables not included in the linked lessons.
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	4 - Good Alignment	Students are given the opportunity to rearrange linear equations and formulas for a different point of interest.
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	3 - Fair Alignment	Students get to interact with adding, subtracting and multiplying but there isn't really instruction or build to the appropriate complexity.
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	3 - Fair Alignment	Too much focus on long division when the process should not be the priority. The focus should be

			on the understanding of dividing polynomials.
<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	4 - Good Alignment	Lots of examples and practice including the use of algebra tiles.
<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	3 - Fair Alignment	Includes both one and two variable equations. No building of the concept.
<a href="#">MA.912.AR.2.2</a>	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.	3 - Fair Alignment	The linked pages eventually get to (with the guided practice link 3) one example in each required representation where students need to write the linear equation.
<a href="#">MA.912.AR.2.3</a>	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	2 - Poor Alignment	Good examples and students make conjecture and can manipulate the graphs to play with the slopes. But there is only one question where they are writing an equation of a parallel line through a given point. There are no examples for writing an equation for a line that is perpendicular.
<a href="#">MA.912.AR.2.4</a>	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	2 - Poor Alignment	This standard calls for students to graph a linear function given different

			representations and interpret the key features. The graphing portion of the standard is barely touched on in the linked pages.
<a href="#">MA.912.AR.2.5</a>	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.	2 - Poor Alignment	The benchmark calls for students to solve and graph both mathematical and real-world problems. Linked pages do not have students graphing. Only bits and pieces of the benchmark are touched on.
<a href="#">MA.912.AR.2.6</a>	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	1 - Very Poor/No Alignment	Benchmark asks that students write and solve an inequality. The pages linked do not require students to write an inequality. There are no compound inequalities. Graphing one-variable inequalities isn't touched on at all.
<a href="#">MA.912.AR.2.7</a>	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	3 - Fair Alignment	Students are asked to write a two variable inequality from a written description but not taught to write from a graph. A question is included for this but it says students only see it if it is included on a quiz.

<a href="#">MA.912.AR.2.8</a>	<p>Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.</p>	<p>2 - Poor Alignment</p>	<p>The benchmark wants students to graph the solution when given a mathematical or written description but each of the examples in the curriculum give students the graph. They are just being asked to manipulate it.</p>
<a href="#">MA.912.AR.3.1</a>	<p>Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.</p>	<p>3 - Fair Alignment</p>	<p>Quadratic formula and completing the square not used to solve in the linked examples.</p>
<a href="#">MA.912.AR.3.4</a>	<p>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.</p>	<p>3 - Fair Alignment</p>	<p>One example is given to encompass all parts of the benchmark instead of giving multiple representations.</p>
<a href="#">MA.912.AR.3.5</a>	<p>Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.</p>	<p>3 - Fair Alignment</p>	<p>Two examples given that require students to write a quadratic given x-intercepts and another point.</p>
<a href="#">MA.912.AR.3.6</a>	<p>Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.</p>	<p>4 - Good Alignment</p>	<p>Students are given real world context and have to interpret the vertex and zeros.</p>
<a href="#">MA.912.AR.3.7</a>	<p>Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.</p>	<p>2 - Poor Alignment</p>	<p>The curriculum is parts and pieces of the benchmark but there isn't direct examples/instruction that covers the full benchmark students need to master.</p>

<a href="#">MA.912.AR.3.8</a>	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.	4 - Good Alignment	All parts of the benchmark are addressed with the linked examples.
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	4 - Good Alignment	All parts of benchmark are addressed.
<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	2 - Poor Alignment	Students are not required to graph as called for in the benchmark.
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	4 - Good Alignment	Students given some instruction and opportunity to practice this benchmark.
<a href="#">MA.912.AR.5.4</a>	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.	3 - Fair Alignment	Minimal practice and only one example to cover the full benchmark.
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	3 - Fair Alignment	Not all representations are provided to have students write an exponential function to represent.
<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	4 - Good Alignment	Several examples allowing students to solve systems of equations.
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	4 - Good Alignment	Opportunities to graph the solution set for a system of inequalities.

<a href="#">MA.912.AR.9.6</a>	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	Students given several examples for solving systems and interpreting viability of solution.
<a href="#">MA.912.DP.1.1</a>	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	Benchmark fully represented/covered in examples.
<a href="#">MA.912.DP.1.2</a>	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	Benchmark fully represented/covered in examples.
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	Benchmark fully represented/covered in examples.
<a href="#">MA.912.DP.1.4</a>	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	3 - Fair Alignment	Benchmark fully represented/covered in examples.
<a href="#">MA.912.DP.2.4</a>	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.	4 - Good Alignment	Relatable examples included.
<a href="#">MA.912.DP.2.6</a>	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	Benchmark fully represented/covered in examples.
<a href="#">MA.912.DP.3.1</a>	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	Benchmark fully represented/covered in examples.



<a href="#">MA.912.F.1.1</a>	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	Benchmark fully represented/covered in examples.
<a href="#">MA.912.F.1.2</a>	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	4 - Good Alignment	More practice/examples of all the types of functions would be beneficial but benchmark is covered.
<a href="#">MA.912.F.1.3</a>	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	Benchmark fully represented/covered in examples.
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	3 - Fair Alignment	Not all representations are included for students to compare key features.
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	3 - Fair Alignment	Not all representations are included for students to compare key features.
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	4 - Good Alignment	Benchmark is covered with at least one example.
<a href="#">MA.912.F.2.1</a>	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 $k$ .	4 - Good Alignment	Benchmark is covered with at least one example.
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	Benchmark is well covered.
<a href="#">MA.912.FL.3.4</a>	Explain the relationship between simple interest and linear growth. Explain the	4 - Good Alignment	Benchmark is well covered.

	relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.		
<a href="#">MA.912.NSO.1.1</a>	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.	4 - Good Alignment	Benchmark is well covered.
<a href="#">MA.912.NSO.1.2</a>	Generate equivalent algebraic expressions using the properties of exponents.	3 - Fair Alignment	Examples limited to use of Laws of Exponents, not so much equivalent expressions.
<a href="#">MA.912.NSO.1.4</a>	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	4 - Good Alignment	Benchmark is well covered.
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	3 - Fair Alignment	Would like to see this throughout the curriculum. Not a lot of collaboration opportunity.
<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.	4 - Good Alignment	There are multiple opportunities to interact with manipulatives and build understanding

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		by representing problems different ways.
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	4 - Good Alignment	Opportunities throughout the curriculum.
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	2 - Poor Alignment	Would like to see more opportunities for error analysis within the curriculum.

	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>4 - Good Alignment</p>	<p>Benchmark well represented throughout curriculum.</p>
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> </ul>	<p>4 - Good Alignment</p>	<p>Opportunities throughout to assess reasonableness of solutions.</p>

	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	Real world context represented throughout curriculum.
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Students asked to justify thinking/responses throughout curriculum.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Opportunities throughout for students to read and comprehend.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	3 - Fair Alignment	Students are asked to make conjectures in a couple of examples in the curriculum.

<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	2 - Poor Alignment	Not many explicit opportunities for collaboration.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Constructed responses throughout curriculum.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Constructed responses throughout.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Opportunities 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.	2 - Poor Alignment	Existing curriculum trying to fit Florida's new standards. There are gaps in the curriculum that do not get students to full mastery of each benchmark.
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	Skill level of benchmarks represented are at the correct level but not all benchmarks are fully represented.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	2 - Poor Alignment	Teachers that do not have appropriate technology would not be able to utilize the curriculum fully.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	2 - Poor Alignment	Not all topics are explicitly taught.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	Benchmarks represented are at an appropriate complexity level

		but not all are represented or are not represented fully.
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	Benchmarks represented are at an appropriate complexity level but not all are represented or are not represented fully.
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 is sufficient.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Expert information for subject well represented.
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 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 or visual 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).	5 - Very Good Alignment	No bias or 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	Content representative of 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 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 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	Benchmarks represented are appropriate and relevant but not all are represented fully.

16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Presented in a relevant manner.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Meaningful real world context utilized.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	There is some interdisciplinary connection.
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	Multicultural represented well.
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 evident in curriculum.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Not all standards/benchmarks fully represented.

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	Teachers would need to supplement to get students to full mastery.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	2 - Poor Alignment	Some items are included that are not aligned to our standards and not all standards are fully represented.
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 well 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.	4 - Good Alignment	Reading and/or listening was required in most all lessons.
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 presented should work within a normal class period.
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	Curriculum includes magnification, text-to-speech, text-to ASL, on-screen keyboards, switch scanning controls and speech-to-text.
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 curriculum is well presented.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	1 - Very Poor/No Alignment	There really isn't anything that is meant to motivate learners.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Big ideas touch on multiple benchmarks
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	2 - Poor Alignment	There were no outcomes or statements of information provided to students. These are listed for 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	Great questioning techniques are used to help guide and support students.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Great questioning techniques are used to help guide and support students.

<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>2 - Poor Alignment</p>	<p>Students can interact with the content (graphs and examples) but not all students would have that access.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>5 - Very Good Alignment</p>	<p>Constructed responses and additional practice often part of lessons.</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>2 - Poor Alignment</p>	<p>These tools are not integrated into the curriculum.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>3 - Fair Alignment</p>	<p>There is some direction given to teachers on preparing for instruction.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>3 - Fair Alignment</p>	<p>I can't see the assessments but the teacher info does link to suggested assessments.</p>
<p>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.</p>	<p>3 - Fair Alignment</p>	<p>I can't see the assessments but the teacher info does link to suggested assessments.</p>
<p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>	<p>3 - Fair Alignment</p>	<p>There are different types of presentation provided but not all students would have access to get the full benefit of the interactive graphs and other items that require technology.</p>
<p>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?</p>	<p>2 - Poor Alignment</p>	<p>These standards are incorporated and a teacher can use the curriculum to incorporate but these were not intentionally included.</p>
<p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p>	<p>3 - Fair Alignment</p>	<p>Some areas meet the learning requirements but not all.</p>

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 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	CRT not 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	CRT/social justice not 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 part of the curriculum.

**UDL Reviewer's Name:** Lauren Proulx

**Title:** Florida Algebra I

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [1200310 - Algebra 1](#)

**Bid ID:** 332

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*The Agile Mind Learning Management System (LMS) is delivered through any standard browser. Our services, as well as the browsers that deliver our services, allow for adjustment of font size. The colors and backgrounds in the Agile Mind system cannot be adjusted within our services, however all colors and background design elements are tested to conform to the color-perception tests provided by Adobe Systems. Our content is generally compatible with text-to-speech tools (such as those available with standard operating systems as well as third party tools). Exceptions would be some mathematical formulas and any information embedded within visualizations. All images within our content have alt tags, and all instructional videos are captioned. Agile Mind services are delivered through standard browsers. To the extent that the browser supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Colors can not be adjusted at all.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	No high contrast settings are available.
Text-to-speech tools.	4 - Good Alignment	This did work with the inbrowser speech to text tools.

All images have alt tags.	2 - Poor Alignment	There is an animation index with alt text but you have to go in separately to search for the image.
All videos are captioned.	5 - Very Good Alignment	None of the videos have any sound.
Text, image tags, and captioning sent to refreshable Braille displays.	1 - Very Poor/No Alignment	I do not have a braille display to test this with.

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

Bid Response

*Non-text navigation elements can be adjusted in size using standard browser tools. All navigational elements can be accessed through keyboard shortcuts. Exceptions include content embedded within visualizations. To the extent that the browser used to deliver Agile Mind services supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	I did not see any way to adjust the navigation elements specifically.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	The standard browser shortcuts work in the system.
All navigation information can be sent to refreshable Braille displays.	1 - Very Poor/No Alignment	I do not have a braille display to test this with.

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

Bid Response

*Text can be highlighted, copied, and pasted into another document using standard browser functionality. Select browsers (such as Microsoft Edge) make highlighter and note taking tools available and Agile Mind is compatible with those browser features.*

Review	Rating	Comments
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Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	I did not see any way to highlight the text using my browser..
Highlighted text can be automatically extracted into another document.	2 - Poor Alignment	I can copy and paste the text but using the keyboard shortcuts.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	I see no way to take notes at all.

Bid Response		
<p><i>We have tested for use with the following: 1. Magnification - Microsoft IE, Edge - Apple Safari - Firefox - Google Chrome</i></p> <p><i>2. Text-to-speech - Apple Voice Over - Non-visual Desktop Access (from NV Access) - Chrome Vox</i></p> <p><i>3. On-screen keyboards</i></p> <p><i>If these features are part of the delivery hardware operating system or browser, we support. Mobile and other touch-based devices, such as: - iPad, - Android tablets - Chrome Books - Microsoft Surface - Touch PCs</i></p> <p><i>4. Speech-to-text</i></p> <p><i>We support the operating system or device software that does speech to text input.</i></p>		
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	I was only able to test magnification and text to speech in this which it did perform.

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		
<p><i>Upon request, we can make paper-based materials available in a format -- such as word files or pdf files -- to be adjusted per a student's IEP.</i></p>		
Review	Rating	Comments
	1 - Very Poor/No Alignment	I have no way to test this feature.

**Reviewer's Name:** Tammy Danielson

**Title:** Florida Algebra I Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1 Honors](#)

**Bid ID:** 334

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	Word problems reviewed showed no evidence

**Reviewer's Name:** Sabrina Hughey

**Title:** Florida Algebra I Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

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**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1 Honors](#)

**Bid ID:** 334

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
<a href="#">MA.912.AR.1.1</a>	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	Looks good.
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	4 - Good Alignment	I did not see a quadratic representation.
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	4 - Good Alignment	I did not see a 4 term polynomial representation.
<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.AR.2.2</a>	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.	4 - Good Alignment	I did not see the initial instruction of standard form.
<a href="#">MA.912.AR.2.3</a>	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	I did not see where one variable has a coefficient of zero.
<a href="#">MA.912.AR.2.4</a>	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	4 - Good Alignment	I did not see set builder notation.

<a href="#">MA.912.AR.2.5</a>	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.	4 - Good Alignment	I did not see set builder notation.
<a href="#">MA.912.AR.2.6</a>	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	Looks good.
<a href="#">MA.912.AR.2.7</a>	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	I did not see point slope form.
<a href="#">MA.912.AR.2.8</a>	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	4 - Good Alignment	I did not see a coefficient of zero.
<a href="#">MA.912.AR.3.1</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.AR.3.4</a>	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	Looks good.
<a href="#">MA.912.AR.3.5</a>	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.AR.3.6</a>	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	Looks good.
<a href="#">MA.912.AR.3.7</a>	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	4 - Good Alignment	I did not see set builder notation.

<a href="#">MA.912.AR.3.8</a>	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.	4 - Good Alignment	I did not see set builder notation.
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.AR.4.2</a>	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.AR.5.4</a>	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	Looks good.
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	4 - Good Alignment	I did not see set builder notation.
<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	4 - Good Alignment	I did not see a coefficient of zero.
<a href="#">MA.912.AR.9.6</a>	Given a real-world context, represent constraints as systems of linear equations or	5 - Very Good Alignment	Looks good.

	inequalities. Interpret solutions to problems as viable or non-viable options.		
<a href="#">MA.912.DP.1.1</a>	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	I did not see a circle graph.
<a href="#">MA.912.DP.1.2</a>	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	Looks good.
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.DP.1.4</a>	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.DP.2.4</a>	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	Looks good.
<a href="#">MA.912.DP.2.5</a>	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.DP.2.6</a>	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	Looks good.
<a href="#">MA.912.DP.3.1</a>	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and	5 - Very Good Alignment	Looks good.

	determine possible associations in terms of a real-world context.		
<a href="#">MA.912.DP.3.2</a>	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.	4 - Good Alignment	I did not see a tree diagram.
<a href="#">MA.912.DP.3.3</a>	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.F.1.1</a>	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	I didn't see any transformations.
<a href="#">MA.912.F.1.2</a>	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	Looks good.
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Looks good.

<a href="#">MA.912.F.2.1</a>	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	Looks good.
<a href="#">MA.912.F.2.3</a>	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	Looks good.
<a href="#">MA.912.F.3.1</a>	Given a mathematical or real-world context, combine two functions, limited to linear and quadratic, using arithmetic operations. When appropriate, include domain restrictions for the new function.	4 - Good Alignment	I did not see set builder notation.
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Looks good.
<a href="#">MA.912.FL.3.4</a>	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	Looks good.
<a href="#">MA.912.NSO.1.1</a>	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	Looks good.
<a href="#">MA.912.NSO.1.2</a>	Generate equivalent algebraic expressions using the properties of exponents.	4 - Good Alignment	Looks good.
<a href="#">MA.912.NSO.1.4</a>	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	Looks good.
<a href="#">MA.K12.MTR.1.1</a>	Mathematicians who participate in effortful learning both individually and with others:	5 - Very Good Alignment	Looks good.

	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>	5 - Very Good Alignment	Looks good.
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>	5 - Very Good Alignment	Looks good.

	<ul style="list-style-type: none"> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Looks good.</p>
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Looks good.</p>



	<ul style="list-style-type: none"> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	Looks good.
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	Looks good.

<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Looks good.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Looks good.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Looks good.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Looks good.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Looks good.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Looks good.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Looks good.

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	Yes
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
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	Yes
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 prevailing theories, concepts, standards, and models used with the subject area).	5 - Very Good Alignment	Yes
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	Looks good.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Looks good.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	For the most part.

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	Looks good.
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	For the most part.
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	Looks good.
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	Looks good.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Yes
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.	5 - Very Good Alignment	Yes
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very 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	Yes
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	Yes
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.	5 - Very 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	Yes
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	Yes
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:** Lauren Proulx

**Title:** Florida Algebra I Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [1200320 - Algebra 1 Honors](#)

**Bid ID:** 334

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*The Agile Mind Learning Management System (LMS) is delivered through any standard browser. Our services, as well as the browser that delivers our services, allow for adjustment of font size. The colors and backgrounds in the Agile Mind system cannot be adjusted within our services, but all colors and background design elements are tested to conform to the color-perception tests provided by Adobe Systems. Images used to accent the work are properly ignored by assistive technology, but some courses contain content such as graphs and charts that do not contain fully descriptive alternate text. The animations and videos do not contain descriptive audio or alternative text representations." Agile Mind services are delivered through standard browsers. To the extent that the browser supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Font type, size, colors, and background colors can't be adjusted. Magnification of the whole screen was available to increase font size.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High contrast color settings are not available.
Text-to-speech tools.	2 - Poor Alignment	There is no built-in text to speech tool, compatible with browser's functionality. However, this may be limited depending on the district or computer.



All images have alt tags.	1 - Very Poor/No Alignment	No alt tags were provided.
All videos are captioned.	5 - Very Good Alignment	Videos had no sound or speech to caption.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says information that this would be sent to refreshable braille display. I do not have a braille display to test this.

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

<p>Bid Response</p> <p><i>Embedded controls in the software support zooming at 200% without loss of functionality. Furthermore, the content presentation mode has explicit text and zoom controls allowing for fine-grained control. Agile Mind's learning management system substantially supports functionality operable from a keyboard interface (using the Tab key to move focus through the screen and Enter or Space to activate), but animations and hotspot questions are not yet fully keyboard accessible. To the extent that the browser used to deliver Agile Mind services supports Braille displays, our content is compatible with this technology.</i></p>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Non-text navigation could not be adjusted in size.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Some navigation was able to be done through keyboard shortcuts but not all. Ability to access the other needed accessible features through navigation elements would be helpful.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says information that this would be sent to refreshable braille display. I do not have braille display to test this.

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

<p>Bid Response</p> <p><i>Using standard browser functionality, text can be highlighted, copied, and pasted into another document. Highlighters and note taking tools are not part of the Agile Mind feature set, but select browsers (such as Microsoft Edge) make these tools available and we are compatible within those browser features.</i></p>		
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Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	Highlighters were not provided in the software and my browser did not offer these tools to test with the software.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Text was not able to be automatically extracted and my browser did not offer these tools to test with the software.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	There were no note taking tools made available and my browser did not offer these tools to test with the software.

4. Which of the following <b>assistive technology supports, by product name</b> , have you tested for use with the instructional materials:		
<p>Bid Response</p> <p><i>We have tested for use with the following: 1. Magnification - Microsoft IE, Edge - Apple Safari - Firefox - Google Chrome 2. Text-to-speech - Apple Voice Over - Non-visual Desktop Access (from NV Access) - Chrome Vox 3. On-screen keyboards If these features are part of the delivery hardware operating system or browser, we support. Mobile and other touch-based devices, such as: - iPad, - Android tablets - Chrome Books - Microsoft Surface - Touch PCs 4. Speech-to-text We support the operating system or device software that does speech to text input.</i></p>		
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	Magnification was available in the software and text to speech was compatible in my browser, I was unable to test any of the other assistive technology features.

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?		
<p>Bid Response</p> <p><i>Upon request, we can make paper-based materials available in a format -- such as word files or pdf files -- to be adjusted per a student's IEP.</i></p>		
Review	Rating	Comments

5 - Very Good  
Alignment

Publisher states paper based materials are  
available and can be adjusted.

**Reviewer's Name:** jean sterner

**Title:** Florida Algebra I Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1 Honors](#)

**Bid ID:** 334

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
<a href="#">MA.912.AR.1.1</a>	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	Appropriate real world problems
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Various sections align to standard
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Various methods for operations with polynomials
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Section clearly aligns to the standard
<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	Various methods for factoring polynomials
<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Relevant real world examples
<a href="#">MA.912.AR.2.2</a>	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 clearly align to the standard
<a href="#">MA.912.AR.2.3</a>	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	Multiple explorations align to the standard
<a href="#">MA.912.AR.2.4</a>	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	Many examples and problems align to the standard

<a href="#">MA.912.AR.2.5</a>	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	Real world problems align to the standard.
<a href="#">MA.912.AR.2.6</a>	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	One section and problems align to the standard
<a href="#">MA.912.AR.2.7</a>	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	One sections and problems align to the standard
<a href="#">MA.912.AR.2.8</a>	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	5 - Very Good Alignment	Real world examples are relevant to the standard
<a href="#">MA.912.AR.3.1</a>	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 align to this standard
<a href="#">MA.912.AR.3.4</a>	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	explorations align to multiple strategies of the standard
<a href="#">MA.912.AR.3.5</a>	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	Section clearly aligns to this standard
<a href="#">MA.912.AR.3.6</a>	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	Section aligns to the standard
<a href="#">MA.912.AR.3.7</a>	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 align to this standard

<a href="#">MA.912.AR.3.8</a>	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	Real world problems relate to the standard
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Section aligns to the standard
<a href="#">MA.912.AR.4.2</a>	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Multiple problems and approaches align to the standard
<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	5 - Very Good Alignment	Section aligns to the standard
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Section aligns to the standard
<a href="#">MA.912.AR.5.4</a>	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	Section aligns to the standard
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	5 - Very Good Alignment	Multiple representations of the standard
<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Multiple sections align to the standard
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Section aligns to the standard

<a href="#">MA.912.AR.9.6</a>	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Real world examples align to the standard
<a href="#">MA.912.DP.1.1</a>	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	Multiple sections align to this standard
<a href="#">MA.912.DP.1.2</a>	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	Section aligns to the standard
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	Multiple Sections align to this standard
<a href="#">MA.912.DP.1.4</a>	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	Section aligns to this standard
<a href="#">MA.912.DP.2.4</a>	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	Section aligns to this standard
<a href="#">MA.912.DP.2.5</a>	Given a scatter plot that represents bivariate numerical data, assess the fit of a given linear function by plotting and analyzing residuals.	4 - Good Alignment	Small section aligns to this standard
<a href="#">MA.912.DP.2.6</a>	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	Section aligns to this standard



<a href="#">MA.912.DP.3.1</a>	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	Section aligns to this standard
<a href="#">MA.912.DP.3.2</a>	Given marginal and conditional relative frequencies, construct a two-way relative frequency table summarizing categorical bivariate data.	4 - Good Alignment	Small section aligns to this standard
<a href="#">MA.912.DP.3.3</a>	Given a two-way relative frequency table or segmented bar graph summarizing categorical bivariate data, interpret joint, marginal and conditional relative frequencies in terms of a real-world context.	4 - Good Alignment	Small section aligns to this standard
<a href="#">MA.912.F.1.1</a>	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 align to this standard
<a href="#">MA.912.F.1.2</a>	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	Section clearly aligns to the standard
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	Multiple sections align to this standard
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Sections align to the standard
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Multiple sections align to this standard
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	4 - Good Alignment	Real World examples align to the standards

<a href="#">MA.912.F.2.1</a>	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 align to the standard
<a href="#">MA.912.F.2.3</a>	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	Sections align to the standard
<a href="#">MA.912.F.3.1</a>	Given a mathematical or real-world context, combine two functions, limited to linear and quadratic, using arithmetic operations. When appropriate, include domain restrictions for the new function.	5 - Very Good Alignment	Exploration and sections align to the standard
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	Small section aligns to this standard
<a href="#">MA.912.FL.3.4</a>	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.	4 - Good Alignment	Small section aligns to this standard
<a href="#">MA.912.NSO.1.1</a>	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	Explorations align to this standard
<a href="#">MA.912.NSO.1.2</a>	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Multiple Sections align to this standard
<a href="#">MA.912.NSO.1.4</a>	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	4 - Good Alignment	Small section aligns to this standard
<a href="#">MA.K12.MTR.1.1</a>	Mathematicians who participate in effortful learning both individually and with others:	5 - Very Good Alignment	Overview aligns to the standard

	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>	5 - Very Good Alignment	Sections show multiple ways to solve problems
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>	5 - Very Good Alignment	Explorations align to this standard

	<ul style="list-style-type: none"> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	5 - Very Good Alignment	Constructed response align to this standard
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>	4 - Good Alignment	Constructed response align to the standard

	<ul style="list-style-type: none"> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	Sections align to this standard
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	Many real world problems throughout text

<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	SAS align to the standard
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Text reading level in on grade level
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	Explorations align to this standard
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	MARS tasks align to this standard
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Rubrics align to this standard
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	SAS align to this standard
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	SAS align to this 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.	5 - Very Good Alignment	Content clearly aligns to the 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	content is written on grade level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Content can be easily applied 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	Various models and applications used
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Complexity of material aligns to 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	Complexity of the material aligns to the students' 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	Most topics are grouped together in large sections
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 material is expertly designed
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 material is of great quality
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 detected
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 detected
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 is very 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	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	The material relates to current 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	The material is relevant to the students' interests
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Material catches readers attention
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 problems relates 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	Material has several connections to other subjects 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	No bias detected
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 is displayed
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Material is very well covered as it relates to standards and 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.	5 - Very Good Alignment	Students material aligns to the standards; no additional 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	All materials align to each other 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	Subject matter in clear 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.	4 - Good Alignment	Narrative and visuals 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	Sections are lengthy
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 material and resources are easily accessible for all 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).	5 - Very Good Alignment	The material is clearly and logically presented. Easy to read and access for all students

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Exploration activities get students motivated
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Goals and objectives in teacher edition shows the big ideas
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Deliver instruction contain information to teach lesson 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	Sections have exploration, lesson, practice, and assessments

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Guidance and support is adaptable for all students
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Plenty of opportunities to participate with the curriculum
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	Material is organized in a logical manner for students
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	Multiple strategies are used for all lessons
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Materials align to the standards
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments align to the 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	Various types of assessments and questions
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Materials address 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?	4 - Good Alignment	The standards were addressed
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 material and assessments keep students engaged, are in a logical order, and meet the needs of all students

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	No mention of social justice

**Reviewer's Name:** Tammy Danielson

**Title:** Intensified Algebra I (Vol 1)

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Charles A. Dana Center at the University of Texas at Austin, Learning Sciences Research Institute at the University of Illinois at Chicago, Agile Mind, Inc.

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1-A](#)

**Bid ID:** 335

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. Word problems were appropriate.

**UDL Reviewer's Name:** Lauren Proulx

**Title:** Intensified Algebra I (Vol 1)

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Charles A. Dana Center at the University of Texas at Austin, Learning Sciences Research Institute at the University of Illinois at Chicago, Agile Mind, Inc.

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [1200370 - Algebra 1-A](#)

**Bid ID:** 335

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*The Agile Mind Learning Management System (LMS) is delivered through any standard browser. Our services, as well as the browser that delivers our services, allow for adjustment of font size. The colors and backgrounds in the Agile Mind system cannot be adjusted within our services, but all colors and background design elements are tested to conform to the color-perception tests provided by Adobe Systems. Images used to accent the work are properly ignored by assistive technology, but some courses contain content such as graphs and charts that do not contain fully descriptive alternate text. The animations and videos do not contain descriptive audio or alternative text representations." Agile Mind services are delivered through standard browsers. To the extent that the browser supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Font type, size, colors, and background colors can't be adjusted. Magnification of the whole screen was available to increase font size.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High contrast color settings are not available.

Text-to-speech tools.	2 - Poor Alignment	There is no built-in text to speech tool, compatible with browser's functionality. However, this may be limited depending on the district or computer.
All images have alt tags.	1 - Very Poor/No Alignment	No alt tags were provided.
All videos are captioned.	5 - Very Good Alignment	Videos had no sound or speech to caption.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says information that this would be sent to refreshable braille display. I do not have a braille display to test this.

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

Bid Response

*Embedded controls in the software support zooming at 200% without loss of functionality. Furthermore, the content presentation mode has explicit text and zoom controls allowing for fine-grained control. Agile Mind's learning management system substantially supports functionality operable from a keyboard interface (using the Tab key to move focus through the screen and Enter or Space to activate), but animations and hotspot questions are not yet fully keyboard accessible. To the extent that the browser used to deliver Agile Mind services supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Non-text navigation could not be adjusted in size.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Some navigation was able to be done through keyboard shortcuts but not all. Ability to access the other needed accessible features through navigation elements would be helpful.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says information that this would be sent to refreshable braille display. I do not have braille display to test this.

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

**Bid Response**

*Using standard browser functionality, text can be highlighted, copied, and pasted into another document. Highlighters and note taking tools are not part of the Agile Mind feature set, but select browsers (such as Microsoft Edge) make these tools available and we are compatible within those browser features.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	Highlighters were not provided in the software and my browser did not offer these tools to test with the software.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Text was not able to be automatically extracted and my browser did not offer these tools to test with the software.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	There were no note taking tools made available and my browser did not offer these tools to test with the software.

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

**Bid Response**

*We have tested for use with the following: 1. Magnification - Microsoft IE, Edge - Apple Safari - Firefox - Google Chrome 2. Text-to-speech - Apple Voice Over - Non-visual Desktop Access (from NV Access) - Chrome Vox 3. On-screen keyboards If these features are part of the delivery hardware operating system or browser, we support. Mobile and other touch-based devices, such as: - iPad, - Android tablets - Chrome Books - Microsoft Surface - Touch PCs 4. Speech-to-text We support the operating system or device software that does speech to text input.*

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	Magnification was available in the software and text to speech was compatible in my browser, I was unable to test any of the other assistive technology features.

**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**

*Upon request, we can make paper-based materials available in a format -- such as word files or pdf files -- to be adjusted per a student's IEP.*

Review	Rating	Comments
	5 - Very Good Alignment	Publisher states paper based materials are available and can be adjusted.



**Reviewer's Name:** Rachel Schrimsher

**Title:** Intensified Algebra I (Vol 1)

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Charles A. Dana Center at the University of Texas at Austin, Learning Sciences Research Institute at the University of Illinois at Chicago, Agile Mind, Inc.

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1-A](#)

**Bid ID:** 335

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.

The idea of focusing on the most important concepts within Algebra to catch students' up who have fallen behind is genius. This curriculum supports students by pulling the topics together and repeating concepts over and over. For example, slope is seen in almost every lesson, systems are

infused throughout once taught, etc. Students gain confidence in their abilities by finding success in high levels of math. The interactive portal is also stellar and provides students with a tool that is visually stimulating but a learning tool too.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	Alignment to the standard is evident. The considerations of the standard are also clear remaining within the concept of money or business.
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Strong alignment to the standard with ample real world applications.
<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Strong alignment to the standard with ample real world applications.
<a href="#">MA.912.AR.2.2</a>	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	Strong alignment to the standard with rigorous practice.
<a href="#">MA.912.AR.2.3</a>	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	Strong alignment to the standard with rigorous practice.
<a href="#">MA.912.AR.2.4</a>	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	Strong alignment to the standard with rigorous practice and considerations with

			the standard are respected.
<a href="#">MA.912.AR.2.5</a>	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	Strong alignment to the standard with rigorous practice.
<a href="#">MA.912.AR.2.6</a>	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	Strong alignment to the standard with rigorous practice. Great visuals and interactive devices.
<a href="#">MA.912.AR.2.7</a>	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 to the standard with rigorous practice.
<a href="#">MA.912.AR.2.8</a>	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	4 - Good Alignment	Good alignment to the standard with rigorous practice.
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	3 - Fair Alignment	Aligned to standard but no real world connections.
<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	4 - Good Alignment	Good alignment to the standard. Excellent assessment alignment.
<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Good alignment to the standard with rigorous practice.
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	4 - Good Alignment	Good alignment to the standard with rigorous practice.
<a href="#">MA.912.AR.9.6</a>	Given a real-world context, represent constraints as systems of linear equations or	5 - Very Good Alignment	Good alignment to the standard with rigorous practice.

	inequalities. Interpret solutions to problems as viable or non-viable options.		
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	Good alignment to the standard with rigorous practice.
<a href="#">MA.912.DP.2.4</a>	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 alignment to the standard with rigorous practice and great illustrations.
<a href="#">MA.912.DP.2.6</a>	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 alignment to the standard.
<a href="#">MA.912.F.1.1</a>	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	Good alignment to the standard with rigorous practice.
<a href="#">MA.912.F.1.2</a>	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	Great alignment to the standard with rigorous practice. "Hint" option is excellent for guiding without providing the answer.
<a href="#">MA.912.F.1.3</a>	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	Good alignment to the standard with rigorous practice.
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	Good alignment to the standard.
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Good alignment to the standard with rigorous practice.

<a href="#">MA.912.F.2.1</a>	<p>Identify the effect on the graph or table of a given function after replacing <math>f(x)</math> by <math>f(x)+k</math>, <math>kf(x)</math>, <math>f(kx)</math> and <math>f(x+k)</math> for specific values of <math>k</math>.</p>	<p>5 - Very Good Alignment</p>	<p>Good alignment to the standard with rigorous practice.</p>
<a href="#">MA.912.FL.3.2</a>	<p>Solve real-world problems involving simple, compound and continuously compounded interest.</p>	<p>4 - Good Alignment</p>	<p>Good alignment to the standard.</p>
<a href="#">MA.912.FL.3.4</a>	<p>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.</p>	<p>4 - Good Alignment</p>	<p>Good alignment to the standard.</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Love this lesson especially, brings in fractions which are historically feared.</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects,</li> </ul>	<p>4 - Good Alignment</p>	<p>The use of a card sort supports the standard.</p>

	<p>drawings, tables, graphs and equations.</p> <ul style="list-style-type: none"> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Various structures used to support the mathematical practice.</p>
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>The E-Sports League activity meets the criteria of this mathematical standard in addition to providing real world application with content relevant to students.</p>

	<ul style="list-style-type: none"> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>	4 - Good Alignment	Supported within practice as noted.
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	Balloon activity promotes and supports this mathematical practice.

<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>	<p>4 - Good Alignment</p>	<p>Real world application is evident.</p>
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	<p>4 - Good Alignment</p>	<p>Justification is called for within the context as noted.</p>
<a href="#">ELA.K12.EE.2.1</a>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>Grade level text is consistent.</p>
<a href="#">ELA.K12.EE.3.1</a>	<p>Make inferences to support comprehension.</p>	<p>4 - Good Alignment</p>	<p>Inferences are modeled.</p>
<a href="#">ELA.K12.EE.4.1</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>4 - Good Alignment</p>	<p>Collaboration is an established expectation within the curriculum.</p>
<a href="#">ELA.K12.EE.5.1</a>	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>4 - Good Alignment</p>	<p>Rubrics and expectations are clear.</p>
<a href="#">ELA.K12.EE.6.1</a>	<p>Use appropriate voice and tone when speaking or writing.</p>	<p>5 - Very Good Alignment</p>	<p>No issues noted.</p>
<a href="#">ELD.K12.ELL.MA.1</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p>	<p>1 - Very Poor/No Alignment</p>	<p>I see no alignment considered for ELL students. No screen reader, no</p>



			translations, no videos in other languages.
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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	Stellar alignment with the standards. Rigor is evident and differentiated instruction also available and easy to implement.
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	Rigor supports the standards through instruction, practice and assessment.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Adaptability is evident, lacking the ELL supports beyond vocabulary.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Current topics/real world ideas and concepts embedded.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Rigor is evident and justified.
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	Scaffolding is evident as well as spiraling of harder to recall topics.
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	Timeliness of lessons are addressed in each unit. Curriculum is designed for a block schedule which may not work as well in a traditional bell schedule environment.
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	Expertise is 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	Contributors are proficient and experts in mathematics.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	No concerns 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 issues 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	Research based processes 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	No issues noted
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 based practices evident.
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	Flow and structure is appropriate for the content.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Language and examples are student friendly. .
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	From E-Sports League to skateboarding, the content is student relevant.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Content speaks to students' interests.
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 concerns noted

<p>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).</p>	<p>5 - Very Good Alignment</p>	<p>No concerns noted</p>
<p>21. In general, is the content of the benchmarks and standards for this course covered in the material?</p>	<p>5 - Very Good Alignment</p>	<p>The benchmarks and standards called for are met within this curriculum.</p>

Presentation	Reviewer Rating	Rating Justification
<p>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.</p>	<p>4 - Good Alignment</p>	<p>Targets are clear.</p>
<p>2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.</p>	<p>4 - Good Alignment</p>	<p>All tools align easily to one another within the platform; however the split screen can be difficult to use.</p>
<p>3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.</p>	<p>3 - Fair Alignment</p>	<p>The split screen is challenging to use.</p>
<p>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.</p>	<p>3 - Fair Alignment</p>	<p>Very few visuals, could improve in this area for ELL students.</p>
<p>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.</p>	<p>4 - Good Alignment</p>	<p>Pacing is consistent for the content and grade level.</p>
<p>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).</p>	<p>3 - Fair Alignment</p>	<p>Lessons contain support for student learning on various levels. Program is not easy to see all at one.</p>

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 good.
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Student friendly concepts and topics.
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 the heart of this curriculum.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Targets and learning goals are clear.
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 is present with spiraling practice.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	While differentiation is met, needs of ELL is not.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Needs of students are met.
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	Group activities and independent practice is student centered.
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	Research based practices are infused throughout the curriculum.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Research based practices are infused throughout the curriculum.

10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Assessments are valid and directly correlated to the content.
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 are valid and directly correlated to the content.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Differentiation is clear and taken into consideration.
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 Math T&R Standards are strongly supported.
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 overall.

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 noted
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No issues noted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No issues 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	No issues noted.

**Reviewer's Name:** Virginia Snyder

**Title:** Intensified Algebra I (Vol 1)

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Charles A. Dana Center at the University of Texas at Austin, Learning Sciences Research Institute at the University of Illinois at Chicago, Agile Mind, Inc.

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1-A](#)

**Bid ID:** 335

#### 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.

Teachers are not required to create supplementary materials for the course, but it is necessary to use the Student Activity Book in conjunction with the online platform on a regular basis. Many Clarifications are met only in the Student Activity Book or when clicking on the "Check" within the

online platform. Easily missed by students not using the online platform as intended. To meet these clarifications, instruction must take place as the publisher intended by utilizing both the online platform and the Student Activity Book with students. Material goes beyond the scope and sequence required for Algebra 1 with the inclusion of exponential, logarithmic, square root, cubic, and cube root equations. Material is structured to be used over 164-165 instructional days, with 1 day = 80 minutes, to successfully implement the program. Each lesson is broken down into 70-90 minutes, with each lesson's activities broken down into their respective time frames. Although there are no language tools accessible within the course other than a Spanish Glossary, the publisher's video states that it works well with Google Translate

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	Students are asked to not only identify parts of expressions, but they are asked to interpret these within a real-world context
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Formulas for Clarification 1 are included; however they are not specifically identified by name
<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Multiple real-world examples and exercises are included
<a href="#">MA.912.AR.2.2</a>	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written	5 - Very Good Alignment	Met with multiple real-world connections

	description or a table of values within a mathematical or real-world context.		
<a href="#">MA.912.AR.2.3</a>	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	Clarifications met; Clarification 3 only found in the Student Activity Book
<a href="#">MA.912.AR.2.4</a>	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	4 - Good Alignment	Clarification 3 only met in Student Activity Book. Inequality notation mentioned when clicking on the "Check" within the online platform. Easily missed by students not using the online platform as intended.
<a href="#">MA.912.AR.2.5</a>	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.	4 - Good Alignment	Inequality notation mentioned when clicking on the "Check" within the online platform. Easily missed by students not using the online platform as intended
<a href="#">MA.912.AR.2.6</a>	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	Met with multiple examples and exercises; complete with videos to help students visualize solving and graphing linear inequalities
<a href="#">MA.912.AR.2.7</a>	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	Clarifications met with multiple representations and applications
<a href="#">MA.912.AR.2.8</a>	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	5 - Very Good Alignment	Clarifications met with multiple



			representations and applications
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Met with multiple real-world applications and representations
<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	4 - Good Alignment	Many parts of the Clarifications are only found within the Student Activity Book; Inequality notation mentioned when clicking on the "Check" within the online platform. Easily missed by students not using the online platform as intended
<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Clarifications met with multiple examples and exercises
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Clarifications met with multiple examples and exercises for student to achieve mastery
<a href="#">MA.912.AR.9.6</a>	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Clarifications met with multiple examples and exercises for student to achieve mastery
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	Met with multiple examples and exercises including real-world applications

<a href="#">MA.912.DP.2.4</a>	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	Clarifications met within the Student Activity Booklet
<a href="#">MA.912.DP.2.6</a>	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	Clarifications met with multiple examples and real-world exercises
<a href="#">MA.912.F.1.1</a>	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	Also includes cubic functions represented as tables; outside the Clarifications for Algebra 1A
<a href="#">MA.912.F.1.2</a>	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	Clarifications met with multiple examples and real-world exercises for students to achieve mastery
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	Clarifications met with multiple real-world examples for students to interpret in context
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	No reference to end behavior found within the online platform or the Student Activity Booklet
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Clarifications met with multiple real-world examples where students determine the most appropriate model for data

<a href="#">MA.912.F.2.1</a>	<p>Identify the effect on the graph or table of a given function after replacing <math>f(x)</math> by <math>f(x)+k</math>, <math>kf(x)</math>, <math>f(kx)</math> and <math>f(x+k)</math> for specific values of <math>k</math>.</p>	<p>4 - Good Alignment</p>	<p>Material goes beyond the scope and sequence required for Algebra 1 with the inclusion of exponential, logarithmic, square root, cubic, and cube root equations.</p>
<a href="#">MA.912.FL.3.2</a>	<p>Solve real-world problems involving simple, compound and continuously compounded interest.</p>	<p>5 - Very Good Alignment</p>	<p>Clarifications met with multiple real-world problems involving simple and compound interest</p>
<a href="#">MA.912.FL.3.4</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Clarifications met within a core lesson on simple interest</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Throughout the course of the major tool and materials, students are continuously encouraged to work with their classmates solving problems involving new processes or skills</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p>	<p>5 - Very Good Alignment</p>	<p>Throughout the course, students have access to digital manipulatives helping</p>

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		<p>them make connections between old and new concepts.</p>
<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Part of structure of the course allows time for teacher feedback and student processing of that feedback. This is key to improving their skills as mathematicians.</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	<p>5 - Very Good Alignment</p>	<p>Throughout the course, students are prompted to work with a classmate in solving problems with new concepts and skills. In doing so,</p>

	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		<p>they are also encouraged to use academic vocabulary when communicating with their teacher and peers.</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>By using the online platform and Student Activity book together, students are encouraged to break problems down into steps making the question more manageable pieces</p>
<p><a href="#">MA.K12.MTR.6.1</a></p>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Students are continuously asked to explain their problem solving processes to assess the reasonableness of their solutions</p>

	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	Real-world data and situations are used throughout the major tools making concepts and skills more relevant for students
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Students are continuously asked to explain their problem solving processes to assess the reasonableness of their solutions
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	By using the online platform and Student Activity book together, students are encouraged to break problems down into steps making the question more manageable pieces. There are also language hints

			throughout the online platform to student comprehension
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	By using the online platform and Student Activity book together, students are encouraged to break problems down into steps making the question more manageable pieces. There are also language hints throughout the online platform to student comprehension
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Throughout the course, students are prompted to work with a classmate in solving problems with new concepts and skills. In doing so, they are also encouraged to use academic vocabulary when communicating with their teacher and peers.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Throughout the course, students are prompted to work with a classmate in solving problems with new concepts and skills. In doing so, they are also encouraged to use academic vocabulary when communicating with their teacher and peers.

<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Throughout the course, students are prompted to work with a classmate in solving problems with new concepts and skills. In doing so, they are also encouraged to use academic vocabulary when communicating with their teacher and peers.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Although there are no language tools accessible within the course other than a Spanish Glossary, the publisher's video states that it works well with Google Translate

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	Material goes beyond the scope and sequence required for Algebra 1A within the benchmarks with the inclusion of exponential, logarithmic, square root, cubic, and cube root equations.
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	Curriculum is written to target students working at one to three years below grade level to keep them from failing Algebra 1 the first time by catching them up to their peers, succeeding in Algebra, and getting them ready to



		move on with confidence in their abilities
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Material is structured to be used over 164-165 instructional days, with 1 day = 80 minutes, to successfully implement the program. Each lesson is broken down into 70-90 minutes, with each lesson's activities broken down into their respective time frames.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Material goes into sufficient detail for students to grasp new concepts, including hundreds of animations, simulations, and memorable mental models.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Material goes beyond the scope and sequence required for Algebra 1A within the benchmarks with the inclusion of exponential, logarithmic, square root, cubic, and cube root equations.
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	Curriculum is written to target students working at one to three years below grade level to keep them from failing Algebra 1 the first time by catching them up to their peers, succeeding in Algebra, and getting them ready to move on with confidence in their 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	Material is structured to be used over 164-165 instructional days, with 1 day = 80 minutes, to successfully implement the program. Each lesson is broken down into 70-

		90 minutes, with each lesson's activities broken down into their respective time frames.
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	Sources cited in the materials reflect expert information for the subject and helps students understand the relevance of the material they are 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	The sources contribute to the quality of content and relevance of the information 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	Material appears devoid of typographical and 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	Material is free of bias and contradictions and is noninflammatory 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 contains accurate information within Algebra 1 and helps make the concepts relevant to students
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 appears free 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	Content is up-to-date with updated data and real-world contexts and applications
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 goes beyond the scope and sequence required for Algebra 1A within the benchmarks with the inclusion of exponential, logarithmic, square root, cubic, and cube root equations. However, the data included does make the

		information realistic and relevant for students.
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 memorable ways with animations, simulations, and models to create relevant context for students.
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 is presented in memorable ways with animations, simulations, and models to create relevant context for 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	The content is presented in memorable ways with animations, simulations, and models to create relevant context 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).	5 - Very Good Alignment	Portrayals of individuals and groups are 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	Materials portray people and animals with consideration of their needs and values.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Material is structured to be used over 164-165 instructional days, with 1 day = 80 minutes, to successfully implement the program. Each lesson is broken down into 70-90 minutes, with each lesson's activities broken down into their respective time frames.

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 are not required to create supplementary materials for the course, but it is necessary to use the Student Activity Book in conjunction with the online platform on a regular basis
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	Material and content is grouped in digestible bites for students to better understand a concept before connecting it to another more advanced idea
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 contains hundreds of visuals, animations, and simulations to keep students engaged and make the mathematical concepts they are learning real and relevant
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 and content is grouped in digestible bites for students to better understand a concept before connecting it to another more advanced idea
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	Within the online platform, the screen can be enlarged and text size adjusted. The Student Activity Book serves as guided notes alongside the online platform
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 are many visuals utilized within the online platform to keep students engaged, and to make the content relevant and meaningful. Within the online

		platform, the screen can be enlarged and text size adjusted. The Student Activity Book serves as guided notes alongside the online platform.
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The material is loaded with visuals, activities, and simulations to maintain student interaction and motivation
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Material is chunked into digestible bites to help students master one concept before connecting it to another
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	At the beginning of each lesson, students are clearly informed of what they are going to be learning in 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	Students are given guidance and support through the online platform and the guided notes in the Student Activity Book. They are taught strategies to help them become more independent thinkers
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	When using the online practice questions, students get immediate feedback that they are able to use to expand their understanding and correct misconceptions

<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>5 - Very Good Alignment</p>	<p>The material is loaded with visuals, activities, and simulations to maintain student interaction and motivation</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>5 - Very Good Alignment</p>	<p>At the beginning of each lesson, students are clearly informed of what they are going to be learning in the lesson</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>Students are given guidance and support through the online platform and the guided notes in the Student Activity Book. They are taught strategies to help them become more independent thinkers</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Students are given guidance and support through the online platform and the guided notes in the Student Activity Book. They are taught strategies to help them become more independent thinkers</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>When using the online practice questions, students get immediate feedback that they are able to use to expand their understanding and correct misconceptions</p>
<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>When using the online practice questions, students get immediate feedback that they are able to use to expand their understanding and correct misconceptions</p>
<p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>	<p>3 - Fair Alignment</p>	<p>Although some of the online material will give students immediate feedback,</p>

		differentiation seems to be more limited and it is up to the instructor to identify and apply these strategies. The course itself is designed to be a remedial course
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	Application of ELA expectations and MTRs are appropriate and applicable.
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 material satisfies the LEARNING requirements by engaging learners and providing them support and guidance through the Student Activity Book

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	There is no evidence of CRT found within the material
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There is no evidence of CRT found within the material
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	There is no evidence of CRT found within 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	There is no evidence of SEL found within the material

**Reviewer's Name:** Christopher DeLuca

**Title:** Intensified Algebra I (Vol 2)

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Charles A. Dana Center at the University of Texas at Austin, Learning Sciences Research Institute at the University of Illinois at Chicago, Agile Mind, Inc.

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1-B](#)

**Bid ID:** 336

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.

Agile Mind is a good, engaging and interactive program for students to use to develop understanding of the mathematical standards. The lessons align well to the B.E.S.T. standards and benchmarks and provide a lot fo visual learning opportunities for students. Some of the weaknesses



include the absence of the MTRs and ELA Expectations, as well as the online component being slightly confusing to navigate at first. Some of the lessons also included an excessive amount of reading for the intended audience.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	lessons align to benchmark
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	I like how equations were not limited to only literal equations but also had students rearranging various linear equations as well.
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	I like how a variety of methods and representations were used to add, subtract, and multiply polynomials. I also like how the problems were set in real-world context.
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	3 - Fair Alignment	This benchmark calls for rational coefficients but all examples and problems used only integer coefficients.

<p><a href="#">MA.912.AR.1.7</a></p>	<p>Rewrite a polynomial expression as a product of polynomials over the real number system.</p>	<p>5 - Very Good Alignment</p>	<p>Really like how the program starts students with algebra tiles to develop a concrete understanding and then moves students into drawings and other visual representations such as the area model and square box method. By doing so students are being given the opportunity to explore a variety of methods and strategies and develop fluency by determining which method is most accurate, efficient, and reliable.</p>
<p><a href="#">MA.912.AR.3.1</a></p>	<p>Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.</p>	<p>4 - Good Alignment</p>	<p>Each component of the benchmark is included, however, I do not like the order in which the various methods of solving quadratics is presented. Students are more successful when they begin with the simpler methods of solving quadratics like taking the square roots and factoring, and then moving into the more challenging and abstract methods like completing the square and the quadratic formula. The order of the methods here is</p>

			<p>almost equivalent to having an elementary student learn double digit multiplication by starting with the standard algorithm and then trying to have the student discover other methods like the area model. Once the student has the standard algorithm or quadratic formula in their tool bag, it is very challenging for the teacher to encourage that student to find other methods.</p>
<p><a href="#">MA.912.AR.3.4</a></p>	<p>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.</p>	<p>3 - Fair Alignment</p>	<p>The reason I gave this a 3 is because it focuses primarily on having students use vertex form. It also focuses heavily on creating quadratic functions from a graph but does not include a lot of tables of values or written descriptions as the benchmark calls for.</p>
<p><a href="#">MA.912.AR.3.5</a></p>	<p>Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.</p>	<p>3 - Fair Alignment</p>	<p>The material focused a lot on the x-intercepts but there were only one or two questions that asked students to create the equation of a quadratic given the x-intercepts and another point. I would have liked to</p>

			see more questions like page 10 on the more practice.
<a href="#">MA.912.AR.3.6</a>	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	lessons align to benchmark
<a href="#">MA.912.AR.3.7</a>	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	The majority of the 10 lessons highlighted here are focused on exactly what the benchmark calls for, graphing a quadratic function and determining and interpreting its key features from a table, equation or written description.
<a href="#">MA.912.AR.3.8</a>	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	The highlighted lessons call for exactly what the benchmark asks of students.
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	4 - Good Alignment	The lessons here do a great job exploring the differences between exponential growth and decay, however, there are limited questions that have students do exactly what is asked of them in the benchmark which is to classify exponential functions as growth or decay.

<a href="#">MA.912.AR.5.4</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>The highlighted lessons align to the benchmark.</p>
<a href="#">MA.912.AR.5.6</a>	<p>Given a table, equation or written description of an exponential function, graph that function and determine its key features.</p>	<p>3 - Fair Alignment</p>	<p>Several of the highlighted lessons focus on content different than what the benchmark calls for. For example, the first lesson has students comparing linear to exponential functions, the second lesson has students transforming exponential functions and exploring the affect of 'a'.</p>
<a href="#">MA.912.AR.9.6</a>	<p>Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.</p>	<p>2 - Poor Alignment</p>	<p>None of the lessons highlighted for this section have students meet the expectations of this benchmark. Students are never asked to represent constraints or interpret solutions as viable or non-viable options.</p>
<a href="#">MA.912.DP.1.1</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Aligns completely to the benchmark</p>
<a href="#">MA.912.DP.1.2</a>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Aligns completely to the benchmark</p>

<a href="#">MA.912.DP.1.4</a>	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	2 - Poor Alignment	Only one lesson aligns to this benchmark and that one lesson does not encompass everything this benchmark calls for.
<a href="#">MA.912.DP.3.1</a>	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	Aligns completely to the benchmark
<a href="#">MA.912.F.1.1</a>	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	Aligns completely to the benchmark
<a href="#">MA.912.F.1.2</a>	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	3 - Fair Alignment	The lessons highlighted here only ask students to evaluate linear functions but not quadratics, exponentials, etc.
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	The highlighted lessons meet the benchmark expectations. I also like how the lessons indirectly expose students to piecewise functions (without specifically referring to them as such) and asks students to analyze the graph at specified intervals.
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	I really like how each lesson has students looking at the various representations. This truly allows students

			to be able to connect the different representations together and realize that they all reflect the same scenario.
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Each lesson is set in a real-world context and allows students to explore and discover patterns in graphs and tables to determine whether a given situation would be modeled by a linear, exponential, or quadratic function.
<a href="#">MA.912.F.2.1</a>	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 $k$ .	3 - Fair Alignment	Does not include any transformations with exponential functions.
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	These lessons do a great job on walking students through exploring and understanding the difference between simple and compound interest.
<a href="#">MA.912.FL.3.4</a>	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.	4 - Good Alignment	The lesson aligns with the benchmark, but I would have loved some additional practice and resources for this benchmark.
<a href="#">MA.912.NSO.1.1</a>	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate	5 - Very Good Alignment	I am happy to see that the lessons for the benchmark embed MTR.5.1 by

	equivalent numerical expressions involving rational exponents.		having students look for patterns and structures in regards to the laws of exponents.
<a href="#">MA.912.NSO.1.2</a>	Generate equivalent algebraic expressions using the properties of exponents.	4 - Good Alignment	I did not see any examples requiring students to rewrite expressions with negative exponents as positive.
<a href="#">MA.912.NSO.1.4</a>	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	I love how the lessons connect adding, subtracting, multiplying, and dividing radicals to adding, subtracting, multiplying, and dividing like terms.
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	1 - Very Poor/No Alignment	This MTR and the language of the MTR is no where to be found in the lessons highlighted. The activity may lend itself to some of the actions of the MTR, but again, the language of the MTR is never mentioned.
<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.	1 - Very Poor/No Alignment	The lesson reflects some of the actions stated in the MTR, however, the MTR is never specifically



	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		mentioned or references.
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	1 - Very Poor/No Alignment	The lesson has students explore different methods of factoring quadratic expressions, however, there is no intentional focus on developing fluency. The MTR is also never mentioned or referenced.
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	1 - Very Poor/No Alignment	MTR never mentioned or referenced

	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>1 - Very Poor/No Alignment</p>	<p>MTR never mentioned or referenced</p>
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> </ul>	<p>1 - Very Poor/No Alignment</p>	<p>MTR never mentioned or referenced</p>

	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	1 - Very Poor/No Alignment	MTR never mentioned or referenced
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	1 - Very Poor/No Alignment	Lesson does not require students to cite evidence to justify their reasoning
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	1 - Very Poor/No Alignment	This is nothing more than a real-world context based problem. No specific alignment to benchmark.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	2 - Poor Alignment	The question asks students to make an inference before calculating, however, the benchmark is never mentioned or

			referenced and there is only one problem that asks students to make an inference.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	Benchmark never mentioned or referenced, however, the lesson does focus on teaching students explicitly on appropriately collaborating.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Benchmark never mentioned or referenced, however, the lesson does focus on teaching students to use a plan when solving math problems.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	Benchmark never mentioned or referenced, however, the lesson does focus on teaching students to use good communication when presenting their findings.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	Benchmark never mentioned or referenced, however, the lesson does focus on teaching students to use good communication when presenting their findings.

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.
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	Overall, the majority of the lessons align to the state's standards and benchmarks. There are a few examples where the content does not cover the entire depth of the aligned benchmark.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials themselves are not adaptable, however they are 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	All content is presented in a context-based setting allowing students to better understand the applicability of the specific benchmark/skill.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Level of complexity matches what the benchmark calls for.
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	Level of complexity matches grade-level abilities.
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 amount of content is too excessive for a typical instructional 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	primary and secondary sources reflect expert information
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	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).	5 - Very Good Alignment	In my review, I did not 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).	5 - Very Good Alignment	No indications 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	content if 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	I did not find any mistakes and/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	content was relevant and 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	all content was presented in an appropriate and relevant manner
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Many of the context-based problems are relevant and relatable to 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	all context was relatable and relevant 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	Several occurrences are evident, however, there is still room for interdisciplinary connections to be made.
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 evidence of any unfair or biased portrayals.
20. H. Humanity and Compassion: The materials portray people and animals with compassion, sympathy, and	5 - Very Good Alignment	all material represents humanity and compassion

consideration of their needs and values and exclude hard-core 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

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 resources fully address the stated targeted 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	major tool aligns with 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	material is consistently ordered and presented in a way that makes sense
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 lessons have excessive reading for an intensified algebra 1 course.
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 chunked into appropriate sizes
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	Material contains many assistive supports to aid students in accessing and interacting with the material. Great use of visual aids throughout each lesson!
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	Navigating the presentations and online component was slightly intimidating at first and I struggled to make sense of

		how to navigate through it all. However, once I became comfortable with it, there were no additional issues.
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The program is very interactive and engaging by design.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	material is focused on teaching a few important ideas
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Learning goals are clearly stated at the start of 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	There are 'hints' accessible to students throughout each lesson.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	2 - Poor Alignment	Support is not adaptable to developmental differences and various learning 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	The online component is very engaging by nature.
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	great use of engaging and interactive 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	many research-base instructional strategies are included throughout this curriculum
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	clear learning goals are stated for students, collaborative activities are included, various



		representations of the content is included, student discovery is accounted for in almost every lesson.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	informal formative assessment are given throughout each lesson to provide students with immediate feedback and support.
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, both formative and summative, align to the learning 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, it is evident that strategies, materials, activities, etc., 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	None of these standards are explicitly stated or taught. Several of them are indirectly embedded into the lessons.
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, learning requirements are satisfied. There is room for additional student supports and the intentional embedding and explicit instruction of the MTRs and ELA Expectations.

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 of CRT in 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 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 unsolicited strategies outside the scope of subject-area standards?	5 - Very Good Alignment	no explicit instruction on SEL found during review

**UDL Reviewer's Name:** Lauren Proulx

**Title:** Intensified Algebra I (Vol 2)

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Charles A. Dana Center at the University of Texas at Austin, Learning Sciences Research Institute at the University of Illinois at Chicago, Agile Mind, Inc.

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [1200380 - Algebra 1-B](#)

**Bid ID:** 336

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*The Agile Mind Learning Management System (LMS) is delivered through any standard browser. Our services, as well as the browser that delivers our services, allow for adjustment of font size. The colors and backgrounds in the Agile Mind system cannot be adjusted within our services, but all colors and background design elements are tested to conform to the color-perception tests provided by Adobe Systems. Images used to accent the work are properly ignored by assistive technology, but some courses contain content such as graphs and charts that do not contain fully descriptive alternate text. The animations and videos do not contain descriptive audio or alternative text representations." Agile Mind services are delivered through standard browsers. To the extent that the browser supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Font type, size, colors, and background colors can't be adjusted. Magnification of the whole screen was available to increase font size.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High contrast color settings are not available.

Text-to-speech tools.	2 - Poor Alignment	There is no built-in text to speech tool, software is compatible with browser's functionality. However, this may be limited depending on the district or computer.
All images have alt tags.	1 - Very Poor/No Alignment	No alt tags were provided.
All videos are captioned.	5 - Very Good Alignment	No videos were included.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says information that this would be sent to refreshable braille display. I do not have a braille display to test this.

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

**Bid Response**  
*Embedded controls in the software support zooming at 200% without loss of functionality. Furthermore, the content presentation mode has explicit text and zoom controls allowing for fine-grained control. Agile Mind's learning management system substantially supports functionality operable from a keyboard interface (using the Tab key to move focus through the screen and Enter or Space to activate), but animations and hotspot questions are not yet fully keyboard accessible. To the extent that the browser used to deliver Agile Mind services supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Non-text navigation could not be adjusted in size.
All navigation elements and menu items have keyboard shortcuts.	3 - Fair Alignment	Some navigation was able to be done through keyboard shortcuts but not all. Ability to access the other needed accessible features through navigation elements would be helpful.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says information that this would be sent to refreshable braille display. I do not have braille display to test this.

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

**Bid Response**

*Using standard browser functionality, text can be highlighted, copied, and pasted into another document. Highlighters and note taking tools are not part of the Agile Mind feature set, but select browsers (such as Microsoft Edge) make these tools available and we are compatible within those browser features.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	Highlighters were not provided in the software and my browser did not offer these tools to test with the software.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Text was not able to be automatically extracted and my browser did not offer these tools to test with the software.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	There were no note taking tools made available and my browser did not offer these tools to test with the software.

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

**Bid Response**

*We have tested for use with the following: 1. Magnification - Microsoft IE, Edge - Apple Safari - Firefox - Google Chrome 2. Text-to-speech - Apple Voice Over - Non-visual Desktop Access (from NV Access) - Chrome Vox 3. On-screen keyboards If these features are part of the delivery hardware operating system or browser, we support. Mobile and other touch-based devices, such as: - iPad, - Android tablets - Chrome Books - Microsoft Surface - Touch PCs 4. Speech-to-text We support the operating system or device software that does speech to text input.*

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	Magnification was available in the software and text to speech was compatible in my browser, I was unable to test any of the other assistive technology features.

**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**

*Upon request, we can make paper-based materials available in a format -- such as word files or pdf files -- to be adjusted per a student's IEP.*

Review	Rating	Comments
	5 - Very Good Alignment	Publisher states paper based materials are available and can be adjusted.

**Reviewer's Name:** Odalis Tavares

**Title:** Intensified Algebra I (Vol 2)

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Charles A. Dana Center at the University of Texas at Austin, Learning Sciences Research Institute at the University of Illinois at Chicago, Agile Mind, Inc.

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1-B](#)

**Bid ID:** 336

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.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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.	3 - Fair Alignment	These lessons provide some examples and tasks to help students identify and interpret parts of an equation or expression to help students. More examples are needed.
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	1 - Very Poor/No Alignment	While these lessons work on rearranging formulas, they do not address isolating a quantity of interest.
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	These lessons provide sufficient examples and/or tasks to help students with the 3 operations on polynomial expressions.
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	4 - Good Alignment	These lessons provide enough examples and/or tasks for students to practice division of polynomial expressions.
<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	4 - Good Alignment	The lessons provided have sufficient opportunities for students to rewrite a polynomial expression as a product of polynomials.



<a href="#">MA.912.AR.3.1</a>	<p>Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.</p>	<p>4 - Good Alignment</p>	<p>These lessons provide opportunities for students to practice with one-variable quadratic equations.</p>
<a href="#">MA.912.AR.3.4</a>	<p>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.</p>	<p>4 - Good Alignment</p>	<p>The lessons outlined allow opportunities for students to write a quadratic function to represent relationships between two quantities.</p>
<a href="#">MA.912.AR.3.5</a>	<p>Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.</p>	<p>3 - Fair Alignment</p>	<p>There are some examples and/or tasks that directly have students write the equation of the function if they are given the x-intercepts.</p>
<a href="#">MA.912.AR.3.6</a>	<p>Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.</p>	<p>3 - Fair Alignment</p>	<p>2 out of the 4 lessons provide sufficient practice with determining the vertex and zeros. Specifically Topic 24 does not make the connection back to the vertex and zeros.</p>
<a href="#">MA.912.AR.3.7</a>	<p>Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.</p>	<p>4 - Good Alignment</p>	<p>These lessons help the students graph the function and determine/interpret its key features.</p>
<a href="#">MA.912.AR.3.8</a>	<p>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.</p>	<p>4 - Good Alignment</p>	<p>These lessons provide sufficient problems and/or practice to help solve and graph quadratic functions.</p>

<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	4 - Good Alignment	The problems or tasks shared will provide sufficient opportunities for students to classify functions as either growth or decay.
<a href="#">MA.912.AR.5.4</a>	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	These lessons will help students write an exponential function.
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	3 - Fair Alignment	Not all lessons are visible. The ones that are, do provide sufficient practice for students to graph the function.
<a href="#">MA.912.AR.9.6</a>	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	These lessons provide sufficient practice and problems to solve systems of linear equations.
<a href="#">MA.912.DP.1.1</a>	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	The lessons for this benchmark provide sufficient practice and/or problems.
<a href="#">MA.912.DP.1.2</a>	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	These lessons provide enough practice and/or solutions to help students with interpreting data distributions.
<a href="#">MA.912.DP.1.4</a>	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	This lesson supports the benchmark.

<a href="#">MA.912.DP.3.1</a>	<p>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.</p>	<p>4 - Good Alignment</p>	<p>Students will be able to construct a two-way frequency table.</p>
<a href="#">MA.912.F.1.1</a>	<p>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.</p>	<p>4 - Good Alignment</p>	<p>The examples and/or tasks support determining the function type; although one lesson is not accessible. Lesson number 4</p>
<a href="#">MA.912.F.1.2</a>	<p>Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.</p>	<p>4 - Good Alignment</p>	<p>These lessons help students evaluate the function for an input in its domain. Examples relate to real-world context.</p>
<a href="#">MA.912.F.1.3</a>	<p>Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.</p>	<p>4 - Good Alignment</p>	<p>For the lesson that are viewable, the examples and/or tasks help students calculate and interpret the average rate of change.</p>
<a href="#">MA.912.F.1.6</a>	<p>Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.</p>	<p>4 - Good Alignment</p>	<p>These lessons support the benchmark and help students compare key features of linear and nonlinear functions.</p>
<a href="#">MA.912.F.1.8</a>	<p>Determine whether a linear, quadratic or exponential function best models a given real-world situation.</p>	<p>4 - Good Alignment</p>	<p>The lessons support this benchmark to ensure students can determine whether a linear, quadratic, or exponential function best models a given real-world situation.</p>

<a href="#">MA.912.F.2.1</a>	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 $k$ .	4 - Good Alignment	These lessons support the benchmark and will help the students identify the effect on the graph.
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	These lessons will engage students in solving real-world problems involving simple, compound and continuously compounded interest.
<a href="#">MA.912.FL.3.4</a>	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.	4 - Good Alignment	The examples and/or tasks in this lesson helps explain the relationship between simple interest and linear growth
<a href="#">MA.912.NSO.1.1</a>	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.	4 - Good Alignment	These lessons provide sufficient examples and/or tasks to help extend previous understanding of the Laws of Exponents.
<a href="#">MA.912.NSO.1.2</a>	Generate equivalent algebraic expressions using the properties of exponents.	4 - Good Alignment	These lessons have sufficient supports so that students can generate equivalent algebraic expressions using properties of exponents.
<a href="#">MA.912.NSO.1.4</a>	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	4 - Good Alignment	There are enough problems and/or tasks that help students apply previous understanding of operations with rational numbers.

<p><a href="#">MA.K12.MTR.1.1</a></p>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>2 - Poor Alignment</p>	<p>While the lesson appears to use the MTR, it is not explicitly explained or highlighted.</p>
<p><a href="#">MA.K12.MTR.2.1</a></p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	<p>2 - Poor Alignment</p>	<p>While the lesson appears to use the MTR, it is not explicitly explained or highlighted.</p>
<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p>	<p>2 - Poor Alignment</p>	<p>While the lesson appears to use the MTR, it is not explicitly explained or highlighted.</p>

	<ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>2 - Poor Alignment</p>	<p>While the lesson appears to use the MTR, it is not explicitly explained or highlighted.</p>
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> </ul>	<p>2 - Poor Alignment</p>	<p>While the lesson appears to use the MTR, it is not explicitly explained or highlighted.</p>

	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	2 - Poor Alignment	While the lesson appears to use the MTR, it is not explicitly explained or highlighted.
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and</li> </ul>	2 - Poor Alignment	While the lesson appears to use the MTR, it is not explicitly explained or highlighted.

	methods to improve accuracy or efficiency.		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	3 - Fair Alignment	The lesson allows opportunities to cite evidence; however, it is not explicitly clear for the teacher.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	The lessons allows for opportunities to read and comprehend grade-level text; however, it is not explicitly clear for the teacher.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	3 - Fair Alignment	This lesson helps students make inferences however, it is not explicitly clear for the teacher.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	3 - Fair Alignment	These lessons help use appropriate collaborative techniques and active listening skills; however, it is not explicitly clear for the teacher.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	The lessons helps students use the accepted rules governing a specific format to create quality work; however, it is not explicitly clear for the teacher.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	The lesson uses appropriate voice and



			tone when speaking and writing; however, it is not explicitly clear for the teacher.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	2 - Poor Alignment	There are not sufficient supports for ELL 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.	4 - Good Alignment	Overall the content does align with state's 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.	4 - Good Alignment	The content is written to the correct skill level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	The materials are not adaptable to student needs.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	There are not sufficient details to help students through the lessons
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	3 - Fair Alignment	The level of treatment somewhat 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.	3 - Fair Alignment	The level of the treatment is a bit higher than 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	The level of the treatment matches the time period allowed for teaching.

<p>8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.</p>	<p>3 - Fair Alignment</p>	<p>The content appears to have been written for Common Core and adapted. without necessarily making direct matches to BEST.</p>
<p>9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.</p>	<p>3 - Fair Alignment</p>	<p>The sources do not necessarily contribute to the quality when looking at the content of the materials.</p>
<p>10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).</p>	<p>4 - Good Alignment</p>	<p>The content appears to be presented accurately</p>
<p>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).</p>	<p>4 - Good Alignment</p>	<p>The content is presented objectively.</p>
<p>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).</p>	<p>4 - Good Alignment</p>	<p>The content of the material is representative of the discipline.</p>
<p>13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).</p>	<p>4 - Good Alignment</p>	<p>The content is factually accurate.</p>
<p>14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.</p>	<p>3 - Fair Alignment</p>	<p>The content is somewhat up to date with the mathematics but not with the Florida requirements.</p>
<p>15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.</p>	<p>4 - Good Alignment</p>	<p>The content is presented in an appropriate and relevant context.</p>
<p>16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.</p>	<p>3 - Fair Alignment</p>	<p>The content is somewhat presented in an appropriate and relevant context for the learners.</p>
<p>17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.</p>	<p>4 - Good Alignment</p>	<p>Connections made are meaningful to students.</p>

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 interdisciplinary connections made to help 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 is good portrayal of all social groups.
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	All materials portray compassion and humanity.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	Overall all the content of the benchmarks is covered but not Florida specifically.

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	The resource is not comprehensive in helping teachers prepare for the course.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	The components somewhat align but are difficult to follow.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	The alignment is scattered in the resource thus making it difficult 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 readability is 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.	2 - Poor Alignment	The pacing is unclear.

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	The material's presentation is unclear.
7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).	2 - Poor Alignment	The presentation is not clear and difficult to follow.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	There are strategies to help motivate learners using real-life examples.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	It is difficult to follow the important ideas based on the structure.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	The instruction has 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.	4 - Good Alignment	There are supports to help students become independent learners
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	The supports do not appear adaptable to help with developmental differences.
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 supports 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 activities are logical; however they are difficult to follow and plan for based on materials provided.

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	There are not sufficient supports for strategies.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	The strategies are effective but unclear.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	The correlation to assessments are not clear.
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 assessment strategies are unclear.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	The submission incorporates some strategies to support UDL
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 MTR's are not clear in the lessons.
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	There is not sufficient supports for 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?	4 - Good Alignment	CRT is not evident in the materials.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	The materials omit CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	The materials omit Social Justice and CRT.

<p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p>	<p>4 - Good Alignment</p>	<p>The materials does not solicit SEL.</p>
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**Reviewer's Name:** Amber Weidlein

**Title:** Intensified Algebra I (Vol 2)

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Charles A. Dana Center at the University of Texas at Austin, Learning Sciences Research Institute at the University of Illinois at Chicago, Agile Mind, Inc.

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1-B](#)

**Bid ID:** 336

### 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.

The pacing/IFG would not coincide with what most classes have time wise. This is set up for a 70-90 min class with over 170 lessons. I would see low level learners being frustrated with the online platform. For teaching lessons the interactive problems are great. There is a lot of guidance/strategies for

teachers but I feel like I would have to pull materials for low level learners to build a stronger foundation before we could do a lot of the problems.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.3.1</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex



<a href="#">MA.912.AR.3.4</a>	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.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.3.5</a>	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.3.6</a>	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.3.7</a>	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.3.8</a>	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.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.5.4</a>	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.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.AR.9.6</a>	Given a real-world context, represent constraints as systems of linear equations or	3 - Fair Alignment	I think the alignment is there, but for low

	inequalities. Interpret solutions to problems as viable or non-viable options.		level kids it is too complex
<a href="#">MA.912.DP.1.1</a>	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.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.DP.1.2</a>	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.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.DP.1.4</a>	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.DP.3.1</a>	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.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.F.1.1</a>	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.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.F.1.2</a>	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex

<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.F.2.1</a>	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 $k$ .	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.FL.3.4</a>	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.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.NSO.1.1</a>	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.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.NSO.1.2</a>	Generate equivalent algebraic expressions using the properties of exponents.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.912.NSO.1.4</a>	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	3 - Fair Alignment	I think the alignment is there, but for low level kids it is too complex
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>	4 - Good Alignment	Good support of MTR

	<ul style="list-style-type: none"> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	5 - Very Good Alignment	Lots of opportunities to explore and learn multiple ways
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>	4 - Good Alignment	I think students will be overwhelmed and not confident with the structure, but it does provide good alignment to MTR

	<ul style="list-style-type: none"> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	5 - Very Good Alignment	Ample opportunities for discuss and communitcateions
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> </ul>	5 - Very Good Alignment	Very good amount of examples or patterns and areas for students to make connections

	<ul style="list-style-type: none"> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	4 - Good Alignment	Lots of ways to check answers and to work through problems visually to understand the answer and be able to come up with their own conjectures
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	A large range of problems bringing the real world into the students learning which is always important so they can relate and feel like it is useful after
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	A lot of examples to build on reasoning so that they can cite evidence and have a

			strong background knowledge to do so
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	Low level readers may struggle with layout/context
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	3 - Fair Alignment	Not enough examples for this standard
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	A great job of teaching the students how to do this effectively
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	Not enough practice with this standard
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	3 - Fair Alignment	A good explanation on how to do this, not sure how much this will happen in the classroom given the problems
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Like the resources available to the ELL student

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	Covers all standards
2. A. Alignment with curriculum: The content is written to the correct skill level of the standards and benchmarks in the course.	2 - Poor Alignment	There is too much exploratory learning for a low level learner and not enough correct skill level

3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	I do not see how they are adaptable, If I could assign things then I might be able to see that more
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	A lot of interaction and checks for understanding
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Very complex-hitting the standards that are also complex
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	A bit to complex for a 1B student who is below grade level and low motivated
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	This is for a block 70-90 min course, not a single 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	Very good expertise
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 expertise
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Very good accuracy from the problems I reviewed
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 that I could see
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	Wide range of models used



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 the problems I reviewed I saw 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	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	I would like to see more "hard copy" materials or teacher flip charts that teachers could use in the classroom
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	I think the presentation is too much for a low level learner
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Good amount of examples to show meaning beyond math class
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Good amount of examples to show 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 unfair biased seen
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	Very good job at doing this
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	They are covered

Presentation	Reviewer Rating	Rating Justification
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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 materials but for low level learners, I would need to pull more
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	It does align
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	I did not like the organization of 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.	4 - Good Alignment	Great visuals, not sure if low level students would spend the 30-40 min on HW to get the desired outcome
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 pace does not fit our calendar/bell schedule
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 was covered in length
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 interactive problems are great, but beyond that I would have to modify most of the materials offered

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	The problems themselves are motivational, but as a whole it may be overwhelming
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Big Ideas implemented

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	The outcomes are clear
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	Low level learners are not independent learners or thinkers most of the time, the examples provide them to be thinkers on their own but may struggle with the materials
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	I see more inquiry learning which is not how all learners learn
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 engaging visually for them
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	Good organization on student 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.	4 - Good Alignment	Good support for strategies
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Good support for strategies
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	3 - Fair Alignment	Not able to view all assessment options on platform
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	Not able to view all assessment options on platform
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	3 - Fair Alignment	Lots of word problems which will overwhelm the low level reader and ELL student as a whole

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 were all covered
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	Want to see what it would look like if a student doesn't have a computer/internet access for outside of the class 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?	5 - Very Good Alignment	No CRT
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No CRT
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No 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	No SEL

**Reviewer's Name:** Patricia Williams

**Title:** Intensified Algebra I (Vol 2)

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Charles A. Dana Center at the University of Texas at Austin, Learning Sciences Research Institute at the University of Illinois at Chicago, Agile Mind, Inc.

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 1-B](#)

**Bid ID:** 336

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:** Wendy Carden

**Title:** Florida Algebra II

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 2](#)

**Bid ID:** 337

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.

There are many pluses to this material. There is a great glossary, but no associated page numbers. Many of the interactive problems and videos which are so helpful. The text is very interactive. However, there are many missing elements. For example, the text is missing a presentation of completing the square, vertex of a parabola, the lead term test for

polynomial functions, domain, and range to name a few. Also, there was not a consistent explanation or use on either set or interval notation. Other issues; in several instances, the tap to read was incorrect, and the flow of the lecture was very confusing and almost irrelevant.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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.	3 - Fair Alignment	In most cases the parts of an expression were not addressed.
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Manipulating polynomial functions is clearly covered. There are videos and audio reading of the examples.
<a href="#">MA.912.AR.1.5</a>	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Dividing polynomials is clearly covered.
<a href="#">MA.912.AR.1.6</a>	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	5 - Very Good Alignment	There are many real world examples involving polynomial functions.
<a href="#">MA.912.AR.1.8</a>	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	5 - Very Good Alignment	Difference of squares and cubes are well addressed.
<a href="#">MA.912.AR.1.9</a>	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	5 - Very Good Alignment	Adding, subtracting and multiplication of rational functions is clearly covered.

<a href="#">MA.912.AR.3.2</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	3 - Fair Alignment	The quadratic formula is covered well, but I don't see completing the square.
<a href="#">MA.912.AR.3.3</a>	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	There are several solving quadratic inequality problems, but the main solving approach is not clear.
<a href="#">MA.912.AR.3.4</a>	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.	3 - Fair Alignment	Quadratics are broken up throughout the text, and I could not find the explanation of vertex except using transformations.
<a href="#">MA.912.AR.3.8</a>	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.	3 - Fair Alignment	There are numerous real world quadratic problems, however, the approach solving a quadratic and identifying all of its characteristics are not covered in detail and are all over the place.
<a href="#">MA.912.AR.3.9</a>	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	There is one such example.
<a href="#">MA.912.AR.3.10</a>	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	2 - Poor Alignment	There is one such inequality.
<a href="#">MA.912.AR.4.2</a>	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	3 - Fair Alignment	It does address absolute value inequalities, but it is all over the place. I found it difficult to understand.



<a href="#">MA.912.AR.4.4</a>	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	There are several real world absolute value problems.
<a href="#">MA.912.AR.5.2</a>	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	3 - Fair Alignment	There are a couple of examples of solving exponential equations analytically, but few log problems.
<a href="#">MA.912.AR.5.4</a>	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	There are a couple of examples where you write the equation from the information/graph.
<a href="#">MA.912.AR.5.5</a>	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.	5 - Very Good Alignment	Analyzing the constant rate of change is well addresses.
<a href="#">MA.912.AR.5.7</a>	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	There are a couple of real world examples which are solved and graphed.
<a href="#">MA.912.AR.5.8</a>	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	2 - Poor Alignment	All of the key features of logs do not seem to be addressed. For example, domain, range, and asymptotes.
<a href="#">MA.912.AR.5.9</a>	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.	2 - Poor Alignment	There are few log problems solved analytically. Key features are not addressed.

<a href="#">MA.912.AR.6.1</a>	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.	2 - Poor Alignment	Factoring is not commonly used as an approach.
<a href="#">MA.912.AR.6.5</a>	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	There are no consistent examples where the LTT and multiplicity is used together.
<a href="#">MA.912.AR.7.1</a>	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	3 - Fair Alignment	There are a few solving radical equations, but not constraints were addressed. Teachers would need to discuss this.
<a href="#">MA.912.AR.7.2</a>	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	3 - Fair Alignment	There are numerous graphs and transformations, but key features are not really addressed.
<a href="#">MA.912.AR.7.3</a>	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.	3 - Fair Alignment	There are numerous real world problems, but the key features are not addressed.
<a href="#">MA.912.AR.8.1</a>	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	There are numerous rational equation examples.
<a href="#">MA.912.AR.8.2</a>	Given a table, equation or written description of a rational function, graph that function and determine its key features.	2 - Poor Alignment	The graphs of rational functions are clearly presented, however the key features are not addressed.
<a href="#">MA.912.AR.8.3</a>	Solve and graph mathematical and real-world problems that are modeled with	2 - Poor Alignment	The graphs of rational functions are clearly

	rational functions. Interpret key features and determine constraints in terms of the context.		presented in a real world context, however the key features are not addressed.
<a href="#">MA.912.AR.9.2</a>	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	There are numerous non-linear system examples.
<a href="#">MA.912.AR.9.3</a>	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	There are numerous non-linear systems examples.
<a href="#">MA.912.AR.9.5</a>	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	There are numerous non-linear systems with solutions graphed.
<a href="#">MA.912.AR.9.7</a>	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	The solution regions of several systems are presented.
<a href="#">MA.912.DP.2.8</a>	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.	2 - Poor Alignment	There are several quadratic models presented, however, the characteristics are not discussed.
<a href="#">MA.912.DP.2.9</a>	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.	3 - Fair Alignment	There are several exponentials models presented, however, the characteristics are not discussed except for the y-intercept.
<a href="#">MA.912.F.1.1</a>	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	The graphs associated with different functions is clearly presented.

<a href="#">MA.912.F.1.7</a>	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	1 - Very Poor/No Alignment	Key features are not addressed sufficiently.
<a href="#">MA.912.F.1.9</a>	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	2 - Poor Alignment	Even, odd and neither do not seem to be explained, but there is one example identifying them.
<a href="#">MA.912.F.2.2</a>	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	Transformations are well covered.
<a href="#">MA.912.F.2.3</a>	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	Transformations are well covered.
<a href="#">MA.912.F.2.5</a>	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	Transformations are well covered.
<a href="#">MA.912.F.3.2</a>	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.	3 - Fair Alignment	Combining functions is well covered, however the domain is not addressed.
<a href="#">MA.912.F.3.4</a>	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	3 - Fair Alignment	Composition is covered, but the domain and range is not. For the most part, composition is discussed in reference to inverses.

<a href="#">MA.912.F.3.6</a>	Determine whether an inverse function exists by analyzing tables, graphs and equations.	4 - Good Alignment	Inverses are addressed, but the relationship to key features is generally not.
<a href="#">MA.912.F.3.7</a>	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	Solving for the inverse analytically is not well addressed.
<a href="#">MA.912.FL.3.1</a>	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	All forms of interest are well covered.
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Numerous real world examples of all 3 forms of interest are presented.
<a href="#">MA.912.FL.3.4</a>	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	The interest growth models are well explained.
<a href="#">MA.912.NSO.1.3</a>	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	There are several examples here.
<a href="#">MA.912.NSO.1.5</a>	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	There are numerous examples of simplifying radicals.
<a href="#">MA.912.NSO.1.6</a>	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	4 - Good Alignment	The properties are addressed, but there are only a few examples.
<a href="#">MA.912.NSO.1.7</a>	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	5 - Very Good Alignment	There are numerous examples here.

<a href="#">MA.912.NSO.2.1</a>	<p>Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.</p>	<p>3 - Fair Alignment</p>	<p>The division of complex numbers is not addressed.</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>3 - Fair Alignment</p>	<p>The built in activities are very engaging, but overall the explanations are all over the place.</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>The built in activities present problems in numerous different ways.</p>

<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>3 - Fair Alignment</p>	<p>In several instance (like fining the x-intercepts) a limited number of approaches are presented.</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>3 - Fair Alignment</p>	<p>Vocabulary and ideas were often presented without any explanation.</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	<p>3 - Fair Alignment</p>	<p>Often steps are not presented and past knowledge is not discussed.</p>

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	2 - Poor Alignment	Reality checks are rarely presented.
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>	5 - Very Good Alignment	Most topics are introduced using real world examples.



	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Evidence is typically cited.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	3 - Fair Alignment	There is little actual text.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	3 - Fair Alignment	For the sections reviewed, some inferences were made.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	There are many interactive built ins.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Though there were missing features, of those presented, the examples were accurate.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Appropriate voice was used.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	3 - Fair Alignment	ELL user may be confused by the examples and built ins.

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	Much of the material aligns with bnmchmarks, but key features like domain and range are not sufficiently addressed.
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 text is written at the appropriate level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	In order to maximize this text, teachers would need to create a fair amount of material.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	This is true of the topics addressed.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	There should be problems with a higher level of difficulty.
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	I do not think think this text would help student progress sufficiently.
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 text could be covered in the time allowed.
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	There are few cited resources.
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 are few cited resources.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	The material reviewed was 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	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	The material is on task.
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 reviewed was accurate.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	There are numerous 2020 examples.
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	2 - Poor Alignment	There are numerous missing topics, like key features.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	The context is relevant.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	There are many relevant connections.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	There are few 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	The text is 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	All treatment is humane.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	There are numerous missing topics, like key features.

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	The teacher will need to present additional material and examples.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	The text does align with the topics covered.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	2 - Poor Alignment	The topics are all over the place and difficult to put together.
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 built ins are 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.	4 - Good Alignment	The pace is fine.
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	From the questionnaire the material is adaptable to Spanish, there are voice options within the text, but it does not seem that there are text-voice options, or scaling 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).	3 - Fair Alignment	The presentation is engaging, but 1) the reading voice is not always correct, and 2) some of the visuals are very confusing.

Learning	Reviewer Rating	Rating Justification
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1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The activities are engaging.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	3 - Fair Alignment	Material inconsistently presented, and it might be difficult to pick up the main ideas.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Some of the main points are not clearly made.
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 built ins would help students learn independently.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	The material is presented in numerous different ways.
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 material requires that students pay attention to progress.
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 activities are extension of the topics, but can be difficult to follow.
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	There are many missing elements, like completing the square.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	3 - Fair Alignment	Some important methods are missing, like completing the square.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The assessments are generally representative of the material.
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	There are not sufficient problems, or problems of sufficient difficulty.

12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	Many of the built ins are confusing.
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 observe appropriate standards.
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	There are many good points with the material, however, the missing examples and lectures are too great.

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 observed no CRT.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I observed no culturally responsive teaching.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	I observed no social justice teaching.
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 observed no SEL solicitation.

**UDL Reviewer's Name:** Lauren Proulx

**Title:** Florida Algebra II

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [1200330 - Algebra 2](#)

**Bid ID:** 337

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*The Agile Mind Learning Management System (LMS) is delivered through any standard browser. Our services, as well as the browser that delivers our services, allow for adjustment of font size. The colors and backgrounds in the Agile Mind system cannot be adjusted within our services, but all colors and background design elements are tested to conform to the color-perception tests provided by Adobe Systems. Images used to accent the work are properly ignored by assistive technology, but some courses contain content such as graphs and charts that do not contain fully descriptive alternate text. The animations and videos do not contain descriptive audio or alternative text representations." Agile Mind services are delivered through standard browsers. To the extent that the browser supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Font type, size, colors, and background colors can't be adjusted. Magnification of the whole screen was available to increase font size.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High contrast color settings are not available.
Text-to-speech tools.	2 - Poor Alignment	There is no built-in text to speech tool, software is compatible with browser's functionality. However, this may be limited depending on the district or computer.

All images have alt tags.	1 - Very Poor/No Alignment	No alt tags were provided.
All videos are captioned.	5 - Very Good Alignment	Videos had no sound or speech to caption.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says information that this would be sent to refreshable braille display. I do not have a braille display to test this.

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

Bid Response

*Embedded controls in the software support zooming at 200% without loss of functionality. Furthermore, the content presentation mode has explicit text and zoom controls allowing for fine-grained control. Agile Mind's learning management system substantially supports functionality operable from a keyboard interface (using the Tab key to move focus through the screen and Enter or Space to activate), but animations and hotspot questions are not yet fully keyboard accessible. To the extent that the browser used to deliver Agile Mind services supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Non-text navigation could not be adjusted in size.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	Some navigation was able to be done through keyboard shortcuts but not all. Ability to access the other needed accessible features through navigation elements would be helpful.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says information that this would be sent to refreshable braille display. I do not have braille display to test this.

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

Bid Response

*Using standard browser functionality, text can be highlighted, copied, and pasted into another document. Highlighters and note taking tools are not part of the Agile Mind feature set, but select browsers (such as Microsoft Edge) make these tools available and we are compatible within those browser features.*



Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	Highlighters were not provided in the software and my browser did not offer these tools to test with the software.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Text was not able to be automatically extracted and my browser did not offer these tools to test with the software.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	There were no note taking tools made available and my browser did not offer these tools to test with the software.

4. Which of the following <b>assistive technology supports, by product name</b> , have you tested for use with the instructional materials:		
Bid Response <i>We have tested for use with the following: 1. Magnification - Microsoft IE, Edge - Apple Safari - Firefox - Google Chrome            2. Text-to-speech - Apple Voice Over - Non-visual Desktop Access (from NV Access) - Chrome Vox 3. On-screen keyboards            If these features are part of the delivery hardware operating system or browser, we support. Mobile and other touch-based devices, such as: - iPad, - Android tablets - Chrome Books - Microsoft Surface - Touch PCs 4. Speech-to-text We support the operating system or device software that does speech to text input.</i>		
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	Magnification was available in the software and text to speech was compatible in my browser, I was unable to test any of the other assistive technology features.

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 <i>Upon request, we can make paper-based materials available in a format -- such as word files or pdf files -- to be adjusted per a student's IEP.</i>		
Review	Rating	Comments

5 - Very Good  
Alignment

Publisher states paper based materials are  
available and can be adjusted.

**Reviewer's Name:** Agnes Timar

**Title:** Florida Algebra II

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

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**Grade Level:** 9-12

**Course:** [Algebra 2](#)

**Bid ID:** 337

### 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 recommend this material for adoption. It is not simply a digital textbook for online accessibility but a learning material that was designed with countless interactive tools. It offers a variety of well-scaffolded learning, guided practice, individual practice, and some assessment practices. Its strengths lie in how It successfully attempts to

scaffold the new mathematical information by starting with previously taught material in the Overview section, introducing new material, then deepening students' knowledge. Great real-world scenarios can deepen students' understanding in a meaningful way—powerful interactive diagrams. The material adequately focuses on high-level, higher-order thinking offering current and relevant real-world problems for every topic. However, it lacks accessible, lower-level practices and assessment, forcing teachers to supplement the material for their slower learners. The instructional material offers only a limited number of practice problems. An additional test bank is needed. Teachers will have to supplement formative and or summative assessments from outside resources. Also, I find it very important that a material offers a Text-to-Speech option for their longer text paragraphs to assist auditory learners. This feature is missing; the publisher suggests using the browser TTS that might not read all the text, for example, numbers. The quality of the animations would be significantly improved by sound and verbal explanation. An online material should also aim at auditory learners. There is a lack of focus on domain and range of functions, domain restrictions, inequality, interval, or set-builder notation. This topic is not only an integral part of algebra, but it is part of the algebra 2 standards as well. Teachers must supplement instruction with additional learning, teaching, and assessment material. Overall, this publisher offers good instructional material. I recommend it for adoption.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-

			world context is represented throughout the material, not only in the coverage that the publisher presented. (Note: the clickable link to the reviewer to matrices).
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	The problems and instruction presented are limited to integers, do not include rational coefficients.
<a href="#">MA.912.AR.1.5</a>	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Great introduction of the topic, scaffolded, explained, and practiced well.
<a href="#">MA.912.AR.1.6</a>	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	5 - Very Good Alignment	The usually overused fence problem is expanded by the introduction of "Linear inches", a useful real life application.
<a href="#">MA.912.AR.1.8</a>	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	3 - Fair Alignment	Again, instruction and practices focus on real numbers and are limited on complex numbers.
<a href="#">MA.912.AR.1.9</a>	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	5 - Very Good Alignment	Ample instruction and practice.
<a href="#">MA.912.AR.3.2</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	4 - Good Alignment	Instructions and practices are focused on the real number system, lacking the complex number

			systems. Some attempts are made to substitute imaginary numbers into quadratic equations.
<a href="#">MA.912.AR.3.3</a>	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Sufficient number of exercises and focused practices represented in different ways.
<a href="#">MA.912.AR.3.4</a>	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	Great examples and practice problems.
<a href="#">MA.912.AR.3.8</a>	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.	3 - Fair Alignment	Could focus on constraints more. Missing representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
<a href="#">MA.912.AR.3.9</a>	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	Great representation of quadratic inequalities using graphs.
<a href="#">MA.912.AR.3.10</a>	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	4 - Good Alignment	Offers additional practices on the students worksheets.
<a href="#">MA.912.AR.4.2</a>	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 resources, instruction and practice problems.
<a href="#">MA.912.AR.4.4</a>	Solve and graph mathematical and real-world problems that are modeled with absolute value functions. Interpret key	4 - Good Alignment	Here, instruction also focuses on domain and range / constraints. But does

	features and determine constraints in terms of the context.		not include Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.
<a href="#">MA.912.AR.5.2</a>	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	Well aligned instruction and practice problems requiring deep thinking.
<a href="#">MA.912.AR.5.4</a>	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	Relevant real-world problems.
<a href="#">MA.912.AR.5.5</a>	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.	5 - Very Good Alignment	the standard is taught using relevant real-world problems.
<a href="#">MA.912.AR.5.7</a>	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	Although most of the standard is explained and tested sufficiently, representing the domain, range and constraints with inequality notation, interval notation or set-builder notation is missing.
<a href="#">MA.912.AR.5.8</a>	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	4 - Good Alignment	Plethora of graphing problems, lacks domain and range problems. There is occurrence of

			representing the domain and range with inequality notation.
<a href="#">MA.912.AR.5.9</a>	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	Good Alignment
<a href="#">MA.912.AR.6.1</a>	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.	5 - Very Good Alignment	Problems and instruction includes solutions over the real and complex number systems.
<a href="#">MA.912.AR.6.5</a>	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	Well represented.
<a href="#">MA.912.AR.7.1</a>	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	well represented. Included extraneous solutions (roots).
<a href="#">MA.912.AR.7.2</a>	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	5 - Very Good Alignment	Interactive graphs and diagrams.
<a href="#">MA.912.AR.7.3</a>	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.	5 - Very Good Alignment	Relevant real-world problems
<a href="#">MA.912.AR.8.1</a>	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	Plenty of practice for solving rational =s.
<a href="#">MA.912.AR.8.2</a>	Given a table, equation or written description of a rational function, graph that function and determine its key features.	4 - Good Alignment	Needs representing the domain and range with inequality



			notation, interval notation or set-builder notation.
<a href="#">MA.912.AR.8.3</a>	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.	5 - Very Good Alignment	Good instruction, plenty of assessment problems.
<a href="#">MA.912.AR.9.2</a>	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	Adequately represented
<a href="#">MA.912.AR.9.3</a>	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	Adequately represented
<a href="#">MA.912.AR.9.5</a>	Graph the solution set of a system of two-variable inequalities.	4 - Good Alignment	Adequately represented
<a href="#">MA.912.AR.9.7</a>	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	Well represented
<a href="#">MA.912.DP.2.8</a>	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.	3 - Fair Alignment	Lacks 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.
<a href="#">MA.912.DP.2.9</a>	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	Well represented

<a href="#">MA.912.F.1.1</a>	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	Several representation of the standard.
<a href="#">MA.912.F.1.7</a>	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	more practice problems are needed
<a href="#">MA.912.F.1.9</a>	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	4 - Good Alignment	Helpful diagrams.
<a href="#">MA.912.F.2.2</a>	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	Represented over several types of functions
<a href="#">MA.912.F.2.3</a>	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	same as above
<a href="#">MA.912.F.2.5</a>	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	Interactive diagrams help students' understanding
<a href="#">MA.912.F.3.2</a>	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	Resources are limited to polynomial functions.
<a href="#">MA.912.F.3.4</a>	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	4 - Good Alignment	Well explained. Should emphasize domain.

<a href="#">MA.912.F.3.6</a>	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	represented
<a href="#">MA.912.F.3.7</a>	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	Well designed interactive diagrams
<a href="#">MA.912.FL.3.1</a>	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	Great real-world applications
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Great real-world applications
<a href="#">MA.912.FL.3.4</a>	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	Great real-world applications
<a href="#">MA.912.NSO.1.3</a>	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Well represented
<a href="#">MA.912.NSO.1.5</a>	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	Adequate instruction and problems
<a href="#">MA.912.NSO.1.6</a>	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	4 - Good Alignment	More practice problems are needed.
<a href="#">MA.912.NSO.1.7</a>	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	4 - Good Alignment	More practice problems are needed.

<a href="#">MA.912.NSO.2.1</a>	<p>Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.</p>	<p>5 - Very Good Alignment</p>	<p>Well scaffolded instruction.</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Great assessment tools.</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Real-world application enhances students' interest.</p>

<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>This standard is represented throughout the program. Should have included more links here.</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>This standard is represented throughout the program. Should have included more links here.</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	<p>5 - Very Good Alignment</p>	<p>This standard is represented throughout the program. Should have included more links here.</p>

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>This standard is represented throughout the program. Should have included more links here.</p>
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>This standard is represented throughout the program. Should have included more links here.</p>

	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Good Assessment
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Adequate reading level.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Real-world application enhances students' interest.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Well scaffolded material
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	More practice problems are needed.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Relavant assessment.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Relavant assessment.

Content	Reviewer Rating	Rating Justification
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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	Alignment to standards tab in the program lists the MAFS, not the BEST standards. Almost all of the standards are represented well. Program lacks focus on domain, range, internal notations. .
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 wide interval of skills are presented.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Well aligned.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The overviews provide a "look back" to previously taught topics. Explanations could be clearer.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	The balance is tipped towards higher-order thinking; more simple, lower complexity practices are needed
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	Lack of simple problems to address all learning levels.
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	Approximately 45 minutes instructional blocks.
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	Well aligned
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	Well designed.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Did not see 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	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	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	Accurate material.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Current Material. Excellent, relevant, and current real-world and application focus.
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	Current topics.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Current material.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Meaningful real world problems.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Across sciences, some sports, 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).	5 - Very Good Alignment	Did not find 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	Considerate.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	If possible, I would rate it at 4.5. As mentioned in the

		comments before, Alignment to standards tab in the program lists the MAFS, not the BEST standards. Almost all of the standards are represented well. Program lacks focus on domain, range, internal notations. .
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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	Powerful "professional Development" - help teacher prepare and deliver the lesson. The instructional material offers a limited number of practice problems. An additional test bank is needed. As such, teachers will have to supplement formative and or summative assessments from outside resources. More fluency practice is needed. Teachers will need to supplement the material with additional domain and range, and internal notation problems.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Well 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 textbook chapters are organized in an unusual and probably not the best order. But teachers can choose to alter the 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.	3 - Fair Alignment	Adequate reading non existent listening 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.	5 - Very Good Alignment	The material presented can be taught in the time allotted.
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	No built in text-to-speech offered. The program relies on the browser TTS features that does not read numbers or equations and cumbersome to use with the program. I would expect an online program to offer sound with its animation videos. Audible explanation of what is being shown would enhance students' understanding.
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	I believe that a TTS feature embedded in the program is essential.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Attempts made to make the activities colorful and current.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Excellent overview and summary sections.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Clear explanations.
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	Good scaffolding
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	Audio (TTS) is not offered to Auditory learners.

6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Enhanced interactive exercises.
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	Well designed interactive exercises.
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	Interactive teaching and learning.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Uses effective strategies.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	The balance is tipped towards real-world problems - more simple problems that target all students and help fluency are also needed.
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 would benefit from addition test bank questions.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	The balance is tipped toward higher-order problems.
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	Well 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	Enhances students' learning.

Special Topics	Reviewer Rating	Rating Justification
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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 found.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None found.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	None found.
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 found.

**Reviewer's Name:** Virginia Virgona

**Title:** Florida Algebra II

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 2](#)

**Bid ID:** 337

### 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.

These materials are excellent in discovery and interactive demonstrations of the content. Students are consistently engaging in activities that let them experience the content and engage in the learning. The interactive graphs will be an excellent way for students to experience the Algebra 2 standards regarding graphs of various functions. The many

areas that teachers struggle to demonstrate and get students to "see" the relationships, are embedded in this program. The authentic, real world applications will keep students interest and make the learning meaningful.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	A limited good explanation and example of standard
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Good explanations and real world examples
<a href="#">MA.912.AR.1.5</a>	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Good examples and practice opportunities
<a href="#">MA.912.AR.1.6</a>	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	5 - Very Good Alignment	Good real world examples
<a href="#">MA.912.AR.1.8</a>	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	5 - Very Good Alignment	Many examples and practice opportunities
<a href="#">MA.912.AR.1.9</a>	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	5 - Very Good Alignment	Makes some great connections between fractions operations and how to solve rationals
<a href="#">MA.912.AR.3.2</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	4 - Good Alignment	some good examples and practice

<a href="#">MA.912.AR.3.3</a>	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Many good example and practice problems
<a href="#">MA.912.AR.3.4</a>	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	Many good example and practice problems
<a href="#">MA.912.AR.3.8</a>	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	Many good example and practice problems
<a href="#">MA.912.AR.3.9</a>	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	4 - Good Alignment	good example and practice problems
<a href="#">MA.912.AR.3.10</a>	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	4 - Good Alignment	good example and practice problems
<a href="#">MA.912.AR.4.2</a>	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.AR.4.4</a>	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.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.AR.5.2</a>	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	many good example and practice problems



<a href="#">MA.912.AR.5.4</a>	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	many good example and practice problems
<a href="#">MA.912.AR.5.5</a>	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.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.AR.5.7</a>	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.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.AR.5.8</a>	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.AR.5.9</a>	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.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.AR.6.1</a>	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.	4 - Good Alignment	many good example and practice problems
<a href="#">MA.912.AR.6.5</a>	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	many good example and practice problems
<a href="#">MA.912.AR.7.1</a>	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	many good example and practice problems

<a href="#">MA.912.AR.7.2</a>	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.AR.7.3</a>	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.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.AR.8.1</a>	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	many good example and practice problems
<a href="#">MA.912.AR.8.2</a>	Given a table, equation or written description of a rational function, graph that function and determine its key features.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.AR.8.3</a>	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.	5 - Very Good Alignment	Great examples and animations
<a href="#">MA.912.AR.9.2</a>	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	many good example and practice problems
<a href="#">MA.912.AR.9.3</a>	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	many good example and practice problems
<a href="#">MA.912.AR.9.5</a>	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.AR.9.7</a>	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	many good example and practice problems

<a href="#">MA.912.DP.2.8</a>	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	many good example and practice problems
<a href="#">MA.912.DP.2.9</a>	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	many good example and practice problems
<a href="#">MA.912.F.1.1</a>	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	many good example and practice problems
<a href="#">MA.912.F.1.7</a>	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.F.1.9</a>	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.F.2.2</a>	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	many good example and practice problems
<a href="#">MA.912.F.2.3</a>	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	many good example and practice problems
<a href="#">MA.912.F.2.5</a>	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	many good example and practice problems

<a href="#">MA.912.F.3.2</a>	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.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.F.3.4</a>	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	4 - Good Alignment	good example and practice problems
<a href="#">MA.912.F.3.6</a>	Determine whether an inverse function exists by analyzing tables, graphs and equations.	4 - Good Alignment	good example and practice problems
<a href="#">MA.912.F.3.7</a>	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	many good example and practice problems
<a href="#">MA.912.FL.3.1</a>	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.FL.3.4</a>	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.	4 - Good Alignment	good example and practice problems
<a href="#">MA.912.NSO.1.3</a>	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.912.NSO.1.5</a>	Add, subtract, multiply and divide algebraic expressions involving radicals.	4 - Good Alignment	many good example and practice problems

<a href="#">MA.912.NSO.1.6</a>	<p>Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.</p>	<p>5 - Very Good Alignment</p>	<p>many good example and practice problems</p>
<a href="#">MA.912.NSO.1.7</a>	<p>Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.</p>	<p>5 - Very Good Alignment</p>	<p>many good example and practice problems</p>
<a href="#">MA.912.NSO.2.1</a>	<p>Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.</p>	<p>4 - Good Alignment</p>	<p>Good explanations and examples</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>4 - Good Alignment</p>	<p>good example and practice problems</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects,</li> </ul>	<p>5 - Very Good Alignment</p>	<p>many good example and practice problems</p>

	<p>drawings, tables, graphs and equations.</p> <ul style="list-style-type: none"> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>many good example and practice problems</p>
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> </ul>	<p>4 - Good Alignment</p>	<p>good example and practice problems</p>

	<ul style="list-style-type: none"> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>	5 - Very Good Alignment	many good example and practice problems
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	many good example and practice problems

<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>many good example and practice problems</p>
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>many good example and practice problems</p>
<a href="#">ELA.K12.EE.2.1</a>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>many good example and practice problems</p>
<a href="#">ELA.K12.EE.3.1</a>	<p>Make inferences to support comprehension.</p>	<p>4 - Good Alignment</p>	<p>good example and practice problems</p>
<a href="#">ELA.K12.EE.4.1</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>3 - Fair Alignment</p>	<p>some examples and practice problems</p>
<a href="#">ELA.K12.EE.5.1</a>	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>5 - Very Good Alignment</p>	<p>many good example and practice problems</p>
<a href="#">ELA.K12.EE.6.1</a>	<p>Use appropriate voice and tone when speaking or writing.</p>	<p>3 - Fair Alignment</p>	<p>some examples and practice problems</p>
<a href="#">ELD.K12.ELL.MA.1</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p>	<p>4 - Good Alignment</p>	<p>examples and practice problems</p>



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	Skill level is well matched
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	great animations and interactive elements
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	concepts are covered step by step and in real world contexts
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	great sources
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 quality
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	found 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	found no 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	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	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	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	Great examples and interactive elements
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Great examples and interactive elements
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Great examples and interactive elements
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	found 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	found no issues
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
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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).	5 - Very Good Alignment	Excellent 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	Excellent alignment

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	All the interactive elements will keep students engaged
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	Lots of areas for students to discover the concepts instead of just reading about them
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Good alignment
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	Excellent 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	Excellent 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.	5 - Very Good Alignment	Excellent 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?	4 - Good Alignment	good 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	no CRT found
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT found
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no examples found
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 found

**Reviewer's Name:** Patricia Williams

**Title:** Florida Algebra II

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 2](#)

**Bid ID:** 337

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:** Bryan Johnston

**Title:** Florida Algebra II Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 2 Honors](#)

**Bid ID:** 338

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 in instructional material

**Reviewer's Name:** David Lee

**Title:** Florida Algebra II Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 2 Honors](#)

**Bid ID:** 338

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.

The material does have some nice animations and coloring to help with different type of learners. However, I would not recommend Agile Minds for Algebra 2 Honors. The material does not include enough example problems and there is definitely a lack in practice problems to use. Assignments are short. The material does not go into depth enough



for students to make the connections needed to be successful in Precalculus.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	Questions are aligned
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	Problems do meet the standard.
<a href="#">MA.912.AR.1.5</a>	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	4 - Good Alignment	I can hear students complain there are two many different colors in some problems.
<a href="#">MA.912.AR.1.6</a>	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	4 - Good Alignment	Some questions are only available if assigned as an assessment.
<a href="#">MA.912.AR.1.8</a>	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	2 - Poor Alignment	No connection with the complex number system.
<a href="#">MA.912.AR.1.9</a>	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	4 - Good Alignment	present
<a href="#">MA.912.AR.1.11</a>	Apply the Binomial Theorem to create equivalent polynomial expressions.	4 - Good Alignment	present

<a href="#">MA.912.AR.3.2</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	4 - Good Alignment	Uses tables and visual manipulatives
<a href="#">MA.912.AR.3.3</a>	Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Uses sliders and visuals.
<a href="#">MA.912.AR.3.4</a>	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.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.3.8</a>	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.	4 - Good Alignment	sliders and drag & drop
<a href="#">MA.912.AR.3.9</a>	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	tables and graphs are presented but students aren't writing quadratic inequalities
<a href="#">MA.912.AR.3.10</a>	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	2 - Poor Alignment	students aren't graphing in the problems. Graph is provided.
<a href="#">MA.912.AR.4.2</a>	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.4.4</a>	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.	3 - Fair Alignment	students have problems that they could graph but they also could just click on check to see the

			correct answer with trying
<a href="#">MA.912.AR.5.2</a>	Solve one-variable equations involving logarithms or exponential expressions. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.5.4</a>	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	tables, graphs, sliders
<a href="#">MA.912.AR.5.5</a>	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.	4 - Good Alignment	connect to real world scenarios
<a href="#">MA.912.AR.5.7</a>	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	questions require students to interpret
<a href="#">MA.912.AR.5.8</a>	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	4 - Good Alignment	technology enhanced questions addressing key characteristics
<a href="#">MA.912.AR.5.9</a>	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	aligned
<a href="#">MA.912.AR.6.1</a>	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.	4 - Good Alignment	aligned

<a href="#">MA.912.AR.6.2</a>	Explain and apply the Remainder Theorem to solve mathematical and real-world problems.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.6.5</a>	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.7.1</a>	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.7.2</a>	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	aligned
<a href="#">MA.912.AR.7.3</a>	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	aligned
<a href="#">MA.912.AR.8.1</a>	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.8.2</a>	Given a table, equation or written description of a rational function, graph that function and determine its key features.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.8.3</a>	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	aligned
<a href="#">MA.912.AR.9.2</a>	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	aligned

<a href="#">MA.912.AR.9.3</a>	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	aligned
<a href="#">MA.912.AR.9.5</a>	Graph the solution set of a system of two-variable inequalities.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.9.7</a>	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.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.9.10</a>	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.10.1</a>	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	4 - Good Alignment	aligned
<a href="#">MA.912.AR.10.2</a>	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	4 - Good Alignment	aligned
<a href="#">MA.912.DP.2.8</a>	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.	4 - Good Alignment	aligned
<a href="#">MA.912.DP.2.9</a>	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.	4 - Good Alignment	aligned
<a href="#">MA.912.DP.4.1</a>	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.	4 - Good Alignment	aligned

<a href="#">MA.912.DP.4.2</a>	Determine if events A and B are independent by calculating the product of their probabilities.	4 - Good Alignment	aligned
<a href="#">MA.912.DP.4.3</a>	Calculate the conditional probability of two events and interpret the result in terms of its context.	4 - Good Alignment	aligned
<a href="#">MA.912.DP.4.4</a>	Interpret the independence of two events using conditional probability.	4 - Good Alignment	aligned
<a href="#">MA.912.DP.4.9</a>	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.	4 - Good Alignment	aligned
<a href="#">MA.912.DP.4.10</a>	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.	4 - Good Alignment	aligned
<a href="#">MA.912.F.1.1</a>	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	aligned
<a href="#">MA.912.F.1.7</a>	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	aligned
<a href="#">MA.912.F.1.9</a>	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	3 - Fair Alignment	tech enhanced
<a href="#">MA.912.F.2.2</a>	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.	4 - Good Alignment	aligned
<a href="#">MA.912.F.2.3</a>	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 $k$ .	4 - Good Alignment	aligned

<a href="#">MA.912.F.2.5</a>	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.	4 - Good Alignment	aligned
<a href="#">MA.912.F.3.2</a>	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	aligned
<a href="#">MA.912.F.3.4</a>	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	4 - Good Alignment	aligned
<a href="#">MA.912.F.3.6</a>	Determine whether an inverse function exists by analyzing tables, graphs and equations.	4 - Good Alignment	aligned
<a href="#">MA.912.F.3.7</a>	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.	4 - Good Alignment	aligned
<a href="#">MA.912.FL.3.1</a>	Compare simple, compound and continuously compounded interest over time.	4 - Good Alignment	aligned
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	aligned
<a href="#">MA.912.FL.3.4</a>	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.	4 - Good Alignment	aligned

<a href="#">MA.912.NSO.1.3</a>	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	4 - Good Alignment	aligned
<a href="#">MA.912.NSO.1.5</a>	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	tech enhanced
<a href="#">MA.912.NSO.1.6</a>	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	4 - Good Alignment	aligned
<a href="#">MA.912.NSO.1.7</a>	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	4 - Good Alignment	aligned
<a href="#">MA.912.NSO.2.1</a>	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	technology enhanced problems
<a href="#">MA.912.NSO.4.1</a>	Given a mathematical or real-world context, represent and manipulate data using matrices.	4 - Good Alignment	aligned
<a href="#">MA.912.NSO.4.2</a>	Given a mathematical or real-world context, represent and solve a system of two- or three-variable linear equations using matrices.	4 - Good Alignment	aligned
<a href="#">MA.912.NSO.4.3</a>	Solve mathematical and real-world problems involving addition, subtraction and multiplication of matrices.	4 - Good Alignment	aligned
<a href="#">MA.912.NSO.4.4</a>	Solve mathematical and real-world problems using the inverse and determinant of matrices.	4 - Good Alignment	uses technology
<a href="#">MA.K12.MTR.1.1</a>	Mathematicians who participate in effortful learning both individually and with others:	3 - Fair Alignment	Problems are designed more for independent learning



	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>		rather than cooperative learning
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>	4 - Good Alignment	Solutions are presented in different ways
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>	4 - Good Alignment	drag and drop

	<ul style="list-style-type: none"> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	4 - Good Alignment	aligned
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>	3 - Fair Alignment	Struggling students would likely need additional support.

	<ul style="list-style-type: none"> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	4 - Good Alignment	aligned
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	4 - Good Alignment	Use example of school trip

<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	There are some problems that require justification and explanations.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Problem requiring reading are course appropriate.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	3 - Fair Alignment	While students make inference on p2. There is a lack of inference to the overarching concept.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Lesson provides instruction on cooperative learning strategy.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	3 - Fair Alignment	There is math specific format, but could use problems that require more student reflection and comparing and contrasting.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Tone is fine.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	2 - Poor Alignment	Evidence of ELL support is not easily found. Support is provided under professional development but is just paragraphs explain ideas. There is not examples or handouts shown. Constructed response should have support for ELL and others.

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	content covers standards
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	3 - Fair Alignment	Materials are useful but good use more
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	Low students may not put in the effort to understand all the technology enhanced questions
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	good
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	complexity is appropriate for algebra 2
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	Will likely need additional time for differentiation
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	3 - Fair Alignment	Sources sited are from within Agile Minds
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	3 - Fair Alignment	Sources sited are from within Agile Minds
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	looked 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).	4 - Good Alignment	material appears bias free
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	primary focus is algebra
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	appears accurate
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	3 - Fair Alignment	Could incorporate more outside research and practices
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
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	lacks support for struggling learners
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	3 - Fair Alignment	Problems do not seem like they would be meaningful to students. Lot of animation and drawings presented instead of actual images.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	3 - Fair Alignment	Images of interdisciplinary connections would be beneficial
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	appears 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	appears compliant

21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	standard alignment is present
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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 book would need to be supplemented with additional resources for students to achieve mastery of the standards.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	3 - Fair Alignment	Instructional components are fairly aligned with BEST. Ideas are not always transparent and there seems to be little support for differentiation and ELL.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	3 - Fair Alignment	The material is organized but should be moveable because I would never teach Algebra 2 Honors in the order prescribed.
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 vary visually engaging. Looking at a lot of white background.
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	Content can be done in time however pace provided for student understanding seems to quick.
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	UDL questionnaire provides a list of aids students can use to make the material accessible. The reason for poor is it describes certain features that are available in browsers Microsoft Edge. A lot of schools only utilize Chrome.

<p>7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).</p>	<p>3 - Fair Alignment</p>	<p>The material is presented in a bland manner of looking at a white page. It would seem to cause students to lose interest in the material. Pacing seems quick with so few of problems presented. Material teachers would need are somewhat hard to find and are all reading and no examples or organizers.</p>
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Learning	Reviewer Rating	Rating Justification
<p>1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.</p>	<p>3 - Fair Alignment</p>	<p>There are some problems that may hold student interest, but the curriculum is kind of boring looking at with all white backgrounds.</p>
<p>2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.</p>	<p>2 - Poor Alignment</p>	<p>The material does cover most of the topics and key concepts, but with so few of example problems I cannot say it thoroughly satisfies the requirements.</p>
<p>3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.</p>	<p>2 - Poor Alignment</p>	<p>The learning objectives and goals do not seem to be clearly explicit for students.</p>
<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>3 - Fair Alignment</p>	<p>The material is either going to be just enough to promote growth or just little enough to cause struggling students to give up.</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>2 - Poor Alignment</p>	<p>Material is adaptable but appears the teacher will need to create most of it.</p>



<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>3 - Fair Alignment</p>	<p>There are problems that the students would be actively engaged and others where students can just drag and drop without actually trying to understand the why.</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>3 - Fair Alignment</p>	<p>Activities are just worksheets for students to practice. Each section has a recommended activity.</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>3 - Fair Alignment</p>	<p>Materials include some strategies that will promote successful learning, but should include more and sheets to go with it.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>4 - Good Alignment</p>	<p>The instructional strategies incorporated are effective.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>4 - Good Alignment</p>	<p>Some of the better problems are in the assessments.</p>
<p>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.</p>	<p>4 - Good Alignment</p>	<p>The assessment strategies will likely be effective in determining student performance.</p>
<p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>	<p>3 - Fair Alignment</p>	<p>UDL strategies are present but some of the accommodated features are for Microsoft Edge.</p>
<p>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?</p>	<p>2 - Poor Alignment</p>	<p>ELA and MTR expectations could be improved.</p>
<p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p>	<p>3 - Fair Alignment</p>	<p>Many of the learning requirements are incorporated but not to the extent that would make them beneficial to a first year teacher.</p>

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	Did not notice CRT in curriculum
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Did not notice CRT in curriculum
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Did not notice 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?	4 - Good Alignment	Did not notice any SEL to take away from math concepts.

**Reviewer's Name:** Kadie Moretz

**Title:** Florida Algebra II Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Algebra 2 Honors](#)

**Bid ID:** 338

#### 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 main reason I'm giving this a 4 instead of a 5 is because this book is strictly an online book. My school is not 1:1 with technology so it would be hard for my students to use. However, I do like the in-depth coverage of each section and how it moves from surface to in-depth thinking.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	both examples were a level 3 complexity
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	standard is met
<a href="#">MA.912.AR.1.5</a>	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	3 - Fair Alignment	These examples only cover long division. The standard says or, but I would like to see all methods shown.
<a href="#">MA.912.AR.1.6</a>	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	4 - Good Alignment	standard is met
<a href="#">MA.912.AR.1.8</a>	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	3 - Fair Alignment	did not cover this standard for complex number system in examples
<a href="#">MA.912.AR.1.9</a>	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	4 - Good Alignment	standard met
<a href="#">MA.912.AR.1.11</a>	Apply the Binomial Theorem to create equivalent polynomial expressions.	4 - Good Alignment	standard met
<a href="#">MA.912.AR.3.2</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	4 - Good Alignment	standard met; not many writing quadratic equations opportunities

<a href="#">MA.912.AR.3.3</a>	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	both mathematical and real-world context used
<a href="#">MA.912.AR.3.4</a>	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.	3 - Fair Alignment	standard somewhat met
<a href="#">MA.912.AR.3.8</a>	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.	4 - Good Alignment	standard met
<a href="#">MA.912.AR.3.9</a>	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	4 - Good Alignment	standard met
<a href="#">MA.912.AR.3.10</a>	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	4 - Good Alignment	standard met
<a href="#">MA.912.AR.4.2</a>	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	4 - Good Alignment	thoroughly met
<a href="#">MA.912.AR.4.4</a>	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	standard covered in depth
<a href="#">MA.912.AR.5.2</a>	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	great examples

<a href="#">MA.912.AR.5.4</a>	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	standard met
<a href="#">MA.912.AR.5.5</a>	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.	4 - Good Alignment	standard met and real-world context used
<a href="#">MA.912.AR.5.7</a>	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	did not see Benchmark Clarification 3 used
<a href="#">MA.912.AR.5.8</a>	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	4 - Good Alignment	standard met
<a href="#">MA.912.AR.5.9</a>	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	standard met
<a href="#">MA.912.AR.6.1</a>	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.	4 - Good Alignment	standard met
<a href="#">MA.912.AR.6.2</a>	Explain and apply the Remainder Theorem to solve mathematical and real-world problems.	4 - Good Alignment	standard met
<a href="#">MA.912.AR.6.5</a>	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	3 - Fair Alignment	Not many opportunities for the student to graph. Lots of opportunities for students to look at graphs.

<a href="#">MA.912.AR.7.1</a>	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	4 - Good Alignment	standard met but needs more than just square root examples
<a href="#">MA.912.AR.7.2</a>	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	3 - Fair Alignment	not many opportunities for the student to graph
<a href="#">MA.912.AR.7.3</a>	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	standard met
<a href="#">MA.912.AR.8.1</a>	Write and solve one-variable rational equations. Interpret solutions as viable in terms of the context and identify any extraneous solutions.	4 - Good Alignment	standard met
<a href="#">MA.912.AR.8.2</a>	Given a table, equation or written description of a rational function, graph that function and determine its key features.	3 - Fair Alignment	not many opportunities for the student to graph
<a href="#">MA.912.AR.8.3</a>	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	standard met
<a href="#">MA.912.AR.9.2</a>	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 met
<a href="#">MA.912.AR.9.3</a>	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	2 - Poor Alignment	I did not see any examples of two non-linear equations
<a href="#">MA.912.AR.9.5</a>	Graph the solution set of a system of two-variable inequalities.	3 - Fair Alignment	not many opportunities for the student to graph

<a href="#">MA.912.AR.9.7</a>	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.	4 - Good Alignment	standard met
<a href="#">MA.912.AR.9.10</a>	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context.	1 - Very Poor/No Alignment	I did not see any piecewise functions
<a href="#">MA.912.AR.10.1</a>	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	has some level 3 and level 4 examples
<a href="#">MA.912.AR.10.2</a>	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	has some level 3 and level 4 examples
<a href="#">MA.912.DP.2.8</a>	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.	3 - Fair Alignment	standard met but could use more examples
<a href="#">MA.912.DP.2.9</a>	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.	4 - Good Alignment	standard met
<a href="#">MA.912.DP.4.1</a>	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.	4 - Good Alignment	standard met
<a href="#">MA.912.DP.4.2</a>	Determine if events A and B are independent by calculating the product of their probabilities.	4 - Good Alignment	standard met
<a href="#">MA.912.DP.4.3</a>	Calculate the conditional probability of two events and interpret the result in terms of its context.	4 - Good Alignment	standard met



<a href="#">MA.912.DP.4.4</a>	Interpret the independence of two events using conditional probability.	4 - Good Alignment	standard met
<a href="#">MA.912.DP.4.9</a>	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.	5 - Very Good Alignment	standard met with level 3 examples
<a href="#">MA.912.DP.4.10</a>	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.	4 - Good Alignment	standard covered extensively
<a href="#">MA.912.F.1.1</a>	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 met throughout the major tool
<a href="#">MA.912.F.1.7</a>	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	standard met throughout the major tool
<a href="#">MA.912.F.1.9</a>	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	4 - Good Alignment	standard met
<a href="#">MA.912.F.2.2</a>	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.	4 - Good Alignment	standard met in multiple sections
<a href="#">MA.912.F.2.3</a>	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 $k$ .	4 - Good Alignment	standard met in multiple sections
<a href="#">MA.912.F.2.5</a>	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.	4 - Good Alignment	standard met in multiple sections

<a href="#">MA.912.F.3.2</a>	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	standard met
<a href="#">MA.912.F.3.4</a>	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	2 - Poor Alignment	not covered extensively
<a href="#">MA.912.F.3.6</a>	Determine whether an inverse function exists by analyzing tables, graphs and equations.	4 - Good Alignment	standard met
<a href="#">MA.912.F.3.7</a>	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.	4 - Good Alignment	standard met
<a href="#">MA.912.FL.3.1</a>	Compare simple, compound and continuously compounded interest over time.	4 - Good Alignment	standard met with level 3 examples
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	standard met with level 3 examples
<a href="#">MA.912.FL.3.4</a>	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.	4 - Good Alignment	standard covered
<a href="#">MA.912.NSO.1.3</a>	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	4 - Good Alignment	standard met
<a href="#">MA.912.NSO.1.5</a>	Add, subtract, multiply and divide algebraic expressions involving radicals.	3 - Fair Alignment	standard covered but I wish there were more examples for the students to practice on the major tool

<a href="#">MA.912.NSO.1.6</a>	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	3 - Fair Alignment	standard met
<a href="#">MA.912.NSO.1.7</a>	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	3 - Fair Alignment	standard covered but I wish there were more examples
<a href="#">MA.912.NSO.2.1</a>	Extend previous understanding of the real number system to include the complex number system. Add, subtract, multiply and divide complex numbers.	4 - Good Alignment	standard met
<a href="#">MA.912.NSO.4.1</a>	Given a mathematical or real-world context, represent and manipulate data using matrices.	4 - Good Alignment	standard met using mathematical and real-world context
<a href="#">MA.912.NSO.4.2</a>	Given a mathematical or real-world context, represent and solve a system of two- or three-variable linear equations using matrices.	4 - Good Alignment	standard met using mathematical and real-world context
<a href="#">MA.912.NSO.4.3</a>	Solve mathematical and real-world problems involving addition, subtraction and multiplication of matrices.	4 - Good Alignment	standard met
<a href="#">MA.912.NSO.4.4</a>	Solve mathematical and real-world problems using the inverse and determinant of matrices.	4 - Good Alignment	standard covered
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>	5 - Very Good Alignment	this can be seen in the constructed responses and tasks throughout each section

	<ul style="list-style-type: none"> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	4 - Good Alignment	standard covered in multiple sections throughout the major tool
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	4 - Good Alignment	standard covered in multiple sections including student activity sheets

<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>4 - Good Alignment</p>	<p>standard met</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>4 - Good Alignment</p>	<p>standard met and will specifically state the connection</p>

<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>4 - Good Alignment</p>	<p>standard met</p>
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	<p>4 - Good Alignment</p>	<p>this is evident in the level 3 and level 4 tasks throughout the major tool</p>
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	<p>4 - Good Alignment</p>	<p>standard met throughout</p>
<a href="#">ELA.K12.EE.2.1</a>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>4 - Good Alignment</p>	<p>standard met throughout</p>
<a href="#">ELA.K12.EE.3.1</a>	<p>Make inferences to support comprehension.</p>	<p>4 - Good Alignment</p>	<p>standard met throughout</p>

<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	standard met throughout. some constructed responses are group work
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	standard met throughout
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	standard met throughout
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	standard met 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	this major tool does a good job of covering FL's BEST Algebra II 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.	4 - Good Alignment	this major tool could definitely be used for an Algebra II Honors course
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	If schools are 1:1 with technology. My school is not
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Lots of explanations within the notes
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	matches the Algebra II Honor's 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	Algebra II Honors is typically a mix of 9-11th graders. The major tool is suitable for those grades.

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 have not taught using this major tool, but it seems that enough time is allowed during each block.
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 when applicable
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	sources are used to engage students in real-world context
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	very visually appealing
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	content of material would be acceptable to FL students, parents, and community members
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	met
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	materials follow the standards and benchmarks
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	met
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 of material would be acceptable to FL students, parents, and community members
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The major tool is really good for Algebra II Honors students. It might be a little too advance in certain sections for Algebra II students based on my



		knowledge of the two different types of students.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	as meaningful as math can be 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	lots of science throughout the major tool
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	met
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, when applicable
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	thoroughly!

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	In my opinion, teachers might have to create their own end of the unit assessments. There was only 1 assessment created in the major tool.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	met
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 order flows nicely. I typically teach sequences and series at the end of the course, but I also think it makes sense to teach it first.

<p>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.</p>	<p>4 - Good Alignment</p>	<p>I do wish that all text could be read aloud instead of just the equations. I also wish that when it asked the students deeper thinking questions in the notes that the answer would also be there. If a student is going through the notes without a teacher, how will they know if they are thinking about the question correctly with no answer to check.</p>
<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>met</p>
<p>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).</p>	<p>5 - Very Good Alignment</p>	<p>The major tool is easy to use. I really like the visuals and animations. However, I do wish there were more opportunities for students to graph on their own using the major tool instead of the student activities.</p>
<p>7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).</p>	<p>5 - Very Good Alignment</p>	<p>Overall, this satisfies the presentations requirements. Visuals are present. Animations are present. Font and font size are good for all learners. The ability to magnify and highlight might be helpful.</p>

Learning	Reviewer Rating	Rating Justification
<p>1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.</p>	<p>5 - Very Good Alignment</p>	<p>videos, visual representation, animations, etc.</p>
<p>2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.</p>	<p>4 - Good Alignment</p>	<p>met</p>

3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	met
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	met
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	This can be seen in the reinforce questions on the student activity sheets.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	met
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	Really good level 3/4 questions in the constructed responses
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 is more evident in the student activity sheets.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Each section has a thorough explanation of the concept
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	There could be more 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	I do like the formative assessments embedded in each section. However, I do wish there were more end of the unit assessment types to choose from.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	met
13. B.E.S.T. Standards Application: Do you observe the appropriate application of ELA Expectations and/or	5 - Very Good Alignment	met

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.)	5 - Very Good Alignment	There are motivational strategies, explicit instructions, guidance and support, and active participation of students.

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	met
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	met
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	met
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	met

**UDL Reviewer's Name:** Lauren Proulx

**Title:** Florida Algebra II Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [1200340 - Algebra 2 Honors](#)

**Bid ID:** 338

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*The Agile Mind Learning Management System (LMS) is delivered through any standard browser. Our services, as well as the browser that delivers our services, allow for adjustment of font size. The colors and backgrounds in the Agile Mind system cannot be adjusted within our services, but all colors and background design elements are tested to conform to the color-perception tests provided by Adobe Systems. Images used to accent the work are properly ignored by assistive technology, but some courses contain content such as graphs and charts that do not contain fully descriptive alternate text. The animations and videos do not contain descriptive audio or alternative text representations." Agile Mind services are delivered through standard browsers. To the extent that the browser supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Font type, size, colors, and background colors can't be adjusted. Magnification of the whole screen was available to increase font size.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High contrast color settings are not available.
Text-to-speech tools.	2 - Poor Alignment	There is no built-in text to speech tool, software is compatible with browser's functionality. However, this may be limited depending on the district or computer.

All images have alt tags.	1 - Very Poor/No Alignment	No alt tags were provided.
All videos are captioned.	5 - Very Good Alignment	Videos had no sound or speech to caption.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says information that this would be sent to refreshable braille display. I do not have a braille display to test this.

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

<p>Bid Response</p> <p><i>Embedded controls in the software support zooming at 200% without loss of functionality. Furthermore, the content presentation mode has explicit text and zoom controls allowing for fine-grained control. Agile Mind's learning management system substantially supports functionality operable from a keyboard interface (using the Tab key to move focus through the screen and Enter or Space to activate), but animations and hotspot questions are not yet fully keyboard accessible. To the extent that the browser used to deliver Agile Mind services supports Braille displays, our content is compatible with this technology.</i></p>		
Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Non-text navigation could not be adjusted in size.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	Some navigation was able to be done through keyboard shortcuts but not all. Ability to access the other needed accessible features through navigation elements would be helpful.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says information that this would be sent to refreshable braille display. I do not have braille display to test this.

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

<p>Bid Response</p> <p><i>Using standard browser functionality, text can be highlighted, copied, and pasted into another document. Highlighters and note taking tools are not part of the Agile Mind feature set, but select browsers (such as Microsoft Edge) make these tools available and we are compatible within those browser features.</i></p>		
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Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	Highlighters were not provided in the software and my browser did not offer these tools to test with the software.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Text was not able to be automatically extracted and my browser did not offer these tools to test with the software.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	There were no note taking tools made available and my browser did not offer these tools to test with the software.

4. Which of the following <b>assistive technology supports, by product name</b> , have you tested for use with the instructional materials:		
Bid Response <i>We have tested for use with the following: 1. Magnification - Microsoft IE, Edge - Apple Safari - Firefox - Google Chrome 2. Text-to-speech - Apple Voice Over - Non-visual Desktop Access (from NV Access) - Chrome Vox 3. On-screen keyboards If these features are part of the delivery hardware operating system or browser, we support. Mobile and other touch-based devices, such as: - iPad, - Android tablets - Chrome Books - Microsoft Surface - Touch PCs 4. Speech-to-text We support the operating system or device software that does speech to text input.</i>		
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	Magnification was available in the software and text to speech was compatible in my browser, I was unable to test any of the other assistive technology features.

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 <i>Upon request, we can make paper-based materials available in a format -- such as word files or pdf files -- to be adjusted per a student's IEP.</i>		
Review	Rating	Comments

5 - Very Good  
Alignment

Publisher states paper based materials are  
available and can be adjusted.



**Reviewer's Name:** Darline Valcin

**Title:** Florida Algebra II Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

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**Grade Level:** 9-12

**Course:** [Algebra 2 Honors](#)

**Bid ID:** 338

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.

With the increase of technology these materials will benefit all students. The examples are real world and animation allows students to interact with the graphs in order to make connections easier.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	student have an opportunity to Identify and interpret parts
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	3 - Fair Alignment	I did not see examples for subtraction
<a href="#">MA.912.AR.1.5</a>	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Great step by step support
<a href="#">MA.912.AR.1.6</a>	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	4 - Good Alignment	More practice on page 4 is not using real world
<a href="#">MA.912.AR.1.8</a>	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	4 - Good Alignment	need more examples for complex number system
<a href="#">MA.912.AR.1.9</a>	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	5 - Very Good Alignment	great sample questions
<a href="#">MA.912.AR.1.11</a>	Apply the Binomial Theorem to create equivalent polynomial expressions.	5 - Very Good Alignment	great sample questions
<a href="#">MA.912.AR.3.2</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.	4 - Good Alignment	I would like to see more real world examples
<a href="#">MA.912.AR.3.3</a>	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	Great interactive examples

<a href="#">MA.912.AR.3.4</a>	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	great sample questions
<a href="#">MA.912.AR.3.8</a>	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 sample questions
<a href="#">MA.912.AR.3.9</a>	Given a mathematical or real-world context, write two-variable quadratic inequalities to represent relationships between quantities from a graph or a written description.	3 - Fair Alignment	p7-9 is not having students write
<a href="#">MA.912.AR.3.10</a>	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	5 - Very Good Alignment	great sample questions
<a href="#">MA.912.AR.4.2</a>	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Pg 13 and 14 are using a graphing tool which is great for teachers to expose students
<a href="#">MA.912.AR.4.4</a>	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.	5 - Very Good Alignment	great sample questions
<a href="#">MA.912.AR.5.2</a>	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	great sample questions. great use of technology
<a href="#">MA.912.AR.5.4</a>	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	great sample questions. hint feature provides scaffolds

<a href="#">MA.912.AR.5.5</a>	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.	5 - Very Good Alignment	align
<a href="#">MA.912.AR.5.7</a>	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.	5 - Very Good Alignment	align; great use of COVID Data
<a href="#">MA.912.AR.5.8</a>	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	5 - Very Good Alignment	align
<a href="#">MA.912.AR.5.9</a>	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.	5 - Very Good Alignment	align
<a href="#">MA.912.AR.6.1</a>	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.	5 - Very Good Alignment	align
<a href="#">MA.912.AR.6.2</a>	Explain and apply the Remainder Theorem to solve mathematical and real-world problems.	3 - Fair Alignment	need more examples
<a href="#">MA.912.AR.6.5</a>	Sketch a rough graph of a polynomial function of degree 3 or higher using zeros, multiplicity and knowledge of end behavior.	4 - Good Alignment	need more examples
<a href="#">MA.912.AR.7.1</a>	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	align
<a href="#">MA.912.AR.7.2</a>	Given a table, equation or written description of a square root or cube root	5 - Very Good Alignment	align

	function, graph that function and determine its key features.		
<a href="#">MA.912.AR.7.3</a>	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.	5 - Very Good Alignment	align
<a href="#">MA.912.AR.8.1</a>	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	align
<a href="#">MA.912.AR.8.2</a>	Given a table, equation or written description of a rational function, graph that function and determine its key features.	5 - Very Good Alignment	great animation
<a href="#">MA.912.AR.8.3</a>	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.	5 - Very Good Alignment	align
<a href="#">MA.912.AR.9.2</a>	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	even though the benchmark state or for real world. I do not see any real world examples.
<a href="#">MA.912.AR.9.3</a>	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	even though the benchmark state or for real world. I do not see any real world examples.
<a href="#">MA.912.AR.9.5</a>	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	align
<a href="#">MA.912.AR.9.7</a>	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	align

<a href="#">MA.912.AR.9.10</a>	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	need more examples
<a href="#">MA.912.AR.10.1</a>	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	align
<a href="#">MA.912.AR.10.2</a>	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	align
<a href="#">MA.912.DP.2.8</a>	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	align
<a href="#">MA.912.DP.2.9</a>	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	align
<a href="#">MA.912.DP.4.1</a>	Describe events as subsets of a sample space using characteristics, or categories, of the outcomes, or as unions, intersections or complements of other events.	5 - Very Good Alignment	align
<a href="#">MA.912.DP.4.2</a>	Determine if events A and B are independent by calculating the product of their probabilities.	5 - Very Good Alignment	align
<a href="#">MA.912.DP.4.3</a>	Calculate the conditional probability of two events and interpret the result in terms of its context.	5 - Very Good Alignment	align
<a href="#">MA.912.DP.4.4</a>	Interpret the independence of two events using conditional probability.	5 - Very Good Alignment	align

<a href="#">MA.912.DP.4.9</a>	Apply the addition and multiplication rules for counting to solve mathematical and real-world problems, including problems involving probability.	5 - Very Good Alignment	align
<a href="#">MA.912.DP.4.10</a>	Given a mathematical or real-world situation, calculate the appropriate permutation or combination.	5 - Very Good Alignment	align
<a href="#">MA.912.F.1.1</a>	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	align
<a href="#">MA.912.F.1.7</a>	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	align
<a href="#">MA.912.F.1.9</a>	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	5 - Very Good Alignment	align
<a href="#">MA.912.F.2.2</a>	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	align
<a href="#">MA.912.F.2.3</a>	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	align
<a href="#">MA.912.F.2.5</a>	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	align
<a href="#">MA.912.F.3.2</a>	Given a mathematical or real-world context, combine two or more functions, limited to linear, quadratic, exponential and polynomial, using arithmetic operations.	5 - Very Good Alignment	align

	When appropriate, include domain restrictions for the new function.		
<a href="#">MA.912.F.3.4</a>	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	5 - Very Good Alignment	align
<a href="#">MA.912.F.3.6</a>	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	align
<a href="#">MA.912.F.3.7</a>	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	align
<a href="#">MA.912.FL.3.1</a>	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	align
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	align
<a href="#">MA.912.FL.3.4</a>	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	align
<a href="#">MA.912.NSO.1.3</a>	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	align
<a href="#">MA.912.NSO.1.5</a>	Add, subtract, multiply and divide algebraic expressions involving radicals.	2 - Poor Alignment	I did not see any examples for adding and subtracting
<a href="#">MA.912.NSO.1.6</a>	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	5 - Very Good Alignment	align



<a href="#">MA.912.NSO.1.7</a>	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	5 - Very Good Alignment	align
<a href="#">MA.912.NSO.2.1</a>	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	align
<a href="#">MA.912.NSO.4.1</a>	Given a mathematical or real-world context, represent and manipulate data using matrices.	5 - Very Good Alignment	align
<a href="#">MA.912.NSO.4.2</a>	Given a mathematical or real-world context, represent and solve a system of two- or three-variable linear equations using matrices.	5 - Very Good Alignment	align
<a href="#">MA.912.NSO.4.3</a>	Solve mathematical and real-world problems involving addition, subtraction and multiplication of matrices.	2 - Poor Alignment	no examples on adding and subtracting matrices
<a href="#">MA.912.NSO.4.4</a>	Solve mathematical and real-world problems using the inverse and determinant of matrices.	5 - Very Good Alignment	align
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	5 - Very Good Alignment	align

<p><a href="#">MA.K12.MTR.2.1</a></p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	<p>4 - Good Alignment</p>	<p>examples of algebra tiles should be included here for polynomials.</p>
<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>align</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p>	<p>5 - Very Good Alignment</p>	<p>align</p>

	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	5 - Very Good Alignment	align
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p>	5 - Very Good Alignment	align

	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	align
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	align
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	align
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	align

<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	teachers will have to add a collaborative structure for this
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	align
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	align
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	align provided in teacher section

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	align
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	great animation
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	align
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	great animation
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	align
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	align

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	align
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	align
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	align
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	align
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	align
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	align
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	align
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	great use of COVID data
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	align
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	align
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	align

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	align
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	align
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	align
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	align

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	great professional support
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	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	align
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	great visuals
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	align

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	align
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	align

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



9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	great teacher support
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	great teacher support
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	great teacher support
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	great teacher support
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	align
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 provides support for teacher and students. This will be beneficial for teacher and students who need reteaching and learning on their pace.

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	align
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	align
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	align
Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and	5 - Very Good Alignment	align

unsolicited strategies outside the scope of subject-area standards?		
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**Reviewer's Name:** Bryan Johnston

**Title:** Florida Geometry

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Geometry](#)

**Bid ID:** 339

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 in instructional Material

**Reviewer's Name:** Julie Leofanti

**Title:** Florida Geometry

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Geometry](#)

**Bid ID:** 339

### 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 of these instructional materials include interactive explorations, deep connections to link ideas and help support learning, and appropriately chunked instruction.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.GR.1.1</a>	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	Provides in depth coverage of appropriate proofs and relationships to solve problems related to lines and angles
<a href="#">MA.912.GR.1.2</a>	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	Addresses multiple types of proofs and supports different strategies for students to choose from and utilize
<a href="#">MA.912.GR.1.3</a>	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	4 - Good Alignment	All clarifications of the benchmark are met but with the addition of centers of a triangle
<a href="#">MA.912.GR.1.4</a>	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	4 - Good Alignment	Note: 2nd link is incorrect as it links to T8 (not 18)
<a href="#">MA.912.GR.1.5</a>	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	3 - Fair Alignment	No opportunity for proofs about trapezoids
<a href="#">MA.912.GR.1.6</a>	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	4 - Good Alignment	Addresses congruence and similarity in different math and real-world contexts
<a href="#">MA.912.GR.2.1</a>	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	4 - Good Alignment	Addresses the transformations descriptions and algebraic representations for each transformation
<a href="#">MA.912.GR.2.2</a>	Identify transformations that do or do not preserve distance.	5 - Very Good Alignment	Well aligned visuals to support an understanding of this specific benchmark

<a href="#">MA.912.GR.2.3</a>	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.2.5</a>	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.2.6</a>	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	4 - Good Alignment	Applies rigid transformations appropriately to justify congruency
<a href="#">MA.912.GR.2.8</a>	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.3.1</a>	Determine the weighted average of two or more points on a line.	2 - Poor Alignment	No instruction or interaction with weighted average on a line besides 1 question in constructed response.
<a href="#">MA.912.GR.3.2</a>	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.3.3</a>	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.3.4</a>	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	4 - Good Alignment	Aligns appropriately but link for #7 does not work (I found it via the website)
<a href="#">MA.912.GR.4.1</a>	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	5 - Very Good Alignment	Aligns appropriately along with interactions of the benchmark to fully support deep understanding

<a href="#">MA.912.GR.4.2</a>	Identify three-dimensional objects generated by rotations of two-dimensional figures.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.4.3</a>	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	Aligns appropriately
<a href="#">MA.912.GR.4.4</a>	Solve mathematical and real-world problems involving the area of two-dimensional figures.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.4.5</a>	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.4.6</a>	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.5.1</a>	Construct a copy of a segment or an angle.	4 - Good Alignment	Aligns appropriately and good use of virtual patty paper
<a href="#">MA.912.GR.5.2</a>	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.5.3</a>	Construct the inscribed and circumscribed circles of a triangle.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.6.1</a>	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.6.2</a>	Solve mathematical and real-world problems involving the measures of arcs and related angles.	4 - Good Alignment	Aligns appropriately

<a href="#">MA.912.GR.6.3</a>	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.6.4</a>	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.7.2</a>	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.GR.7.3</a>	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	Aligns appropriately
<a href="#">MA.912.LT.4.3</a>	Identify and accurately interpret “if...then,” “if and only if,” “all” and “not” statements. Find the converse, inverse and contrapositive of a statement.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.LT.4.10</a>	Judge the validity of arguments and give counterexamples to disprove statements.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.T.1.1</a>	Define trigonometric ratios for acute angles in right triangles.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.912.T.1.2</a>	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	4 - Good Alignment	Aligns appropriately
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> </ul>	4 - Good Alignment	Aligns appropriately



	<ul style="list-style-type: none"> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	4 - Good Alignment	Aligns appropriately. Multiple representations/connections were shown in each instance.
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> </ul>	4 - Good Alignment	Aligns appropriately

	<ul style="list-style-type: none"> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	4 - Good Alignment	Allows for justification of mathematical thinking
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> </ul>	4 - Good Alignment	Aligns appropriately

	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>4 - Good Alignment</p>	<p>Aligns appropriately to check if work makes sense in the context of the math or situation</p>
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Aligns very appropriately</p>

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

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	Good Alignment with almost all 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	Aligns appropriately
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Aligns appropriately

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	Chunked well for clear understanding
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	Aligns appropriately
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	Aligns appropriately
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	Timing is appropriate for content
8. C. Expertise for Content Development: The primary and secondary sources cited in the materials reflect expert information for the subject.	4 - Good Alignment	Sources are appropriate
9. C. Expertise for Content Development: The primary and secondary sources contribute to the quality of the content in the materials.	4 - Good Alignment	Sources contribute appropriately
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	Accurately presented
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	No bias noted and is noninflammatory
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	Aligns appropriately
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Noted as factual
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Aligns appropriately

15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Aligns appropriately
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Aligns appropriately
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Aligns appropriately
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Aligns appropriately
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	Aligns appropriately
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	Aligns appropriately
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Aligns appropriately

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	Aligns appropriately and plentiful teacher instructions and supports
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Aligns appropriately
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	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.	5 - Very Good Alignment	Very engaging in regard to visuals and explorations
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	Timing 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).	4 - Good Alignment	Accessibility is 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).	4 - Good Alignment	The presentation is practical and easy to use

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Materials support motivation for learners to persevere
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Aligns appropriately
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Thorough clarity of instructional materials
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	supports to all for student guidance in practice
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Support such as language supports are well aligned
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 engaging explorations as well as teacher suggested activities

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	Aligns appropriately
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	Aligns appropriately
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Aligns appropriately
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - Good Alignment	Aligns appropriately
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	Aligns appropriately
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	UDL strategies and materials are appropriate
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	Aligns appropriately
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	Learning requirements met

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	Aligns appropriately
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Aligns appropriately



Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Aligns appropriately
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	Aligns appropriately (no solicitation of SEL)

**Reviewer's Name:** Cathy Mitchell

**Title:** Florida Geometry

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Geometry](#)

**Bid ID:** 339

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.

If the county is adopting one resource to use for Geometry, this is written at a high level of complexity. The problems are at a high level and would be very difficult to use in a regular Geometry class. If it could be used only for Geometry Honors, then it would be a good resource. The constructions should be taught using patty paper and a compass.

The technology demonstrating how to do the constructions is one of the best I've seen. This is very helpful! The real-life applications for most of the content is very well done. I would consider some of this material to be odd. For example, the dog Geo and squirrel Treo tries to be too creative. The students will laugh and get off topic. The student worksheets that I saw were very wordy and written at a high level of difficulty. It is nice to have practice problems and start with the basics and build upon those for students to practice.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.GR.1.1</a>	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	evidence of all parts of the standard
<a href="#">MA.912.GR.1.2</a>	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	standard is covered thoroughly
<a href="#">MA.912.GR.1.3</a>	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	5 - Very Good Alignment	evidence of the standard
<a href="#">MA.912.GR.1.4</a>	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	4 - Good Alignment	not a lot of info. of special quadrilaterals
<a href="#">MA.912.GR.1.5</a>	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	5 - Very Good Alignment	trapezoids covered

<a href="#">MA.912.GR.1.6</a>	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	4 - Good Alignment	could use more real-world problems
<a href="#">MA.912.GR.2.1</a>	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	3 - Fair Alignment	matrices are not a standard in Geometry, yet they are included in this resource in Transformations
<a href="#">MA.912.GR.2.2</a>	Identify transformations that do or do not preserve distance.	3 - Fair Alignment	matrices are used a lot in this resource for Transformations
<a href="#">MA.912.GR.2.3</a>	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	5 - Very Good Alignment	evidence of standard
<a href="#">MA.912.GR.2.5</a>	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	4 - Good Alignment	dilating a line is not typically done in Geometry; polygons should have been used for dilations; need more for students to do on a coordinate plane
<a href="#">MA.912.GR.2.6</a>	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	3 - Fair Alignment	needs more rigid transformations info and problems; this is the basis on how congruent triangles are taught but need more
<a href="#">MA.912.GR.2.8</a>	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	3 - Fair Alignment	not enough on similar figures using Transformations; jumps into similar triangle postulates using
<a href="#">MA.912.GR.3.1</a>	Determine the weighted average of two or more points on a line.	2 - Poor Alignment	the formula used is difficult for students;

			there are better ways to teach it; only one problem?; this link is on Pythagorean Theorem and Distance Formula and rarely mentions this standard
<a href="#">MA.912.GR.3.2</a>	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	4 - Good Alignment	triangles need more coverage
<a href="#">MA.912.GR.3.3</a>	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	4 - Good Alignment	evidence of standard
<a href="#">MA.912.GR.3.4</a>	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	4 - Good Alignment	need more area and perimeter problems that are not at a high level of complexity
<a href="#">MA.912.GR.4.1</a>	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	4 - Good Alignment	neat use of technology to slice the solid, and this should be done with all of the solids.
<a href="#">MA.912.GR.4.2</a>	Identify three-dimensional objects generated by rotations of two-dimensional figures.	5 - Very Good Alignment	the technology helps make the revolutions visible to students
<a href="#">MA.912.GR.4.3</a>	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.	5 - Very Good Alignment	evidence of standard
<a href="#">MA.912.GR.4.4</a>	Solve mathematical and real-world problems involving the area of two-dimensional figures.	4 - Good Alignment	did not see area problems for a wide variety of 2-D figures

<a href="#">MA.912.GR.4.5</a>	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	volume of 3-D figures is very thorough
<a href="#">MA.912.GR.4.6</a>	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	application problems here are very well written
<a href="#">MA.912.GR.5.1</a>	Construct a copy of a segment or an angle.	4 - Good Alignment	copy of angle is with parallel lines, but those should also be constructed. Different method should be used. Patty paper and compass should be included. The video showing how to do the construction is nicely done.
<a href="#">MA.912.GR.5.2</a>	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	5 - Very Good Alignment	standard is evident
<a href="#">MA.912.GR.5.3</a>	Construct the inscribed and circumscribed circles of a triangle.	5 - Very Good Alignment	excellent visual
<a href="#">MA.912.GR.6.1</a>	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	4 - Good Alignment	need examples that use whole numbers; high level of complexity used here
<a href="#">MA.912.GR.6.2</a>	Solve mathematical and real-world problems involving the measures of arcs and related angles.	4 - Good Alignment	real-world problem for comparing central angles and arcs is great
<a href="#">MA.912.GR.6.3</a>	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	4 - Good Alignment	need more inscribed triangles

<a href="#">MA.912.GR.6.4</a>	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	5 - Very Good Alignment	pizza problems are great examples to use
<a href="#">MA.912.GR.7.2</a>	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	5 - Very Good Alignment	the video of deriving the equation is great
<a href="#">MA.912.GR.7.3</a>	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	need more real world problems
<a href="#">MA.912.LT.4.3</a>	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	wide variety of problems and the use of the drop down menus are good to see
<a href="#">MA.912.LT.4.10</a>	Judge the validity of arguments and give counterexamples to disprove statements.	5 - Very Good Alignment	excellent coverage
<a href="#">MA.912.T.1.1</a>	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	all standards covered
<a href="#">MA.912.T.1.2</a>	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	5 - Very Good Alignment	all standards covered
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>	5 - Very Good Alignment	covered well

	<ul style="list-style-type: none"> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	5 - Very Good Alignment	standard covered
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	5 - Very Good Alignment	covered well



<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>all standards covered</p>
<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>all standards covered</p>

<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>all standards covered</p>
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>all standards covered</p>
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>all standards covered</p>
<a href="#">ELA.K12.EE.2.1</a>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>5 - Very Good Alignment</p>	<p>all standards covered</p>
<a href="#">ELA.K12.EE.3.1</a>	<p>Make inferences to support comprehension.</p>	<p>5 - Very Good Alignment</p>	<p>all standards covered</p>

<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	all standards covered
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	all standards covered
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	all standards covered
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	all standards covered

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	aligned well with 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	skill level is at or above expected level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	technology is great with this resource; need more practice worksheets
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	content is explained very well
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 is appropriate for honors level
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	good for honors level students

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 sections will take longer than expected time stated for teaching
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	all information is correct
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 great for honors
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	presented beautifully
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	it is 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	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	factually accurate content
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 is up-to-date and correlates with the 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	contextual relevance is observed
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	presented appropriately
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	real-life connections are used throughout the resource

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	connections made throughout the resource
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	it is 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	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	standards are covered 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.	4 - Good Alignment	practice problems and building upon basic problems may be needed
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	aligns with the standards
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	order of content is done correctly for 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.	5 - Very Good Alignment	technology makes it more interesting
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 will take a longer amount of time than noted

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	all students can use this resource and navigate it
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	text is well organized and user friendly and meets all of the Geometry Honors standards

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	technology and use of videos is great
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	content is presented as "big Ideas" to teach
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	very clear instruction
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	material is well done for students
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	visual and auditory learners will do well with this text
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 have to be engaged to use this text
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 applied problems are complex
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	materials are well done

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	materials are effective
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	materials 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	difficult level of complexity; the regular Geometry student could struggle and this could be a challenge for the Honors student
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	4 - Good Alignment	the material is for honors 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?	5 - Very Good Alignment	all standards are observed
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	standards are met at a high level for honors students

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 observed
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT observed
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no CRT observed
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 observed





**UDL Reviewer's Name:** Lauren Proulx

**Title:** Florida Geometry

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [1206310 - Geometry](#)

**Bid ID:** 339

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*The Agile Mind Learning Management System (LMS) is delivered through any standard browser. Our services, as well as the browser that delivers our services, allow for adjustment of font size. The colors and backgrounds in the Agile Mind system cannot be adjusted within our services, but all colors and background design elements are tested to conform to the color-perception tests provided by Adobe Systems. Images used to accent the work are properly ignored by assistive technology, but some courses contain content such as graphs and charts that do not contain fully descriptive alternate text. The animations and videos do not contain descriptive audio or alternative text representations." Agile Mind services are delivered through standard browsers. To the extent that the browser supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Font type, size, colors, and background colors can't be adjusted. Magnification of the whole screen was available to increase font size.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High contrast color settings are not available.
Text-to-speech tools.	2 - Poor Alignment	There is no built-in text to speech tool, software is compatible with browser's functionality. However, this may be limited depending on the district or computer.

All images have alt tags.	1 - Very Poor/No Alignment	No alt tags were provided.
All videos are captioned.	2 - Poor Alignment	Videos had no sound or speech to caption nor did they contain any alternative text.
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	Braille displays are only supported depending on the browser, not the system. I have no way to test this feature.

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

Bid Response

*Embedded controls in the software support zooming at 200% without loss of functionality. Furthermore, the content presentation mode has explicit text and zoom controls allowing for fine-grained control. Agile Mind's learning management system substantially supports functionality operable from a keyboard interface (using the Tab key to move focus through the screen and Enter or Space to activate), but animations and hotspot questions are not yet fully keyboard accessible. To the extent that the browser used to deliver Agile Mind services supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Non-text navigation could not be adjusted in size.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	Some navigation was able to be done through keyboard shortcuts but not all. Ability to access the other needed accessible features through navigation elements would be helpful.
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	Braille displays are only supported depending on the browser, not the system. I have no way to test this feature.

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

Bid Response

*Using standard browser functionality, text can be highlighted, copied, and pasted into another document. Highlighters and note taking tools are not part of the Agile Mind feature set, but select browsers (such as Microsoft Edge) make these tools available and we are compatible within those browser features.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	Highlighters were not provided in the software and my browser did not offer these tools to test with the software.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Text was not able to be automatically extracted and my browser did not offer these tools to test with the software.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	There were no note taking tools made available and my browser did not offer these tools to test with the software.

4. Which of the following <b>assistive technology supports, by product name</b> , have you tested for use with the instructional materials:		
<p>Bid Response</p> <p><i>We have tested for use with the following: 1. Magnification - Microsoft IE, Edge - Apple Safari - Firefox - Google Chrome 2. Text-to-speech - Apple Voice Over - Non-visual Desktop Access (from NV Access) - Chrome Vox 3. On-screen keyboards If these features are part of the delivery hardware operating system or browser, we support. Mobile and other touch-based devices, such as: - iPad, - Android tablets - Chrome Books - Microsoft Surface - Touch PCs 4. Speech-to-text We support the operating system or device software that does speech to text input.</i></p>		
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	Magnification was available in the software and text to speech was compatible in my browser, I was unable to test any of the other assistive technology features.

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?		
<p>Bid Response</p> <p><i>Upon request, we can make paper-based materials available in a format -- such as word files or pdf files -- to be adjusted per a student's IEP.</i></p>		
Review	Rating	Comments

5 - Very Good  
Alignment

Publisher states paper based materials are  
available and can be adjusted.

**Reviewer's Name:** Kristina Platt

**Title:** Florida Geometry Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Geometry Honors](#)

**Bid ID:** 340

### 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.

These materials seem very user friendly. The program uses many different learning styles such as, videos, follow along activities, open response, fill in the blank, drag and drop, matching, etc. The content is challenging and great for an honors course. My one suggestion for improvement is that there should

be more content covering multiple geometric transformations of a single pre-image.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.GR.1.1</a>	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	Standard covered in direct links.
<a href="#">MA.912.GR.1.2</a>	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	Standard covered in direct links.
<a href="#">MA.912.GR.1.3</a>	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.1.4</a>	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	5 - Very Good Alignment	The first link is a great lesson on parallelograms. The second link is guided practice for the previous triangle standard. I found guided practice pages 8,11&12 for parallelograms in unit 18.
<a href="#">MA.912.GR.1.5</a>	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	5 - Very Good Alignment	Standard covered in direct links.

<a href="#">MA.912.GR.1.6</a>	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.2.1</a>	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.2.2</a>	Identify transformations that do or do not preserve distance.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.2.3</a>	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.2.4</a>	Determine symmetries of reflection, symmetries of rotation and symmetries of translation of a geometric figure.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.2.5</a>	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	4 - Good Alignment	Link #3 is aligned well. It gives a pre-image and a series of transformations and asks the student to plot the image. All the other links, give the pre-image and image and the student develops the transformation rules. I found in unit 3: Translations pages 5,6,7 align great with this standard.
<a href="#">MA.912.GR.2.6</a>	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.2.7</a>	Justify the criteria for triangle congruence using the definition of congruence in terms of rigid transformations.	4 - Good Alignment	A rigid transformation is a reflection, rotation or translation. Not one

			of these are mentioned or used to justify triangle congruence in pages 7-12 of this direct link. I discovered in the unit 2, applications of rigid transformations they specifically define rigid transformations as congruent figures and have practice questions
<a href="#">MA.912.GR.2.8</a>	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.2.9</a>	Justify the criteria for triangle similarity using the definition of similarity in terms of non-rigid transformations.	4 - Good Alignment	The non-rigid transformation of Dilation is not used to prove triangles similar in these pages 3-7. This standard can be better aligned to unit 2 dilations.
<a href="#">MA.912.GR.3.1</a>	Determine the weighted average of two or more points on a line.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.3.2</a>	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.3.3</a>	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.3.4</a>	Use coordinate geometry to solve mathematical and real-world problems on	5 - Very Good Alignment	Standard covered in direct links.



	the coordinate plane involving perimeter or area of polygons.		
<a href="#">MA.912.GR.4.1</a>	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.4.2</a>	Identify three-dimensional objects generated by rotations of two-dimensional figures.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.4.3</a>	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.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.4.4</a>	Solve mathematical and real-world problems involving the area of two-dimensional figures.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.4.5</a>	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	Standard covered in direct links.
<a href="#">MA.912.GR.4.6</a>	Solve mathematical and real-world problems involving the surface area of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	4 - Good Alignment	about 1/3 of these examples are not real world
<a href="#">MA.912.GR.5.1</a>	Construct a copy of a segment or an angle.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.5.2</a>	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.5.3</a>	Construct the inscribed and circumscribed circles of a triangle.	5 - Very Good Alignment	Standard covered in direct links.

<a href="#">MA.912.GR.5.4</a>	Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.5.5</a>	Given a point outside a circle, construct a line tangent to the circle that passes through the given point.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.6.1</a>	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.6.2</a>	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.6.3</a>	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.6.4</a>	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.6.5</a>	Apply transformations to prove that all circles are similar.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.7.2</a>	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.GR.7.3</a>	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.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.LT.4.3</a>	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	Standard covered in direct links.

<a href="#">MA.912.LT.4.8</a>	Construct proofs, including proofs by contradiction.	4 - Good Alignment	Link 1,3 great alignment. Link 2 is a dead link.
<a href="#">MA.912.LT.4.10</a>	Judge the validity of arguments and give counterexamples to disprove statements.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.T.1.1</a>	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.T.1.2</a>	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.T.1.3</a>	Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.912.T.1.4</a>	Solve mathematical problems involving finding the area of a triangle given two sides and the included angle.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	5 - Very Good Alignment	Multiple methods of solving used.
<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.	4 - Good Alignment	The third link does show different ways to model a problem

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		<p>using a graphing calculator. Honestly, I feel like some of the previous lessons and links about constructions cover this standard better. Using actual models, and manipulatives.</p>
<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Standard covered in direct links.</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	<p>5 - Very Good Alignment</p>	<p>Standard covered in direct links.</p>

	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Standard covered in direct links.</p>
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Standard covered in direct links.</p>

	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Standard covered in direct links.

<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Standard covered in direct links.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Standard covered in direct links.

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	As outlined in the above section of standard 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	Content is well aligned, correct complexity and difficulty for Geo Honors.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Content is well aligned, correct complexity and difficulty for Geo Honors.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Content is well aligned, correct complexity and difficulty for Geo Honors.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Content is well aligned, correct complexity and difficulty for Geo Honors.
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 well aligned, correct complexity and difficulty for Geo Honors.

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	Content is well aligned, correct complexity and difficulty for Geo Honors.
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 is well aligned, correct complexity and difficulty for Geo Honors.
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	Content is well aligned, correct complexity and difficulty for Geo Honors.
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 witness any errors in my digging around.
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 did not find any bias or controversial content.
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	I did not find any bias or controversial content.
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 bias or controversial content.
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 appropriate.
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.
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 appropriate.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	Content is appropriate.



18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Content covers disciplines other than math.
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	Content is 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).	4 - Good Alignment	Content is appropriate.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Content is appropriate.

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	Materials are useful.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	yes.
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.	5 - Very 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	the accessibility of this program is understandable.
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 enjoyed the presentation.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	The materials are engaging.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	the materials are chunked.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	They do.
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 overviews with guided practice in each section.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	There are many learning styles used.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Materials are 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 engaging.
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	Materials cover the 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	Materials are engaging.
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	The assessments are aligned with the learning outcomes.
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?	4 - Good Alignment	yes.
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	Materials are free of CRT.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Materials are free of CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Materials are free of 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	Materials are free of CRT.



**UDL Reviewer's Name:** Lauren Proulx

**Title:** Florida Geometry Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [1206320 - Geometry Honors](#)

**Bid ID:** 340

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*The Agile Mind Learning Management System (LMS) is delivered through any standard browser. Our services, as well as the browser that delivers our services, allow for adjustment of font size. The colors and backgrounds in the Agile Mind system cannot be adjusted within our services, but all colors and background design elements are tested to conform to the color-perception tests provided by Adobe Systems. Images used to accent the work are properly ignored by assistive technology, but some courses contain content such as graphs and charts that do not contain fully descriptive alternate text. The animations and videos do not contain descriptive audio or alternative text representations." Agile Mind services are delivered through standard browsers. To the extent that the browser supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Font type, size, colors, and background colors can't be adjusted. Magnification of the whole screen was available to increase font size.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High contrast color settings are not available.
Text-to-speech tools.	2 - Poor Alignment	There is no built-in text to speech tool, software is compatible with browser's functionality. However, this may be limited depending on the district or computer.

All images have alt tags.	1 - Very Poor/No Alignment	No alt tags were provided.
All videos are captioned.	3 - Fair Alignment	Videos had no sound or speech to caption nor did they contain any alternative text.
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	Braille displays are only supported depending on the browser, not the system. I have no way to test this feature.

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

Bid Response

*Embedded controls in the software support zooming at 200% without loss of functionality. Furthermore, the content presentation mode has explicit text and zoom controls allowing for fine-grained control. Agile Mind's learning management system substantially supports functionality operable from a keyboard interface (using the Tab key to move focus through the screen and Enter or Space to activate), but animations and hotspot questions are not yet fully keyboard accessible. To the extent that the browser used to deliver Agile Mind services supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Non-text navigation could not be adjusted in size.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	Some navigation was able to be done through keyboard shortcuts but not all. Ability to access the other needed accessible features through navigation elements would be helpful.
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	Braille displays are only supported depending on the browser, not the system. I have no way to test this feature.

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

Bid Response

*Using standard browser functionality, text can be highlighted, copied, and pasted into another document. Highlighters and note taking tools are not part of the Agile Mind feature set, but select browsers (such as Microsoft Edge) make these tools available and we are compatible within those browser features.*

Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	Highlighters were not provided in the software and my browser did not offer these tools to test with the software.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Text was not able to be automatically extracted and my browser did not offer these tools to test with the software.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	There were no note taking tools made available and my browser did not offer these tools to test with the software.

4. Which of the following <b>assistive technology supports, by product name</b> , have you tested for use with the instructional materials:		
Bid Response <i>We have tested for use with the following: 1. Magnification - Microsoft IE, Edge - Apple Safari - Firefox - Google Chrome 2. Text-to-speech - Apple Voice Over - Non-visual Desktop Access (from NV Access) - Chrome Vox 3. On-screen keyboards If these features are part of the delivery hardware operating system or browser, we support. Mobile and other touch-based devices, such as: - iPad, - Android tablets - Chrome Books - Microsoft Surface - Touch PCs 4. Speech-to-text We support the operating system or device software that does speech to text input.</i>		
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	Magnification was available in the software and text to speech was compatible in my browser, I was unable to test any of the other assistive technology features.

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 <i>Upon request, we can make paper-based materials available in a format -- such as word files or pdf files -- to be adjusted per a student's IEP.</i>		
Review	Rating	Comments

5 - Very Good  
Alignment

Publisher states paper based materials are  
available and can be adjusted.



**Reviewer's Name:** Gail Stewart

**Title:** Florida Geometry Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Geometry Honors](#)

**Bid ID:** 340

#### 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 of the program include: -The large majority of the benchmarks are sufficiently addressed within the materials -videos and animations help engage students -visually appealing nature of the real-world problems - Topic planning videos help teachers understand content and connections between topics -Prepare and deliver

instruction sections to help teachers with planning - Professional support available Questions/Concerns about the program include: - Lack of differentiation supports -Concern for students with lower reading levels based on the heavy reading requirement - A need for extra practice problems that can be assigned to address potential skill gaps - Resources could be overwhelming for a new teacher, training would be a necessity - A need for formative assessment resources like questions teachers could ask throughout the lesson or checks for understanding/exit tickets

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.GR.1.1</a>	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	There is extensive practice with the theorems and all of the types of proofs. There are not many problems set in real-world context which is why I rated it a 4 rather than a 5.
<a href="#">MA.912.GR.1.2</a>	Prove triangle congruence or similarity using Side-Side-Side, Side-Angle-Side, Angle-Side-Angle, Angle-Angle-Side, Angle-Angle and Hypotenuse-Leg.	4 - Good Alignment	Lots of practice with proving congruence using similarity. I did not see an opportunity for students to choose a method they prefer.
<a href="#">MA.912.GR.1.3</a>	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	5 - Very Good Alignment	Conceptual understanding is addressed and students have many opportunities to practice.

<a href="#">MA.912.GR.1.4</a>	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	4 - Good Alignment	The lesson and practice adequately address the benchmark. I don't see an opportunity for students to choose their own method.
<a href="#">MA.912.GR.1.5</a>	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	4 - Good Alignment	Benchmark is addressed in this section with proofs and practice problems. I don't see any place where students are encouraged to choose a method.
<a href="#">MA.912.GR.1.6</a>	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	Student activity sheets using many representations and methods to teach the benchmark
<a href="#">MA.912.GR.2.1</a>	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	4 - Good Alignment	Im not sure about the coordinate matrix references since that is not part of the benchmark.
<a href="#">MA.912.GR.2.2</a>	Identify transformations that do or do not preserve distance.	4 - Good Alignment	Instruction goes beyond the standard with the vectors instruction.
<a href="#">MA.912.GR.2.3</a>	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	5 - Very Good Alignment	All aspects and clarifications of the benchmark are addressed
<a href="#">MA.912.GR.2.4</a>	Determine symmetries of reflection, symmetries of rotation and symmetries of translation of a geometric figure.	5 - Very Good Alignment	All aspects and clarifications of the benchmark are addressed

<a href="#">MA.912.GR.2.5</a>	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	4 - Good Alignment	They use patty paper to show the transformations but there are not many opportunities for students to actually draw the transformed figures on coordinate planes.
<a href="#">MA.912.GR.2.6</a>	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	4 - Good Alignment	All aspects and clarifications of the benchmark are addressed
<a href="#">MA.912.GR.2.7</a>	Justify the criteria for triangle congruence using the definition of congruence in terms of rigid transformations.	5 - Very Good Alignment	Visuals as well as written explanations are used to justify the criteria for triangle congruence
<a href="#">MA.912.GR.2.8</a>	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	3 - Fair Alignment	More focus is on the similarity criteria than justifying the mapping of one figure onto another
<a href="#">MA.912.GR.2.9</a>	Justify the criteria for triangle similarity using the definition of similarity in terms of non-rigid transformations.	5 - Very Good Alignment	They justify using algebraic processes and rules of similarity
<a href="#">MA.912.GR.3.1</a>	Determine the weighted average of two or more points on a line.	3 - Fair Alignment	The clarification requires use of a number line. I saw it explained using coordinate planes but not just a number line
<a href="#">MA.912.GR.3.2</a>	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	4 - Good Alignment	All aspects and clarifications of the benchmark are addressed
<a href="#">MA.912.GR.3.3</a>	Use coordinate geometry to solve mathematical and real-world geometric	4 - Good Alignment	All aspects and clarifications of the

	problems involving lines, circles, triangles and quadrilaterals.		benchmark are addressed
<a href="#">MA.912.GR.3.4</a>	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	3 - Fair Alignment	When you click on number 7 it says "page not found"
<a href="#">MA.912.GR.4.1</a>	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	5 - Very Good Alignment	All aspects and clarifications of the benchmark are addressed and video demonstration of the slicing are included.
<a href="#">MA.912.GR.4.2</a>	Identify three-dimensional objects generated by rotations of two-dimensional figures.	5 - Very Good Alignment	and video demonstration of the rotations are included.
<a href="#">MA.912.GR.4.3</a>	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.	5 - Very Good Alignment	All aspects and clarifications of the benchmark are addressed including visuals to extend previous learning.
<a href="#">MA.912.GR.4.4</a>	Solve mathematical and real-world problems involving the area of two-dimensional figures.	5 - Very Good Alignment	Students have opportunities to derive the formulas and practice them as well. Although deriving them is not part of the benchmark, it could be helpful in the conceptual understanding of the benchmark.
<a href="#">MA.912.GR.4.5</a>	Solve mathematical and real-world problems involving the volume of three-dimensional figures limited to cylinders, pyramids, prisms, cones and spheres.	4 - Good Alignment	There is some mention of surface area and lateral area within the linked pages which is not

			part of the benchmark.
<a href="#">MA.912.GR.4.6</a>	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	All aspects and clarifications of the benchmark are addressed including connections between prior and current learning.
<a href="#">MA.912.GR.5.1</a>	Construct a copy of a segment or an angle.	5 - Very Good Alignment	Students have the opportunity to watch the animation of the constructions and also construct them on the student activity page with a ruler and compass.
<a href="#">MA.912.GR.5.2</a>	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	5 - Very Good Alignment	All aspects and clarifications of the benchmark are addressed and students have opportunities to watch the construction videos and also perform the constructions on the student activity sheets.
<a href="#">MA.912.GR.5.3</a>	Construct the inscribed and circumscribed circles of a triangle.	4 - Good Alignment	Students are able to use paper and fold but I did not see videos of these constructions.
<a href="#">MA.912.GR.5.4</a>	Construct a regular polygon inscribed in a circle. Regular polygons are limited to triangles, quadrilaterals and hexagons.	5 - Very Good Alignment	Students are able to view a video of the construction and perform the construction on their student activity page.

<a href="#">MA.912.GR.5.5</a>	Given a point outside a circle, construct a line tangent to the circle that passes through the given point.	3 - Fair Alignment	Though there is an activity I didn't see student pages where they could practice this benchmark without other benchmarks connected to it. I also didn't see teacher materials around this benchmark.
<a href="#">MA.912.GR.6.1</a>	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	4 - Good Alignment	All aspects and clarifications of the benchmark are addressed.
<a href="#">MA.912.GR.6.2</a>	Solve mathematical and real-world problems involving the measures of arcs and related angles.	4 - Good Alignment	All aspects and clarifications of the benchmark are addressed.
<a href="#">MA.912.GR.6.3</a>	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	3 - Fair Alignment	It doesn't seem like there is much practice for quadrilaterals, most of the materials address triangles in a majority of the questions.
<a href="#">MA.912.GR.6.4</a>	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	4 - Good Alignment	All aspects of the benchmark are addressed in the materials.
<a href="#">MA.912.GR.6.5</a>	Apply transformations to prove that all circles are similar.	3 - Fair Alignment	Most of the practice on these pages is related to triangles or lines, there are only a few examples with circles.
<a href="#">MA.912.GR.7.2</a>	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	4 - Good Alignment	All aspects of the benchmark are

			addressed in the materials.
<a href="#">MA.912.GR.7.3</a>	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.	3 - Fair Alignment	There are few real world problems on the student practice page. There are more within the problems that could be assigned but the benchmark required real-world contexts which would be beneficial to be included in the practice pages as students are learning the benchmark rather than leaving it for the independent practice.
<a href="#">MA.912.LT.4.3</a>	Identify and accurately interpret “if...then,” “if and only if,” “all” and “not” statements. Find the converse, inverse and contrapositive of a statement.	4 - Good Alignment	All aspects of the benchmark are addressed in the materials.
<a href="#">MA.912.LT.4.8</a>	Construct proofs, including proofs by contradiction.	3 - Fair Alignment	When I click on the example in the middle (2) it says page not found
<a href="#">MA.912.LT.4.10</a>	Judge the validity of arguments and give counterexamples to disprove statements.	5 - Very Good Alignment	There are many opportunities for students to use and justify their reasoning within proofs and also opportunities to discuss counterexamples.
<a href="#">MA.912.T.1.1</a>	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	All aspects of the benchmark are addressed



<a href="#">MA.912.T.1.2</a>	<p>Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.</p>	<p>5 - Very Good Alignment</p>	<p>All aspects of the benchmark are addressed</p>
<a href="#">MA.912.T.1.3</a>	<p>Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles.</p>	<p>5 - Very Good Alignment</p>	<p>All aspects of the benchmark are addressed</p>
<a href="#">MA.912.T.1.4</a>	<p>Solve mathematical problems involving finding the area of a triangle given two sides and the included angle.</p>	<p>3 - Fair Alignment</p>	<p>The introduction of Herons formula could be confusing</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>4 - Good Alignment</p>	<p>The questions are set up in a manner which encourages students to persist through tasks and are scaffolded to support that persistence.</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>	<p>4 - Good Alignment</p>	<p>Problems are represented in multiple ways throughout the curriculum materials. There are videos, demonstrations, and opportunities for students to use manipulatives,.</p>

	<ul style="list-style-type: none"> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	3 - Fair Alignment	The additional practice questions that teachers can add to quizzes provide opportunity to practice fluence, however the student activity sheets are more exploratory in nature.
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> </ul>	4 - Good Alignment	The questions are scaffolded in a way in which teachers could facilitate discussions among students. Many open ended questions provide opportunities for discussion.

	<ul style="list-style-type: none"> <li>Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>	5 - Very Good Alignment	Use of patterns is present in many of the student activity sheets and practice items.
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>	3 - Fair Alignment	I did not see many areas that asked students to estimate or reflect on the reasonableness of their solutions.

<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	<p>4 - Good Alignment</p>	<p>Many of the lessons include real world context within the problems.</p>
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	<p>5 - Very Good Alignment</p>	<p>Students are often asked to justify or explain their thinking including why.</p>
<a href="#">ELA.K12.EE.2.1</a>	<p>Read and comprehend grade-level complex texts proficiently.</p>	<p>4 - Good Alignment</p>	<p>This is aligned well but students who struggle reading may have difficulty with some of the student practice sheets that are very wordy.</p>
<a href="#">ELA.K12.EE.3.1</a>	<p>Make inferences to support comprehension.</p>	<p>5 - Very Good Alignment</p>	<p>The questions are scaffolded in a way that students can infer from their previous learning.</p>
<a href="#">ELA.K12.EE.4.1</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>4 - Good Alignment</p>	<p>The questions provide opportunities for students to collaborate and discuss.</p>
<a href="#">ELA.K12.EE.5.1</a>	<p>Use the accepted rules governing a specific format to create quality work.</p>	<p>5 - Very Good Alignment</p>	<p>Lessons include detailed instructions for teachers to</p>

			implement and also include videos and interactive aspects where students don't just do rote practice but actually apply learned skills
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Language strategies are provided in lessons as well as academic vocabulary. Students are able to hear language spoken on the videos and are also expected to write to explain their learning often.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	There are language strategies provided and guidance to how to address students who may struggle with the language. There are also areas of potential struggle identified related to the language demands of the content.

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	All aspects of the almost all benchmark are 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	At some points the student activities seem to extend beyond the standard but I encountered few

		circumstances where curriculum was below the level expected by the benchmark.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	It would take time for a teachers to learn how to implement all the resources and materials effectively but once they are trained I think the materials are adaptable and useful
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	3 - Fair Alignment	I did not see many places that explain connections between topics to students
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	At times the difficulty is high but the practice reflects what students need to be able to do.
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	At times there may be a need for more practice items that do not involve writing or justification. Maybe an increase in items in the bank from which teachers could pull items for students to practice. Much of the material might need to be teacher directed for struggling readers or lower performing students because of the wordiness of the content.
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	Depending on the time in class it might be difficult to get through all of the content with the discovery approach way that the curriculum is written.
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 are well written use appropriate methods and 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 content is thorough and makes connections to the real world often
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 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).	5 - Very Good Alignment	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	Models are used appropriately throughout
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 see 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	The content reflects the new standards and current practices
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 relevant and appropriate. At times it extends beyond the scope of the benchmark
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	3 - Fair Alignment	Though I like the discovery and conceptual methods used, I worry about students with a lower reading level being successful without a skilled teacher to help navigate the materials.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	The content is put into real-world context often
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	I saw some connections to other subject areas especially science and art.

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 no evidence of 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).	4 - Good Alignment	I saw no evidence of anything inappropriate in this area.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	In general benchmarks are 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	Many materials are available for teachers and students. Perhaps it would be beneficial to include more practice problems for students that are not in word problem format and are not digital.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Content materials have a natural flow and are 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	Organization of 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.	4 - Good Alignment	Visuals, images, videos, and demos are engaging and help increase 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	Some of the lessons have a lot of extensive explanations that may be difficult for students with low reading levels



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 options to hear the content as well as see the content.
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 clear and engaging.

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	It seems like it could be hard for some students to stay motivated with the large amounts of reading required.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	Concepts are spiraled and revisited throughout the lessons.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Objectives are included in 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.	3 - Fair Alignment	Though the materials do help students become independent thinkers, they may need time to adjust if they have not learned this way before where they are asked to justify and reason often and the reading requirement for the materials is high.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Teacher guidance is given in all topics.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Demos, videos, and opportunities for students to manipulate the math are available.

<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>4 - Good Alignment</p>	<p>I did see some activities within some of the topics.</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>Classroom strategies are represented in all areas of the lesson for teacher guidance.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Classroom strategies are represented in all areas of the lesson for teacher guidance.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>4 - Good Alignment</p>	<p>Materials include questions for teachers to ask as they teach the content and also provide questions for teachers to assign to students for assessment purposes.</p>
<p>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.</p>	<p>4 - Good Alignment</p>	<p>Materials include questions for teachers to ask as they teach the content and also provide questions for teachers to assign to students for assessment purposes. It might be helpful to include some checks for understanding questions in the lesson materials.</p>
<p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>	<p>3 - Fair Alignment</p>	<p>The "prepare instruction" section includes material about support for language learners but not for learners who may have learning gaps or need acceleration.</p>
<p>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?</p>	<p>4 - Good Alignment</p>	<p>Yes those areas are significantly addressed.</p>
<p>14. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)</p>	<p>4 - Good Alignment</p>	<p>Learning requirements are met.</p>

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	Culturally Responsive Teaching is omitted
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	These topics are 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	The materials do not solicit SEL

**Reviewer's Name:** Patricia Williams

**Title:** Florida Geometry Honors

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Geometry Honors](#)

**Bid ID:** 340

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	There is no evidence of topic coverage.

**Reviewer's Name:** Rebecca Devor

**Title:** Florida Pre calculus

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Precalculus Honors](#)

**Bid ID:** 342

### 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: One interactive discovery activities. Great amount of real-life context. Weaknesses: Not enough practice in mathematical context. Some benchmarks are not included or barely - AR.10.5, GR.7.2

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.5.7</a>	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.	5 - Very Good Alignment	Standard is well met. Ample exploration, examples, encouragement to think and discovery and varied practice.
<a href="#">MA.912.AR.5.9</a>	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.	5 - Very Good Alignment	Standard is well met. Ample exploration, examples, encouragement to think and discovery and varied practice.
<a href="#">MA.912.AR.6.3</a>	Explain and apply theorems for polynomials to solve mathematical and real-world problems.	5 - Very Good Alignment	Standard is well met. Ample exploration, examples, encouragement to think and discovery and varied practice.
<a href="#">MA.912.AR.6.4</a>	Given a table, equation or written description of a polynomial function of degree 3 or higher, graph that function and determine its key features.	3 - Fair Alignment	The examples & problems focused on when a student is given the equation. It does not include being given a written description or table. Some of these were given in the problem sets.
<a href="#">MA.912.AR.6.6</a>	Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Problem set had mathematical context, but examples did not. There were suggestions in the instructor notes.
<a href="#">MA.912.AR.7.4</a>	Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and	3 - Fair Alignment	Students were not asked to solve in mathematical

	determine constraints in terms of the context.		context. Graphs were only parent functions.
<a href="#">MA.912.AR.8.3</a>	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.	2 - Poor Alignment	Students were not asked to solve in mathematical context. Students were not asked to graph. Many problems include limits and not solving.
<a href="#">MA.912.AR.9.3</a>	Given a mathematical or real-world context, solve a system consisting of two-variable linear or non-linear equations algebraically or graphically.	3 - Fair Alignment	Needs more practice. Only in conic sections.
<a href="#">MA.912.AR.9.10</a>	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Needs more practice. Problems do are only in real world context. None in just mathematical context.
<a href="#">MA.912.AR.10.1</a>	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	4 - Good Alignment	No examples in mathematical context.
<a href="#">MA.912.AR.10.2</a>	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	3 - Fair Alignment	No examples in mathematical context.
<a href="#">MA.912.AR.10.3</a>	Recognize and apply the formula for the sum of a finite arithmetic series to solve mathematical and real-world problems.	4 - Good Alignment	More practice needed to meet benchmark.
<a href="#">MA.912.AR.10.4</a>	Recognize and apply the formula for the sum of a finite or an infinite geometric series to solve mathematical and real-world problems.	4 - Good Alignment	More practice needed to meet benchmark.
<a href="#">MA.912.AR.10.5</a>	Given a mathematical or real-world context, write a sequence using function notation, defined explicitly or recursively, to represent	2 - Poor Alignment	Function notation mentioned. No discussion of recursive and the

	relationships between quantities from a written description.		relationship between mentioned.
<a href="#">MA.912.F.1.4</a>	Write an algebraic expression that represents the difference quotient of a function. Calculate the numerical value of the difference quotient at a given pair of points.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.F.1.7</a>	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.F.3.3</a>	Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.F.3.4</a>	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 well met.
<a href="#">MA.912.F.3.5</a>	Solve mathematical and real-world problems involving composite functions.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.F.3.7</a>	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 well met.
<a href="#">MA.912.F.3.8</a>	Produce an invertible function from a non-invertible function by restricting the domain.	3 - Fair Alignment	Students are not asked to produce an invertible function. It is discussed
<a href="#">MA.912.F.3.9</a>	Solve mathematical and real-world problems involving inverse functions.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.GR.7.1</a>	Given a conic section, describe how it can result from the slicing of two cones.	5 - Very Good Alignment	Benchmark well met.



<a href="#">MA.912.GR.7.2</a>	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	2 - Poor Alignment	Only ellipses are discussed, not circles.
<a href="#">MA.912.GR.7.3</a>	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.	2 - Poor Alignment	Only Ellipses discussed.
<a href="#">MA.912.GR.7.4</a>	Given a mathematical or real-world context, derive and create the equation of a parabola using key features.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.GR.7.5</a>	Graph and solve mathematical and real-world problems that are modeled with an equation of a parabola. Determine and interpret key features in terms of the context.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.GR.7.6</a>	Given a mathematical or real-world context, derive and create the equation of an ellipse using key features.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.GR.7.7</a>	Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.GR.7.8</a>	Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.GR.7.9</a>	Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.NSO.2.2</a>	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	5 - Very Good Alignment	Benchmark well met.

<a href="#">MA.912.NSO.2.3</a>	Calculate the distance and midpoint between two numbers on the complex coordinate plane.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.NSO.2.4</a>	Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.NSO.2.5</a>	Represent complex numbers on the complex plane in rectangular and polar forms.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.NSO.2.6</a>	Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.NSO.3.1</a>	Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.NSO.3.2</a>	Represent vectors in component form, linear form or trigonometric form. Rewrite vectors from one form to another.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.NSO.3.3</a>	Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.NSO.3.4</a>	Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.NSO.3.6</a>	Multiply a vector by a scalar algebraically or graphically.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.NSO.3.7</a>	Compute the magnitude and direction of a vector scalar multiple.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.NSO.3.8</a>	Add and subtract vectors algebraically or graphically.	5 - Very Good Alignment	Benchmark well met.

<a href="#">MA.912.NSO.3.9</a>	Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.1.3</a>	Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.1.4</a>	Solve mathematical problems involving finding the area of a triangle given two sides and the included angle.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.1.5</a>	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.1.6</a>	Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine, cosine, and tangent. Apply these formulas to solve problems.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.1.7</a>	Simplify expressions using trigonometric identities.	4 - Good Alignment	Needs more practice for students to meet the entire benchmark.
<a href="#">MA.912.T.1.8</a>	Solve mathematical and real-world problems involving one-variable trigonometric ratios.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.2.1</a>	Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between $0^\circ$ and $360^\circ$ or between 0 and $2\pi$ . Convert between degrees and radians.	3 - Fair Alignment	Conversions are well represented, no problems about conterminal angles are represented.
<a href="#">MA.912.T.2.2</a>	Define the six basic trigonometric functions for all real numbers by identifying corresponding angle measures and using right triangles drawn in the unit circle.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.2.3</a>	Determine the values of the six basic trigonometric functions for $0, \square,$	3 - Fair Alignment	Not enough problems presented. Most are decimal

	 <p>and their multiples using special triangles.</p>		approximations not exact values.
<a href="#">MA.912.T.2.4</a>	Use the unit circle to express the values of sine, cosine and tangent for $\pi-x$ , $\pi+x$ , and $2\pi-x$ in terms of their values for $x$ , where $x$ is any real number.	2 - Poor Alignment	Only one problem presented.
<a href="#">MA.912.T.2.5</a>	Given angles measured in radians or degrees, calculate the values of the six basic trigonometric functions using the unit circle, trigonometric identities or technology.	2 - Poor Alignment	Only one problem presented of each type mentioned in the benchmark.
<a href="#">MA.912.T.3.1</a>	Given a mathematical or real-world context, choose sine, cosine or tangent trigonometric functions to model periodic phenomena with specified amplitude, frequency, horizontal shift and midline.	2 - Poor Alignment	No discussion of the shifts for trig functions. All problems are in real-world context. None in mathematical context. No tangent graphs used.
<a href="#">MA.912.T.3.2</a>	Given a table, equation or written description of a trigonometric function, graph that function and determine key features.	1 - Very Poor/No Alignment	Standard not met. None of the elements of the benchmarks met.
<a href="#">MA.912.T.3.3</a>	Solve and graph mathematical and real-world problems that are modeled with trigonometric functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Not enough problems on the topic are represented.
<a href="#">MA.912.T.4.1</a>	Define and plot polar coordinates. Convert between polar coordinates and rectangular coordinates with and without the use of technology.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.4.2</a>	Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates.	5 - Very Good Alignment	Benchmark well met.

<a href="#">MA.912.T.4.3</a>	Graph equations in the polar coordinate plane with and without the use of graphing technology.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.4.4</a>	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.4.5</a>	Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.4.6</a>	Convert from a parametric representation of a plane curve to a rectangular equation, and convert from a rectangular equation to a parametric representation of a plane curve.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.912.T.4.7</a>	Apply parametric equations to model applications involving motion in the plane.	5 - Very Good Alignment	Benchmark well met.
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	5 - Very Good Alignment	MTR is well met.
<a href="#">MA.K12.MTR.2.1</a>	Demonstrate understanding by representing problems in multiple ways.	5 - Very Good Alignment	MTR is well met.

	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>MTR is well met.</p>
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>	<p>5 - Very Good Alignment</p>	<p>MTR is well met.</p>

	<ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>MTR is well met.</p>
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>MTR is well met.</p>

	<ul style="list-style-type: none"> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	MTR is well met.
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Benchmark well met.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Benchmark well met.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Benchmark well met.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Benchmark well met.



<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Benchmark well met.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Benchmark well met.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Benchmark well met.

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 benchmarks were missing and not enough mathematical context was given.
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 well met.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	Benchmark well met.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Benchmark well met.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Benchmark well 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	Benchmark well met.
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	Benchmark well met.

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	Benchmark well met.
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	Benchmark well met.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Benchmark well met.
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	Benchmark well met.
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	Benchmark well met.
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	Benchmark well met.
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Benchmark well met.
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	Benchmark well met.
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Benchmark well met.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Benchmark well met.
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Benchmark well met.
19. G. Multicultural Representation: The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and	5 - Very Good Alignment	Benchmark well met.

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	Benchmark well met.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - Good Alignment	Some benchmarks not fully developed.

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 resources provided a variety of additional activities to go with the online text.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Benchmark well met.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Benchmark well met.
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	Benchmark well met.
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	Benchmark well met.
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	Benchmark well met.

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	Benchmark well met.
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Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Benchmark well met.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Benchmark well met.
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Benchmark well met.
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	Benchmark well met.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Benchmark well met.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	Benchmark well met.
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	Benchmark well met.
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	Benchmark well met.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Benchmark well met.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Benchmark well met.

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	Benchmark well met.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Benchmark well 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	Benchmark well met.
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	Benchmark well met.

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	Book aligns to CRT.
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Materials omit CRT.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Materials 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	Materials do not solicit.

**Reviewer's Name:** Lori Metzler

**Title:** Florida Pre calculus

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Precalculus Honors](#)

**Bid ID:** 342

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.

It was difficult to navigate to see what the students would be doing (Practicing). The presentation and lesson organization for teachers was very useful.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.5.7</a>	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.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.AR.5.9</a>	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.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.AR.6.3</a>	Explain and apply theorems for polynomials to solve mathematical and real-world problems.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.AR.6.4</a>	Given a table, equation or written description of a polynomial function of degree 3 or higher, graph that function and determine its key features.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.AR.6.6</a>	Solve and graph mathematical and real-world problems that are modeled with polynomial functions of degree 3 or higher. Interpret key features and determine constraints in terms of the context.	4 - Good Alignment	Only one real world question
<a href="#">MA.912.AR.7.4</a>	Solve and graph mathematical and real-world problems that are modeled with radical functions. Interpret key features and determine constraints in terms of the context.	3 - Fair Alignment	Only one or two real world questions.
<a href="#">MA.912.AR.8.3</a>	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	Meets the standard.
<a href="#">MA.912.AR.9.3</a>	Given a mathematical or real-world context, solve a system consisting of two-variable	3 - Fair Alignment	The standard says "given a real world

	linear or non-linear equations algebraically or graphically.		scenario", no evidence of this.
<a href="#">MA.912.AR.9.10</a>	Solve and graph mathematical and real-world problems that are modeled with piecewise functions. Interpret key features and determine constraints in terms of the context.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.AR.10.1</a>	Given a mathematical or real-world context, write and solve problems involving arithmetic sequences.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.AR.10.2</a>	Given a mathematical or real-world context, write and solve problems involving geometric sequences.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.AR.10.3</a>	Recognize and apply the formula for the sum of a finite arithmetic series to solve mathematical and real-world problems.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.AR.10.4</a>	Recognize and apply the formula for the sum of a finite or an infinite geometric series to solve mathematical and real-world problems.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.AR.10.5</a>	Given a mathematical or real-world context, write a sequence using function notation, defined explicitly or recursively, to represent relationships between quantities from a written description.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.F.1.4</a>	Write an algebraic expression that represents the difference quotient of a function. Calculate the numerical value of the difference quotient at a given pair of points.	4 - Good Alignment	Meets the standard.
<a href="#">MA.912.F.1.7</a>	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	Meets the standard.



<a href="#">MA.912.F.3.3</a>	Solve mathematical and real-world problems involving functions that have been combined using arithmetic operations.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.F.3.4</a>	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	4 - Good Alignment	Meets the standard.
<a href="#">MA.912.F.3.5</a>	Solve mathematical and real-world problems involving composite functions.	4 - Good Alignment	Meets the standard.
<a href="#">MA.912.F.3.7</a>	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	Meets the standard.
<a href="#">MA.912.F.3.8</a>	Produce an invertible function from a non-invertible function by restricting the domain.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.F.3.9</a>	Solve mathematical and real-world problems involving inverse functions.	4 - Good Alignment	Meets the standard.
<a href="#">MA.912.GR.7.1</a>	Given a conic section, describe how it can result from the slicing of two cones.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.GR.7.2</a>	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.GR.7.3</a>	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.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.GR.7.4</a>	Given a mathematical or real-world context, derive and create the equation of a parabola using key features.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.GR.7.5</a>	Graph and solve mathematical and real-world problems that are modeled with an equation of a parabola. Determine and	5 - Very Good Alignment	Meets the standard.

	interpret key features in terms of the context.		
<a href="#">MA.912.GR.7.6</a>	Given a mathematical or real-world context, derive and create the equation of an ellipse using key features.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.GR.7.7</a>	Graph and solve mathematical and real-world problems that are modeled with an equation of an ellipse. Determine and interpret key features in terms of the context.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.GR.7.8</a>	Given a mathematical or real-world context, derive and create the equation of a hyperbola using key features.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.GR.7.9</a>	Graph and solve mathematical and real-world problems that are modeled with an equation of a hyperbola. Determine and interpret key features in terms of the context.	2 - Poor Alignment	No evidence of real world questions.
<a href="#">MA.912.NSO.2.2</a>	Represent addition, subtraction, multiplication and conjugation of complex numbers geometrically on the complex plane.	4 - Good Alignment	Meets the standard.
<a href="#">MA.912.NSO.2.3</a>	Calculate the distance and midpoint between two numbers on the complex coordinate plane.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.NSO.2.4</a>	Solve mathematical and real-world problems involving complex numbers represented algebraically or on the coordinate plane.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.NSO.2.5</a>	Represent complex numbers on the complex plane in rectangular and polar forms.	3 - Fair Alignment	Rectangular form?
<a href="#">MA.912.NSO.2.6</a>	Rewrite complex numbers to trigonometric form. Multiply complex numbers in trigonometric form.	5 - Very Good Alignment	Meets the standard.

<a href="#">MA.912.NSO.3.1</a>	Apply appropriate notation and symbols to represent vectors in the plane as directed line segments. Determine the magnitude and direction of a vector in component form.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.NSO.3.2</a>	Represent vectors in component form, linear form or trigonometric form. Rewrite vectors from one form to another.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.NSO.3.3</a>	Solve mathematical and real-world problems involving velocity and other quantities that can be represented by vectors.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.NSO.3.4</a>	Solve mathematical and real-world problems involving vectors in two dimensions using the dot product and vector projections.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.NSO.3.6</a>	Multiply a vector by a scalar algebraically or graphically.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.NSO.3.7</a>	Compute the magnitude and direction of a vector scalar multiple.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.NSO.3.8</a>	Add and subtract vectors algebraically or graphically.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.NSO.3.9</a>	Given the magnitude and direction of two or more vectors, determine the magnitude and direction of their sum.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.T.1.3</a>	Apply the Law of Sines and the Law of Cosines to solve mathematical and real-world problems involving triangles.	4 - Good Alignment	Meets the standard.
<a href="#">MA.912.T.1.4</a>	Solve mathematical problems involving finding the area of a triangle given two sides and the included angle.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.T.1.5</a>	Prove Pythagorean Identities. Apply Pythagorean Identities to calculate trigonometric ratios and to solve problems.	5 - Very Good Alignment	Meets the standard.

<a href="#">MA.912.T.1.6</a>	Prove the Double-Angle, Half-Angle, Angle Sum and Difference formulas for sine, cosine, and tangent. Apply these formulas to solve problems.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.T.1.7</a>	Simplify expressions using trigonometric identities.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.T.1.8</a>	Solve mathematical and real-world problems involving one-variable trigonometric ratios.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.T.2.1</a>	Given any positive or negative angle measure in degrees or radians, identify its corresponding angle measure between $0^\circ$ and $360^\circ$ or between 0 and $2\pi$ . Convert between degrees and radians.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.T.2.2</a>	Define the six basic trigonometric functions for all real numbers by identifying corresponding angle measures and using right triangles drawn in the unit circle.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.T.2.3</a>	Determine the values of the six basic trigonometric functions for $0$ , <input type="text"/> , <input type="text"/> and <input type="text"/> and their multiples using special triangles.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.T.2.4</a>	Use the unit circle to express the values of sine, cosine and tangent for $\pi-x$ , $\pi+x$ , and $2\pi-x$ in terms of their values for $x$ , where $x$ is any real number.	4 - Good Alignment	Meets the standard.
<a href="#">MA.912.T.2.5</a>	Given angles measured in radians or degrees, calculate the values of the six basic trigonometric functions using the unit circle, trigonometric identities or technology.	4 - Good Alignment	Meets the standard.
<a href="#">MA.912.T.3.1</a>	Given a mathematical or real-world context, choose sine, cosine or tangent trigonometric functions to model periodic phenomena with	5 - Very Good Alignment	Meets the standard.

	specified amplitude, frequency, horizontal shift and midline.		
<a href="#">MA.912.T.3.2</a>	Given a table, equation or written description of a trigonometric function, graph that function and determine key features.	2 - Poor Alignment	Questions did not ask to graph the function.
<a href="#">MA.912.T.3.3</a>	Solve and graph mathematical and real-world problems that are modeled with trigonometric functions. Interpret key features and determine constraints in terms of the context.	2 - Poor Alignment	No evidence to solve or graph functions.
<a href="#">MA.912.T.4.1</a>	Define and plot polar coordinates. Convert between polar coordinates and rectangular coordinates with and without the use of technology.	4 - Good Alignment	Meets the standard.
<a href="#">MA.912.T.4.2</a>	Represent equations given in rectangular coordinates in terms of polar coordinates. Represent equations given in polar coordinates in terms of rectangular coordinates.	4 - Good Alignment	Meets the standard.
<a href="#">MA.912.T.4.3</a>	Graph equations in the polar coordinate plane with and without the use of graphing technology.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.T.4.4</a>	Identify and graph special polar equations, including circles, cardioids, limacons, rose curves and lemniscates.	4 - Good Alignment	Meets the standard.
<a href="#">MA.912.T.4.5</a>	Sketch the graph of a curve in the plane represented parametrically, indicating the direction of motion.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.912.T.4.6</a>	Convert from a parametric representation of a plane curve to a rectangular equation, and convert from a rectangular equation to a parametric representation of a plane curve.	4 - Good Alignment	Meets the standard.

<a href="#">MA.912.T.4.7</a>	Apply parametric equations to model applications involving motion in the plane.	5 - Very Good Alignment	Meets the standard.
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	4 - Good Alignment	Meets the standard.
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>	4 - Good Alignment	Meets the standard.
<a href="#">MA.K12.MTR.3.1</a>	Complete tasks with mathematical fluency.	4 - Good Alignment	Meets the standard.

	<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	4 - Good Alignment	Meets the standard.
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p>	4 - Good Alignment	Meets the standard.

	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Meets the standard.</p>
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Meets the standard.</p>



	<ul style="list-style-type: none"> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate.</li> <li>• Redesign models and methods to improve accuracy or efficiency.</li> </ul>		
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Meets the standard.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	Meets the standard.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	Meets the standard.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Meets the standard.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Meets the standard.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Meets the standard.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Meets 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.	5 - Very Good Alignment	Aligns with 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	Aligns with standards.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	yes
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	yes
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - 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.	3 - Fair Alignment	No evidence connecting to past course(s).
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
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.	3 - Fair Alignment	Secondary source?
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - 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).	4 - Good Alignment	Yes
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	Yes

13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	Yes
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	4 - Good Alignment	Yes
15. E. Currency of Content: The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.	4 - Good Alignment	Yes
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	Yes
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - 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	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).	4 - Good Alignment	Yes
21. In general, is the content of the benchmarks and standards for this course covered in the material?	4 - 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.	3 - Fair Alignment	Not very many problems for student practice.

2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	Yes
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - 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).	4 - Good Alignment	Yes

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	4 - Good Alignment	Yes
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - 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.	4 - 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.	4 - Good Alignment	Yes
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	Yes
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Yes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	4 - 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.	4 - 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?	4 - Good Alignment	Yes
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?	4 - Good Alignment	Yes
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	Yes

**UDL Reviewer's Name:** Lauren Proulx

**Title:** Florida Pre calculus

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [1202340 - Precalculus Honors](#)

**Bid ID:** 342

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*The Agile Mind Learning Management System (LMS) is delivered through any standard browser. Our services, as well as the browser that delivers our services, allow for adjustment of font size. The colors and backgrounds in the Agile Mind system cannot be adjusted within our services, but all colors and background design elements are tested to conform to the color-perception tests provided by Adobe Systems. Images used to accent the work are properly ignored by assistive technology, but some courses contain content such as graphs and charts that do not contain fully descriptive alternate text. The animations and videos do not contain descriptive audio or alternative text representations." Agile Mind services are delivered through standard browsers. To the extent that the browser supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Font type, size, colors, and background colors can't be adjusted. Magnification of the whole screen was available to increase font size.
Background: High contrast color settings are available.	1 - Very Poor/No Alignment	High contrast color settings are not available.
Text-to-speech tools.	2 - Poor Alignment	There is no built-in text to speech tool, software is compatible with browser's functionality. However, this may be limited depending on the district or computer.

All images have alt tags.	1 - Very Poor/No Alignment	No alt tags were provided.
All videos are captioned.	2 - Poor Alignment	Videos had no sound or speech to caption nor did they contain any alternative text.
Text, image tags, and captioning sent to refreshable Braille displays.	2 - Poor Alignment	Braille displays are only supported depending on the browser, not the system. I have no way to test this feature.

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

Bid Response

*Embedded controls in the software support zooming at 200% without loss of functionality. Furthermore, the content presentation mode has explicit text and zoom controls allowing for fine-grained control. Agile Mind's learning management system substantially supports functionality operable from a keyboard interface (using the Tab key to move focus through the screen and Enter or Space to activate), but animations and hotspot questions are not yet fully keyboard accessible. To the extent that the browser used to deliver Agile Mind services supports Braille displays, our content is compatible with this technology.*

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	2 - Poor Alignment	Non-text navigation specifically could not be adjusted in size. Full page magnification was available.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	Some navigation was able to be done through keyboard shortcuts but not all. Ability to access the other needed accessible features through navigation elements would be helpful.
All navigation information can be sent to refreshable Braille displays.	2 - Poor Alignment	Braille displays are only supported depending on the browser, not the system. I have no way to test this feature.

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

Bid Response

*Using standard browser functionality, text can be highlighted, copied, and pasted into another document. Highlighters and note taking tools are not part of the Agile Mind feature set, but select browsers (such as Microsoft Edge) make these tools available and we are compatible within those browser features.*



Review	Rating	Comments
Highlighters are provided in the four standard colors (yellow, rose, green, blue).	1 - Very Poor/No Alignment	Highlighters were not provided in the software and my browser did not offer these tools to test with the software.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Text was not able to be automatically extracted and my browser did not offer these tools to test with the software.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	1 - Very Poor/No Alignment	There were no note taking tools made available and my browser did not offer these tools to test with the software.

4. Which of the following <b>assistive technology supports, by product name</b> , have you tested for use with the instructional materials:		
Bid Response <i>We have tested for use with the following: 1. Magnification - Microsoft IE, Edge - Apple Safari - Firefox - Google Chrome 2. Text-to-speech - Apple Voice Over - Non-visual Desktop Access (from NV Access) - Chrome Vox 3. On-screen keyboards If these features are part of the delivery hardware operating system or browser, we support. Mobile and other touch-based devices, such as: - iPad, - Android tablets - Chrome Books - Microsoft Surface - Touch PCs 4. Speech-to-text We support the operating system or device software that does speech to text input.</i>		
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	Magnification was available in the software and text to speech was compatible in my browser, I was unable to test any of the other assistive technology features.

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 <i>Upon request, we can make paper-based materials available in a format -- such as word files or pdf files -- to be adjusted per a student's IEP.</i>		
Review	Rating	Comments

5 - Very Good  
Alignment

Publisher states paper based materials are  
available and can be adjusted.

**Reviewer's Name:** Patricia Williams

**Title:** Florida Pre calculus

**Publisher:** Agile Mind Educational Holdings, Inc.

**Author:** Agile Mind, the Charles A. Dana Center at the University of Texas at Austin

**Copyright:** 2021

**Edition:** 2021

**Grade Level:** 9-12

**Course:** [Pre-Calculus Honors](#)

**Bid ID:** 342

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 scenarios and questions do not favor nor discriminate against any one group.

**Reviewer's Name:** Elisa Greco

**Title:** MATHSPACE FLORIDA: Algebra 1 B.E.S.T. 2022 edition

**Publisher:** Mathspace Inc.

**Author:** Hoyt, A., et al.

**Copyright:** 2022

**Edition:** 1

**Grade Level:** 9-12

**Course:** [Algebra 1](#)

**Bid ID:** 346

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.

The MathSpace curriculum is primarily digital. It has a complete package for learning. It does inquiry based prelearning with the Engage activities. The Solidfy and Practice allows for learning and independent practice. Each section gives support for SWD and ELL students as will as promoting collaboratiiona and discussion. Each section detalis

strategies, misconceptions and higher order questions. The practice problems even have an adaptive level and advanced questions so the needs of all students are met. In its digital format, the curriculum has a great blend of digital hands on learning and critical thinking. however the only concern is when the worksheets are printed. In the printed form, some of the graphics are blurry and the graphs are hard to read. As a digital curriculum, it is very clear and concise to read and process. The MathSpace curriculum was written for the Florida standards and sections even use the language of Florida's standards. There are three standards that are not found in the program but every other standard is represented at the appropriate level for the student and at the complexity of the standard. Overall, this is a nearly complete curriculum for Algebra 1 and can be used to represent learning to the depth of the new standards.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	Many examples of both RW and mathematical questions
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Literal section and examples found with graphing functions
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Many examples of all operations
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Thorough section on the division

<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	Many sections on factoring
<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Contains basic examples up to advanced fraction examples
<a href="#">MA.912.AR.2.2</a>	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	Equations shown in all 3 forms
<a href="#">MA.912.AR.2.3</a>	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 section using both point-slope and slope-intercept
<a href="#">MA.912.AR.2.4</a>	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	Given all forms of linear function, many examples of key features
<a href="#">MA.912.AR.2.5</a>	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	Several RW examples, focus key features
<a href="#">MA.912.AR.2.6</a>	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	Sections cover both one variable and compound inequalities
<a href="#">MA.912.AR.2.7</a>	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	Section covers two variables inequalities
<a href="#">MA.912.AR.2.8</a>	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	5 - Very Good Alignment	Several RW inequalities graphs

<a href="#">MA.912.AR.3.1</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	Both Mathematical and RW quadratics
<a href="#">MA.912.AR.3.4</a>	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.	4 - Good Alignment	A few examples in a quadratic graphing section
<a href="#">MA.912.AR.3.5</a>	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	4 - Good Alignment	A few examples in a quadratic equation section
<a href="#">MA.912.AR.3.6</a>	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	Good sections on vertex/zeros and intercepts
<a href="#">MA.912.AR.3.7</a>	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	Each type shown and focus on key features
<a href="#">MA.912.AR.3.8</a>	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	Focus on many key features
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Absolute value sections well covered
<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	5 - Very Good Alignment	Absolute value sections well covered
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Good examples of growth and decay

<a href="#">MA.912.AR.5.4</a>	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	Exponential sections cover all forms of exponentials
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	5 - Very Good Alignment	Graphing exponentials focus on features
<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Solving both Mathematical RW examples
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Good examples of linear inequalities
<a href="#">MA.912.AR.9.6</a>	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Several examples with constraints
<a href="#">MA.912.DP.1.1</a>	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	Many examples of different data representations
<a href="#">MA.912.DP.1.2</a>	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	Interpretation of data and many display examples
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	Correlation and causation in all data types
<a href="#">MA.912.DP.1.4</a>	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	1 - Very Poor/No Alignment	This standard is not found. There are no examples of surveys with margin of error.



<a href="#">MA.912.DP.2.4</a>	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	Line of best fit and slope interpretation examples
<a href="#">MA.912.DP.2.6</a>	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	Scatter plots and residuals covered
<a href="#">MA.912.DP.3.1</a>	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	Frequency detailed well
<a href="#">MA.912.F.1.1</a>	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	Determine functions of both linear and exponential
<a href="#">MA.912.F.1.2</a>	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	Evaluating functions with interpretation
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	Good review on average rate of change
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Compare key features using all forms
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Comparing linear vs nonlinear using all forms
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Good modeling section on all three functions

<a href="#">MA.912.F.2.1</a>	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	Transformations in depth using both graphs and tables
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Simple and compound sections with good RW
<a href="#">MA.912.FL.3.4</a>	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.	2 - Poor Alignment	This standard has one question of asking the similarity at the end of the section
<a href="#">MA.912.NSO.1.1</a>	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	Laws of exponents using rational exponents detailed
<a href="#">MA.912.NSO.1.2</a>	Generate equivalent algebraic expressions using the properties of exponents.	2 - Poor Alignment	just a couple examples with numbers, none with algebraic expressions
<a href="#">MA.912.NSO.1.4</a>	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	4 - Good Alignment	Shows both square and cube root, but does not explore multiple methods to solve
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>	5 - Very Good Alignment	Challenging openers called Engage activities

	<ul style="list-style-type: none"> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	4 - Good Alignment	Several of the engage activities use digital manipulatives
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> </ul>	4 - Good Alignment	Different methods are discussed in the teacher notes, but only one method is shown

	<ul style="list-style-type: none"> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	5 - Very Good Alignment	The Engage activities require students to work in groups, then discuss these results during the lesson
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> </ul>	4 - Good Alignment	Several lessons notice patterns

	<ul style="list-style-type: none"> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	The program has many progress checks and verify solutions
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	Many sections have RW questions as well as modeling sections
<a href="#">ELA.K12.EE.1.1</a>	<p>Cite evidence to explain and justify reasoning.</p>	5 - Very Good Alignment	In the engage and extend thinking in each section show justification

<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	the sections are on grade level but since digital, need to print paper to do written reading strategies
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	Teacher notes can support making inferences
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Collaboration can be found in every area of the program
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	Several lessons have products in the extension only
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Discussion occurs throughout the program
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Teacher notes show multiple strategies to present to 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.	5 - Very Good Alignment	This curriculum was written with Florida 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	Excellent skill level of the standards
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	materials are primarily a digital platform. with worksheets that can be printed

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	In solidfy, the curriculum is explained in detail
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	The content is aligned with 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	It provides basic problems and scaffolds to higher level quesitons
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 can be taught in one school year
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	Experts used
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	High quality material
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	accurate 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	objective 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	current theories used
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	very factual
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	current 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	very 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	very 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	RW questions with connections
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Connections with science and RW
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	appropriate presentation
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	appropriate presentation
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	The material matches extremely well with the florida 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	Teacher resources address how to teach concept and offer additional support of other methods
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	The three Engage, Solidify and Practice are aligned to standards



3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	very logical organization af 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	The reading of the material is at appropriate level for students. Very visual
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 appropriate and chunked well
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 support, every section has suport for SWD
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 materials are very cohesive and blend well to create a well balanced program

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Engage activities have online tools and opportunities to explore concepts
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Each unit features main ideas
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	Solidify has clear statements and bullet points
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	In Engage, critical thinking is emphasized

5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Since digital, it focuses on visual and audio, need to make copies for hands-on
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 Engage activities stress learning the material
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	Engage and extend thinking lead to discussions and critical 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	Teaching notes stress different strategies to teach the curriculum
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The teacher notes stress multiple strategies, but the core material focus is one strategy
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments are aligned to the curriculum
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 are aligned to 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	specific strategies for SWD and ELL learners in every lesson
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	curriculum focuses on building learning and RW practice
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 strategies found in the teaching notes guides the curriculum and assessments

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	aligns with rule
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	aligns with rule
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	aligns with rule
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	aligns with rule

**Reviewer's Name:** Tiffany Hoben

**Title:** MATHSPACE FLORIDA: Algebra 1 B.E.S.T. 2022 edition

**Publisher:** Mathspace Inc.

**Author:** Hoyt, A., et al.

**Copyright:** 2022

**Edition:** 1

**Grade Level:** 9-12

**Course:** [Algebra 1](#)

**Bid ID:** 346

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 the prohibited topic found. ---Chapter 9 Adaptive Practice, question about Russian Nuclear Weapons

**Reviewer's Name:** Dina Neyman

**Title:** MATHSPACE FLORIDA: Algebra 1 B.E.S.T. 2022 edition

**Publisher:** Mathspace Inc.

**Author:** Hoyt, A., et al.

**Copyright:** 2022

**Edition:** 1

**Grade Level:** 9-12

**Course:** [Algebra 1](#)

**Bid ID:** 346

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 digital program that has been clearly written for the BEST Standards. The content is high quality and the lessons are well crafted to thread the MTR's throughout each activity. However, if a district has limited devices or bandwidth, this program may not be the best fit.

There is a paper-based resource, but the digital components are where the exceptionality lies.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	I like how this standard is shown at different levels and spiraled throughout the course for understanding.
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	5 - Very Good Alignment	Real world problems are well written. Easy to understand and make the concept feel concrete.
<a href="#">MA.912.AR.2.2</a>	Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written	5 - Very Good Alignment	Very well done

	description or a table of values within a mathematical or real-world context.		
<a href="#">MA.912.AR.2.3</a>	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	Very well done
<a href="#">MA.912.AR.2.4</a>	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	Very well done
<a href="#">MA.912.AR.2.5</a>	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	Very well done
<a href="#">MA.912.AR.2.6</a>	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 well done
<a href="#">MA.912.AR.2.7</a>	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	Very well done
<a href="#">MA.912.AR.2.8</a>	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.3.1</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.3.4</a>	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	Very well done

<a href="#">MA.912.AR.3.5</a>	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.3.6</a>	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	Very well done
<a href="#">MA.912.AR.3.7</a>	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	Very well done
<a href="#">MA.912.AR.3.8</a>	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	Very well done
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.5.4</a>	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	Very well done
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	5 - Very Good Alignment	Very well done



<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.AR.9.6</a>	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.DP.1.1</a>	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	Very well done. Really nice Engage activities for students to lead into the lesson.
<a href="#">MA.912.DP.1.2</a>	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	Very well done. Really nice Engage activities for students to lead into the lesson.
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	5 - Very Good Alignment	Very well done. I really like the context of the happiness score and a focus on positivity.
<a href="#">MA.912.DP.1.4</a>	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	5 - Very Good Alignment	Very well done. Really good analysis questions to think deeply about the content.
<a href="#">MA.912.DP.2.4</a>	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 well done. The examples are really well constructed.

<a href="#">MA.912.DP.2.6</a>	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 well done. The examples are really well constructed.
<a href="#">MA.912.DP.3.1</a>	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	Very well done. Exceptional integration with all of the MTR's for this standard.
<a href="#">MA.912.F.1.1</a>	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	Very well done. The intro offers lots of opportunities for exploration and conversation to lay a solid foundation for understanding functions.
<a href="#">MA.912.F.1.2</a>	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 well done. Really good context for problems that students in Florida can connect with and understand.
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	5 - Very Good Alignment	Very well done. Really good context for problems that students in Florida can connect with and understand.
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Very well done. Really good context for problems that students in Florida can connect with and understand.
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented	5 - Very Good Alignment	Very well done. Really good context for problems that

	algebraically, graphically, in tables or written descriptions.		students in Florida can connect with and understand.
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	5 - Very Good Alignment	Very well done. Really good context for problems that students in Florida can connect with and understand.
<a href="#">MA.912.F.2.1</a>	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 well done
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.FL.3.4</a>	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	Very well done
<a href="#">MA.912.NSO.1.1</a>	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	Very well done
<a href="#">MA.912.NSO.1.2</a>	Generate equivalent algebraic expressions using the properties of exponents.	5 - Very Good Alignment	Very well done
<a href="#">MA.912.NSO.1.4</a>	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	5 - Very Good Alignment	Very well done
<a href="#">MA.K12.MTR.1.1</a>	Mathematicians who participate in effortful learning both individually and with others:	5 - Very Good Alignment	Excellent opportunities to work individually and

	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>		collectively to think about the topics.
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>	5 - Very Good Alignment	Many representations of problems and opportunities to show understanding.
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>	5 - Very Good Alignment	Many opportunities to demonstrate fluency.

	<ul style="list-style-type: none"> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	5 - Very Good Alignment	Problems lend themselves toward high quality conversations and justification of problem solving strategies.
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>	5 - Very Good Alignment	Really good problem sets that show connections between ideas.

	<ul style="list-style-type: none"> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	Solidify component does this well.
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	This MTR is exceptionally integrated throughout the content. The problems are interesting and relevant to students.

<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Lots of opportunity to cite evidence and justify thinking.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Readability is good without being laborious.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Problem solving focus is on strategy and approach.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Problems lend themselves toward high quality conversations and justification of problem solving strategies.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Aligned
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	This is tough to align to math, but this text does it well. There are high expectations set forth for student reflection, reading, and writing about their ideas.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Many different opportunities available for students to show what they know or share their ideas about problems.

Content	Reviewer Rating	Rating Justification
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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	Very well done
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 well done
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	Very well done
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Very well done
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	Very well done
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	Very well done
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	Very well done
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 well done
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 well done
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Very well done
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	Very well done
12. D. Accuracy of Content: The content of the material is representative of the discipline. (Material should include	5 - Very Good Alignment	Very well done



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	Very well done
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Very well done
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	Very well done
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Very well done
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Very well done
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Very well done
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	Very well done
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	Very well done
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Very well done

Presentation	Reviewer Rating	Rating Justification
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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, but flexible and easy to differentiate
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Very nice flow between resources
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	5 - Very Good Alignment	Very well aligned even in the organization of units, flow of work, and flow of tasks.
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	Visuals and narrative don't feel contrived or forced.
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	There are a lot of options, so teachers would need to be careful. However, the content is built to teach depth and understanding.
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 nicely done for the digital offerings to enhance student opportunity to learn.
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 alignment

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	Interesting problems
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Nice organization of chapters to support big ideas.

<p>3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Love the self rating options. Would be nice if this was built into the student print version, too.</p>
<p>4. D. Guidance and Support: the materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.</p>	<p>4 - Good Alignment</p>	<p>More space for example problems/explanations in the student text would have been helpful.</p>
<p>5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.</p>	<p>4 - Good Alignment</p>	<p>Teachers will have to plan for this, but it can be done with the materials in the package.</p>
<p>6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.</p>	<p>5 - Very Good Alignment</p>	<p>Very well aligned</p>
<p>7. E. Active Participation of Students: Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.</p>	<p>5 - Very Good Alignment</p>	<p>Very well aligned</p>
<p>8. F. Targeted Instructional Strategies: Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.</p>	<p>5 - Very Good Alignment</p>	<p>Nice flow to the lessons, especially connecting what students already remember and the Engage section of the lessons.</p>
<p>9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Lots of options to differentiate problem sets and activities.</p>
<p>10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.</p>	<p>5 - Very Good Alignment</p>	<p>Including differentiated assessment options.</p>
<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>The questions to address, needs, and excelling tasks are very helpful.</p>
<p>12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.</p>	<p>5 - Very Good Alignment</p>	<p>The option to assign adaptive tasks is awesome! The student</p>

		reflection with optional additional tasks is also 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?	5 - Very Good Alignment	MTR's are very well integrated into the content.
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	Very well 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 evidence of topic coverage
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 topic coverage
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	No evidence of topic coverage
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 topic coverage

**UDL Reviewer's Name:** Lauren Proulx

**Title:** MATHSPACE FLORIDA: Algebra 1 B.E.S.T. 2022 edition

**Publisher:** Mathspace Inc.

**Author:** Hoyt, A., et al.

**Copyright:** 2022

**Edition:** 1

**Grade Level:** 9-12

**Course:** [1200310 - Algebra 1](#)

**Bid ID:** 346

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*Fonts: The accessibility mode renders Mathspace in larger font size, students can also adjust the sizes of fonts on their device or on the browser. See "Background", below, for details about possible color adjustments. Background: Colors and background colors may be adjusted via the accessibility mode, which renders the pages in a high contrast theme. Text-to-speech tools: Using the Chrome browser and either JAWS, NVDA and Math Player or using Mac VoiceOver on Safari 14 for all major tool student components by selecting enable Accessibility Mode on Mathspace. All images have alt tags: All images in accessibility mode and on worksheets will have alt tags. All videos are captioned: All videos will be captioned Text, image tags, and captioning sent to refreshable Braille displays: this is possible via JAWS and NVDA for all major tool student components by selecting enable Accessibility Mode on Mathspace.*

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	1 - Very Poor/No Alignment	Font type, size, colors, and background colors can't be adjusted.
Background: High contrast color settings are available.	3 - Fair Alignment	Accessibility mode enabled a high contrast like setting but some of the colors still seemed not high contrast. There was only the one option that was preset.
Text-to-speech tools.	2 - Poor Alignment	There is no built-in text to speech tool, software is compatible with browser's functionality. However, this may be limited depending on the district or computer.

All images have alt tags.	3 - Fair Alignment	Images did have alt tags.
All videos are captioned.	5 - Very Good Alignment	Videos were captioned.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says this information can be sent to refreshable Braille displays. I do not have a way to test this feature.

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

Bid Response

*- Non-text navigation elements (buttons, icons, etc.) can be adjusted in size for all major tool student components by enabling Mathspace accessibility mode in order to render the text to be larger. This is also possible using the zoom function on most web browsers. - Navigation elements and information do not currently have keyboard shortcuts and therefore may not be sent to refreshable Braille displays at this time.*

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Non-text navigation could not be adjusted in size.
All navigation elements and menu items have keyboard shortcuts.	2 - Poor Alignment	Some navigation was able to be done through keyboard shortcuts but not all. Ability to access the other needed accessible features through navigation elements would be helpful.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says this information can be sent to refreshable Braille displays. I do not have a way to test this feature.

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

Bid Response

*Study tools such as Highlighters in four colors and Note Taking Tools are not present natively within Mathspace at this time. As a fully web-based digital program, however, there are free browser add-on extensions such as the Chrome Weava Highlighter - PDF & Web this tool allows you to highlight text and make notes on any website page - that will return when you leave the page and come back to it (see details at <http://chrome.google.com/webstore/detail/weava-highlighter-pdf-web/cbnaodkpfjniipjblikofhhlhcickei> ).*

Highlighters are provided in the four standard colors (yellow, rose, green, blue).	3 - Fair Alignment	Highlighters were provided in the notes section to go on the text but not directly in the text without going into the notes.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Highlighted text could not be extracted automatically.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	4 - Good Alignment	Note taking tools were available and math was able to be inserted. You could not see notes and problems side by side though.

<p><b>Bid Response</b></p> <p><i>The following assistive technology supports have been tested with all major tool student components by enabling Mathspace accessibility mode using JAWS, NVDA and Math Player or using Mac VoiceOver.</i></p>		
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	Text to speech was compatible in my browser, I was unable to test any of the other assistive technology features.

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?		
<p><b>Bid Response</b></p> <p><i>All major tool student components will be able to be printed for students who require paper materials based upon the IEP.</i></p>		
Review	Rating	Comments
	5 - Very Good Alignment	Publisher states paper based materials are available and can be adjusted.





**Reviewer's Name:** Odalis Tavares

**Title:** MATHSPACE FLORIDA: Algebra 1 B.E.S.T. 2022 edition

**Publisher:** Mathspace Inc.

**Author:** Hoyt, A., et al.

**Copyright:** 2022

**Edition:** 1

**Grade Level:** 9-12

**Course:** [Algebra 1](#)

**Bid ID:** 346

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.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	Lesson 1.01 supports the benchmarks. Lesson 5.5 is not available. The other lessons are directly connected to the benchmark.
<a href="#">MA.912.AR.1.2</a>	Rearrange equations or formulas to isolate a quantity of interest.	4 - Good Alignment	Sufficient practice and/or problems to support the benchmark.
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	4 - Good Alignment	Students are given opportunities to practice adding, subtracting and multiplying polynomials.
<a href="#">MA.912.AR.1.4</a>	Divide a polynomial expression by a monomial expression with rational number coefficients.	1 - Very Poor/No Alignment	Lesson 6.04 is not available in the online materials.
<a href="#">MA.912.AR.1.7</a>	Rewrite a polynomial expression as a product of polynomials over the real number system.	4 - Good Alignment	There are enough examples and/or problems to support this benchmark.
<a href="#">MA.912.AR.2.1</a>	Given a real-world context, write and solve one-variable multi-step linear equations.	4 - Good Alignment	There are real-world situations provided to write and solve equations.
<a href="#">MA.912.AR.2.2</a>	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.	3 - Fair Alignment	Of the lesson listed, only 2.01 and 2.03 match the expectation of the benchmark. 2.02 is not available. 2.04 focuses on parallel and perpendicular

			lines, which is Ar.2.3 and it is not a connecting benchmark.
<a href="#">MA.912.AR.2.3</a>	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	2 - Poor Alignment	2.03 does not address this benchmark.
<a href="#">MA.912.AR.2.4</a>	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	2 - Poor Alignment	There are not enough examples and/or problems identifying the key features of a linear function.
<a href="#">MA.912.AR.2.5</a>	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.	3 - Fair Alignment	There are not sufficient problems and/or practice
<a href="#">MA.912.AR.2.6</a>	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	4 - Good Alignment	There are sufficient examples and/or problems to support this benchmark.
<a href="#">MA.912.AR.2.7</a>	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	Students are given opportunities to write two-variable linear inequalities to represent relationships.
<a href="#">MA.912.AR.2.8</a>	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	4 - Good Alignment	Examples and/or problems are aligned to the benchmark and provide enough opportunities to practice and explore.
<a href="#">MA.912.AR.3.1</a>	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	3 - Fair Alignment	The textbook does highlight the different strategies; however, there are not enough

			concrete or visual representations to support the benchmark.
<a href="#">MA.912.AR.3.4</a>	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.	3 - Fair Alignment	Does not fully cover the benchmark clarifications.
<a href="#">MA.912.AR.3.5</a>	Given the x-intercepts and another point on the graph of a quadratic function, write the equation for the function.	3 - Fair Alignment	Does not provide sufficient examples/problems to help students write the equation of the function.
<a href="#">MA.912.AR.3.6</a>	Given an expression or equation representing a quadratic function, determine the vertex and zeros and interpret them in terms of a real-world context.	4 - Good Alignment	There are enough real-world connections to support this benchmark.
<a href="#">MA.912.AR.3.7</a>	Given a table, equation or written description of a quadratic function, graph that function, and determine and interpret its key features.	4 - Good Alignment	There are sufficient examples/problems to support identifying the key features.
<a href="#">MA.912.AR.3.8</a>	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.	4 - Good Alignment	Students will be able to solve and graph quadratic functions.
<a href="#">MA.912.AR.4.1</a>	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	4 - Good Alignment	Students will be able to write and solve absolute value functions.
<a href="#">MA.912.AR.4.3</a>	Given a table, equation or written description of an absolute value function, graph that function and determine its key features.	4 - Good Alignment	Sufficient examples for this benchmark, however, vocabulary is presented as it is new when it taught in

			the previous benchmark.
<a href="#">MA.912.AR.5.3</a>	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	3 - Fair Alignment	Only one lesson available and does not provide sufficient to classify the function.
<a href="#">MA.912.AR.5.4</a>	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	5.05 is not available. 5.06 does not provide sufficient examples/problems to support writing exponential functions.
<a href="#">MA.912.AR.5.6</a>	Given a table, equation or written description of an exponential function, graph that function and determine its key features.	4 - Good Alignment	Sufficient examples and/or problems to support students with exponential function.
<a href="#">MA.912.AR.9.1</a>	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	4 - Good Alignment	There are enough examples and/or problems to support system of equations
<a href="#">MA.912.AR.9.4</a>	Graph the solution set of a system of two-variable linear inequalities.	4 - Good Alignment	Students are able to graph the linear inequalities.
<a href="#">MA.912.AR.9.6</a>	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	There are enough examples and/or problems to support the benchmark.
<a href="#">MA.912.DP.1.1</a>	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	There are enough examples and/or problems to support this benchmark.
<a href="#">MA.912.DP.1.2</a>	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the	4 - Good Alignment	There are sufficient problems and/or examples to support

	different components and quantities in the display.		students interpret data distributions.
<a href="#">MA.912.DP.1.3</a>	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	4 - Good Alignment	Students would be able to explain the difference as expected in the benchmark.
<a href="#">MA.912.DP.1.4</a>	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	There are enough examples and/or examples to support the benchmark
<a href="#">MA.912.DP.2.4</a>	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.	4 - Good Alignment	There are enough examples and/or problems to support the expectation of this benchmark.
<a href="#">MA.912.DP.2.6</a>	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	Students will be able to determine the correlation specified in the benchmark.
<a href="#">MA.912.DP.3.1</a>	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	Benchmark expectations are met through the lesson.
<a href="#">MA.912.F.1.1</a>	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.	3 - Fair Alignment	7.01 is not available so it's hard to determine if the expectation of the benchmark is met.
<a href="#">MA.912.F.1.2</a>	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	4 - Good Alignment	There are sufficient opportunities for students to master this benchmark.
<a href="#">MA.912.F.1.3</a>	Calculate and interpret the average rate of change of a real-world situation represented	4 - Good Alignment	There are sufficient representations of

	graphically, algebraically or in a table over a specified interval.		the function to support this benchmark.
<a href="#">MA.912.F.1.5</a>	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	There is sufficient examples and/or examples to compare key features.
<a href="#">MA.912.F.1.6</a>	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	4 - Good Alignment	There are enough examples and/or problems to support this benchmark.
<a href="#">MA.912.F.1.8</a>	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	3 - Fair Alignment	Lesson 7.01 is not available. The remaining lessons do not provide enough to support this benchmark.
<a href="#">MA.912.F.2.1</a>	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 $k$ .	4 - Good Alignment	Students will be able to identify the transformation based on the examples and/or problems.
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	4 - Good Alignment	There are sufficient examples and/or problems to solve real-world problems.
<a href="#">MA.912.FL.3.4</a>	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.	4 - Good Alignment	Students will be able to explain the relationship outlined in the benchmark.
<a href="#">MA.912.NSO.1.1</a>	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.	4 - Good Alignment	There are sufficient problems and/or examples to support this benchmark.

<a href="#">MA.912.NSO.1.2</a>	<p>Generate equivalent algebraic expressions using the properties of exponents.</p>	<p>4 - Good Alignment</p>	<p>There are sufficient problems to help students generate equivalent expressions.</p>
<a href="#">MA.912.NSO.1.4</a>	<p>Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.</p>	<p>4 - Good Alignment</p>	<p>There are sufficient examples and/or problems to support this benchmark.</p>
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>	<p>2 - Poor Alignment</p>	<p>While MTR 1 could live in the majority of lessons, stating that it is present in every lesson does not meet the expectation of the benchmark. It is also not explicitly listed in the lessons.</p>
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>	<p>2 - Poor Alignment</p>	<p>The MTR is highlighted in the lesson; however, it is not explained throughout the lesson.</p>



	<ul style="list-style-type: none"> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>	2 - Poor Alignment	The MTR is highlighted in the lesson; however, it is not explained throughout the lesson.
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>	2 - Poor Alignment	The MTR is highlighted in the lesson; however, it is not explained throughout the lesson.

<p><a href="#">MA.K12.MTR.5.1</a></p>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	<p>3 - Fair Alignment</p>	<p>The MTR is highlighted in the lesson; however, it is not explained throughout the lesson.</p>
<p><a href="#">MA.K12.MTR.6.1</a></p>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	<p>3 - Fair Alignment</p>	<p>The MTR is highlighted in the lesson; however, it is not explained throughout the lesson.</p>
<p><a href="#">MA.K12.MTR.7.1</a></p>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p>	<p>2 - Poor Alignment</p>	<p>The MTR is highlighted in the lesson; however, it is not explained</p>

	<ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>		throughout the lesson.
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	There are enough activities to support this benchmark.
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	4 - Good Alignment	This was evident i a variety of lessons.
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	There are supports for students to make inferences.
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	There were many opportunities for collaboration.
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	4 - Good Alignment	The two items highlighted support the intent of this benchmark.
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	There are ample opportunities for student collaboration and conversation.
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	4 - Good Alignment	Research based strategies provided to support ELL 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.	3 - Fair Alignment	Overall the content aligns with the BEST standards; however, there are some areas of concern.
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 curriculum is at the correct level.
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	4 - Good Alignment	The curriculum does allow for customization to support a variety of learners.
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	4 - Good Alignment	The examples provide sufficient details for student understanding.
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	4 - Good Alignment	The 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.	4 - Good Alignment	The content matches 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	The content can be taught within one school year.
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 was not clear in their 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	This was not clear in their materials.
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	4 - Good Alignment	The content was 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).	4 - Good Alignment	The material 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).	4 - Good Alignment	The content did focus solely on benchmarks.
13. D. Accuracy of Content: The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).	4 - Good Alignment	The curriculum was written based on mathematical facts.
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 written with the BEST standards in mind.
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.
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 the intended learners.
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	4 - Good Alignment	There are meaningful connections throughout.
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 connections to the real world to make the learning meaningful.
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 is fair and unbiased representation of all groups.
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	The content displays humanity and compassion.
21. In general, is the content of the benchmarks and standards for this course covered in the material?	3 - Fair Alignment	The majority is, however, there were lessons missing which

		make it difficult to determine the complete alignment.
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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 is adequate practice per lesson; however, teachers may need to supplement.
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	4 - Good Alignment	All components are in alignment.
3. C. Organization of Instructional Materials: the materials are consistent and logical organization of the content for the subject area.	4 - Good Alignment	The sequence is logical for Algebra 1.
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	There are not enough representations to support student learning (ie, concrete, representational)
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 pacing allows for student understanding.
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	There are some assistive supports but the platform does not provide support 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).	3 - Fair Alignment	The presentation does not allow for customization or supports to help ALL learners.

Learning	Reviewer Rating	Rating Justification
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1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	3 - Fair Alignment	There are not sufficient features to help with learner motivation and growth mindset.
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	4 - Good Alignment	The materials do focus on benchmarks and how they connect..
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	There are clear outcomes highlighted throughout.
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 strategies embedded throughout to help support learners in becoming critical thinkings; however, those strategies (MLRs) are not directly connected within each lesson.
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	3 - Fair Alignment	There is an adaptive practice; however, it does not support all learning styles.
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	4 - Good Alignment	Activities support 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	There are not sufficient activities to support extensions.
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 strategies are embedded in the teacher materials; however it doesn't connect to the actual lesson but just a description.
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	The strategies recommended are proven to be effective.
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	2 - Poor Alignment	There were not enough connections to 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.	2 - Poor Alignment	There are not enough opportunities to promote assessment strategies.
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	2 - Poor Alignment	There are not enough strategies, materials or activities to support UDL.
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	MTRs are not embedded in the lesson guide for teachers.
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 curriculum does not fully support 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?	4 - Good Alignment	Yes it aligns with Rule 6A-1.094124
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes, it is omitted.
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	4 - Good Alignment	Yes it omits 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	Yes, SEL is not highlighted in the curriculum.



**Reviewer's Name:** Tiffany Hoben

**Title:** MATHSPACE FLORIDA: Geometry B.E.S.T. 2022 edition

**Publisher:** Mathspace Inc.

**Author:** Hoyt, A., et al.

**Copyright:** 2022

**Edition:** 1

**Grade Level:** 9-12

**Course:** [Geometry](#)

**Bid ID:** 347

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 prohibited materials found.

**UDL Reviewer's Name:** Lauren Proulx

**Title:** MATHSPACE FLORIDA: Geometry B.E.S.T. 2022 edition

**Publisher:** Mathspace Inc.

**Author:** Hoyt, A., et al.

**Copyright:** 2022

**Edition:** 1

**Grade Level:** 9-12

**Course:** [1206310 - Geometry](#)

**Bid ID:** 347

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

Bid Response

*Fonts: The accessibility mode renders Mathspace in larger font size, students can also adjust the sizes of fonts on their device or on the browser. See "Background", below, for details about possible color adjustments. Background: Colors and background colors may be adjusted via the accessibility mode, which renders the pages in a high contrast theme. Text-to-speech tools: Using the Chrome browser and either JAWS, NVDA and Math Player or using Mac VoiceOver on Safari 14 for all major tool student components by selecting enable Accessibility Mode on Mathspace. All images have alt tags: All images in accessibility mode and on worksheets will have alt tags. All videos are captioned: All videos are captioned Text, image tags, and captioning sent to refreshable Braille displays: this is possible via JAWS and NVDA for all major tool student components by selecting enable Accessibility Mode on Mathspace.*

Review	Rating	Comments
Fonts: Type and size. Colors and background colors can be adjusted.	3 - Fair Alignment	Font type, size, and background colors could be adjusted. Font color could not.
Background: High contrast color settings are available.	2 - Poor Alignment	Accessibility mode enabled a high contrast like setting but some of the colors still seemed not high contrast. And there was only the one option that was preset.
Text-to-speech tools.	2 - Poor Alignment	There is no built-in text to speech tool, software is compatible with browser's functionality. However, this may be limited depending on the district or computer.

All images have alt tags.	5 - Very Good Alignment	Images did have alt tags.
All videos are captioned.	2 - Poor Alignment	Not all videos were captioned.
Text, image tags, and captioning sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says this information can be sent to refreshable Braille displays. I do not have a way to test this feature.

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

Bid Response

*- Non-text navigation elements (buttons, icons, etc.) can be adjusted in size for all major tool student components by enabling Mathspace accessibility mode in order to render the text to be larger. This is also possible using the zoom function on most web browsers. - Navigation elements and information do not currently have keyboard shortcuts and therefore may not be sent to refreshable Braille displays at this time.*

Review	Rating	Comments
Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.	1 - Very Poor/No Alignment	Non-text navigation could not be adjusted in size.
All navigation elements and menu items have keyboard shortcuts.	1 - Very Poor/No Alignment	Some navigation was able to be done through keyboard shortcuts but not all. Ability to access the other needed accessible features through navigation elements would be helpful.
All navigation information can be sent to refreshable Braille displays.	5 - Very Good Alignment	Publisher says this information can be sent to refreshable Braille displays. I do not have a way to test this feature.

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

Bid Response

*Mathspace integrates with the Weava Highlighter - PDF and Web Chrome extension allowing for highlighting in the four standard colours, automatic extraction into another document and the ability to write ideas online as they are processing curriculum content. (see details at <http://chrome.google.com/webstore/detail/weava-highlighter-pdf-web/cbnaodkpfjniipjblikofhllhcickei> ).*

Highlighters are provided in the four standard colors (yellow, rose, green, blue).	4 - Good Alignment	Highlighters were provided in the notes section to go on the text but not directly in the text without going into the notes.
Highlighted text can be automatically extracted into another document.	1 - Very Poor/No Alignment	Highlighted text could not be extracted automatically.
Note taking tools are available for students to write ideas online; as they are processing curriculum content.	4 - Good Alignment	Note taking tools were available and math was able to be inserted. You could not see notes and problems side by side though.

<p><b>Bid Response</b></p> <p><i>The following assistive technology supports have been tested with all major tool student components by enabling Mathspace accessibility mode using JAWS, NVDA and MathPlayer or using Mac VoiceOver.</i></p>		
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	Text to speech was compatible in my browser, I was unable to test any of the other assistive technology features.

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?		
<p><b>Bid Response</b></p> <p><i>All major tool student components will be able to be printed for students who require paper materials based upon the IEP.</i></p>		
Review	Rating	Comments
	5 - Very Good Alignment	Publisher states paper based materials are available and can be adjusted.



**Reviewer's Name:** jean sterner

**Title:** MATHSPACE FLORIDA: Geometry B.E.S.T. 2022 edition

**Publisher:** Mathspace Inc.

**Author:** Hoyt, A., et al.

**Copyright:** 2022

**Edition:** 1

**Grade Level:** 9-12

**Course:** [Geometry](#)

**Bid ID:** 347

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
<a href="#">MA.912.GR.1.1</a>	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	Multiple sections align to this standard
<a href="#">MA.912.GR.1.2</a>	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	sections align to this standard
<a href="#">MA.912.GR.1.3</a>	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	5 - Very Good Alignment	Multiple chapters align to this standard
<a href="#">MA.912.GR.1.4</a>	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	4 - Good Alignment	A few sections align to this standard
<a href="#">MA.912.GR.1.5</a>	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	4 - Good Alignment	One section aligns to this standard
<a href="#">MA.912.GR.1.6</a>	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	Multiple sections align to this standard
<a href="#">MA.912.GR.2.1</a>	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	5 - Very Good Alignment	A chapter aligns to this standard
<a href="#">MA.912.GR.2.2</a>	Identify transformations that do or do not preserve distance.	4 - Good Alignment	Two sections align to this standard

<a href="#">MA.912.GR.2.3</a>	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	5 - Very Good Alignment	Multiple sections align to this standard
<a href="#">MA.912.GR.2.5</a>	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	5 - Very Good Alignment	Multiple chapters align to this standard
<a href="#">MA.912.GR.2.6</a>	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	4 - Good Alignment	One section aligns to this standard
<a href="#">MA.912.GR.2.8</a>	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	4 - Good Alignment	One section aligns to this standard
<a href="#">MA.912.GR.3.1</a>	Determine the weighted average of two or more points on a line.	4 - Good Alignment	One section aligns to this standard
<a href="#">MA.912.GR.3.2</a>	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	5 - Very Good Alignment	Multiple sections aligns to this standard
<a href="#">MA.912.GR.3.3</a>	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	5 - Very Good Alignment	One chapter aligns to this standard
<a href="#">MA.912.GR.3.4</a>	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	5 - Very Good Alignment	One section aligns to this standard
<a href="#">MA.912.GR.4.1</a>	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	4 - Good Alignment	One section aligns to this standard
<a href="#">MA.912.GR.4.2</a>	Identify three-dimensional objects generated by rotations of two-dimensional figures.	5 - Very Good Alignment	One section aligns to this standard
<a href="#">MA.912.GR.4.3</a>	Extend previous understanding of scale drawings and scale factors to determine how dilations affect the area of two-dimensional	4 - Good Alignment	Small section aligns to this standard



	figures and the surface area or volume of three-dimensional figures.		
<a href="#">MA.912.GR.4.4</a>	Solve mathematical and real-world problems involving the area of two-dimensional figures.	5 - Very Good Alignment	Multiple sections align to this standard
<a href="#">MA.912.GR.4.5</a>	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 aligns to this section
<a href="#">MA.912.GR.4.6</a>	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	Multiple sections align to this standard
<a href="#">MA.912.GR.5.1</a>	Construct a copy of a segment or an angle.	4 - Good Alignment	Small sections align to this standard
<a href="#">MA.912.GR.5.2</a>	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	5 - Very Good Alignment	Small sections align to this standard
<a href="#">MA.912.GR.5.3</a>	Construct the inscribed and circumscribed circles of a triangle.	4 - Good Alignment	Small section aligns to this standard
<a href="#">MA.912.GR.6.1</a>	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	5 - Very Good Alignment	Multiple sections align to this standard
<a href="#">MA.912.GR.6.2</a>	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Sections align to this standard
<a href="#">MA.912.GR.6.3</a>	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	5 - Very Good Alignment	Multiple sections align to this standard
<a href="#">MA.912.GR.6.4</a>	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	4 - Good Alignment	Section aligns to the standard

<a href="#">MA.912.GR.7.2</a>	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	5 - Very Good Alignment	Section clearly aligns to the standard
<a href="#">MA.912.GR.7.3</a>	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.	5 - Very Good Alignment	Section aligns to this standard
<a href="#">MA.912.LT.4.3</a>	Identify and accurately interpret “if...then,” “if and only if,” “all” and “not” statements. Find the converse, inverse and contrapositive of a statement.	4 - Good Alignment	one section aligns to this standard
<a href="#">MA.912.LT.4.10</a>	Judge the validity of arguments and give counterexamples to disprove statements.	5 - Very Good Alignment	Many Chapters align to this standard
<a href="#">MA.912.T.1.1</a>	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	sections align to this standard
<a href="#">MA.912.T.1.2</a>	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	5 - Very Good Alignment	Chapter clearly aligns to this standard
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	4 - Good Alignment	The engage activities align to this standard

<p><a href="#">MA.K12.MTR.2.1</a></p>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	<p>4 - Good Alignment</p>	<p>A majority of lessons can be solved various ways</p>
<p><a href="#">MA.K12.MTR.3.1</a></p>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Solidify sections aligns to this standard</p>
<p><a href="#">MA.K12.MTR.4.1</a></p>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p>	<p>4 - Good Alignment</p>	<p>Engage activities align to this standard</p>

	<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>	4 - Good Alignment	Many lessons align to this standard
<a href="#">MA.K12.MTR.6.1</a>	Assess the reasonableness of solutions.	4 - Good Alignment	Solidify section aligns to this standard

	<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	4 - Good Alignment	Real world problems aligns to this standard
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	4 - Good Alignment	Engage activities aligns to this standard
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Text reading level is on grade level
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	4 - Good Alignment	Various strategies and properties align to this standrd

<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	4 - Good Alignment	Engage activity aligns to this standard
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Practice worksheet aligns to this standard
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	4 - Good Alignment	Engage activity aligns to this standard
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	Practice worksheet aligns to this 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.	5 - Very Good Alignment	The chapters and sections align to the 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 sections are written at an appropriate skill level
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	The materials can be used 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	The sections are very detailed
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	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	Content matches student abilities

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 are outlined in a timely manner
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	Information is very accurate
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 content has good quality
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	No 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	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 content is very accurately aligned to the standards
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 evident
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Content matches 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 material is relevant to the students
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	4 - Good Alignment	The content meets the needs of individual needs of students
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	Material has real world examples

18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	4 - Good Alignment	Material aligns to other subjects
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 is 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	There is 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	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.	5 - Very Good Alignment	Resources and materials align to the standards
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	All materials align to teach mother
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 is in an organized 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.	4 - Good Alignment	Easy to read with visuals
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	Sections are aligned in a timely 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).	5 - Very Good Alignment	Material is adaptive to 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	Material is laid out visually, easy to read, and in a timely fashion

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	engage lessons keep students motivated
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Each section has a chunk of material
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	4 - Good Alignment	Overview identifies outcomes and objectives
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	Engage and practice for more independent learners
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	4 - Good Alignment	Materials meet different learning 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	Materials are engaging
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	Materials align to standards 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.	4 - Good Alignment	Materials use various strategies for problems

9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	4 - Good Alignment	Teaching strategies align to learning outcomes
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments 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.	4 - Good Alignment	Assessments align to learner performance
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Materials meet 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?	5 - Very Good Alignment	Materials align to the 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	The materials and assessments meets the needs of 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?	5 - Very Good Alignment	no crt mentioned
Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no crt mentioned
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	no social justice mentioned
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 mentioned



**Reviewer's Name:** Virginia Virgona

**Title:** MATHSPACE FLORIDA: Geometry B.E.S.T. 2022 edition

**Publisher:** Mathspace Inc.

**Author:** Hoyt, A., et al.

**Copyright:** 2022

**Edition:** 1

**Grade Level:** 9-12

**Course:** [Geometry](#)

**Bid ID:** 347

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.

A great program for teacher led discovery learning followed by direct instruction and gradual release practice. A very comprehensive program and ready to use. Has great assistance for teachers with ESE and ELL students. It also has great questioning guidance and assistance with common misconceptions. The platform is easy to navigate.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.GR.1.1</a>	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	loved the clock bingo activity
<a href="#">MA.912.GR.1.2</a>	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	I liked the triangle game activity and the partner mirror similarity activity
<a href="#">MA.912.GR.1.3</a>	Prove relationships and theorems about triangles. Solve mathematical and real-world problems involving postulates, relationships and theorems of triangles.	4 - Good Alignment	In 5.05 parallelogram properties are used before parallelograms have been introduced.
<a href="#">MA.912.GR.1.4</a>	Prove relationships and theorems about parallelograms. Solve mathematical and real-world problems involving postulates, relationships and theorems of parallelograms.	5 - Very Good Alignment	I really like the adaptive practice for 6.03
<a href="#">MA.912.GR.1.5</a>	Prove relationships and theorems about trapezoids. Solve mathematical and real-world problems involving postulates, relationships and theorems of trapezoids.	5 - Very Good Alignment	Liked the visual organizers
<a href="#">MA.912.GR.1.6</a>	Solve mathematical and real-world problems involving congruence or similarity in two-dimensional figures.	5 - Very Good Alignment	Many good examples
<a href="#">MA.912.GR.2.1</a>	Given a preimage and image, describe the transformation and represent the transformation algebraically using coordinates.	5 - Very Good Alignment	Liked that it starts with single points before moving to figures

<a href="#">MA.912.GR.2.2</a>	Identify transformations that do or do not preserve distance.	5 - Very Good Alignment	Good coverage
<a href="#">MA.912.GR.2.3</a>	Identify a sequence of transformations that will map a given figure onto itself or onto another congruent or similar figure.	5 - Very Good Alignment	discussed that there can be more than one solution
<a href="#">MA.912.GR.2.5</a>	Given a geometric figure and a sequence of transformations, draw the transformed figure on a coordinate plane.	5 - Very Good Alignment	lots of practice given
<a href="#">MA.912.GR.2.6</a>	Apply rigid transformations to map one figure onto another to justify that the two figures are congruent.	5 - Very Good Alignment	Congruence introduced as a series of rigid motions
<a href="#">MA.912.GR.2.8</a>	Apply an appropriate transformation to map one figure onto another to justify that the two figures are similar.	5 - Very Good Alignment	Similarity introduced as a non rigid transformation
<a href="#">MA.912.GR.3.1</a>	Determine the weighted average of two or more points on a line.	4 - Good Alignment	The explanation was a little overly complicated
<a href="#">MA.912.GR.3.2</a>	Given a mathematical context, use coordinate geometry to classify or justify definitions, properties and theorems involving circles, triangles or quadrilaterals.	5 - Very Good Alignment	Good explanations
<a href="#">MA.912.GR.3.3</a>	Use coordinate geometry to solve mathematical and real-world geometric problems involving lines, circles, triangles and quadrilaterals.	5 - Very Good Alignment	good examples
<a href="#">MA.912.GR.3.4</a>	Use coordinate geometry to solve mathematical and real-world problems on the coordinate plane involving perimeter or area of polygons.	5 - Very Good Alignment	Good application of distance and reminder of area formulas
<a href="#">MA.912.GR.4.1</a>	Identify the shapes of two-dimensional cross-sections of three-dimensional figures.	5 - Very Good Alignment	Well Covered

<a href="#">MA.912.GR.4.2</a>	Identify three-dimensional objects generated by rotations of two-dimensional figures.	5 - Very Good Alignment	I like the engage activity as an intro
<a href="#">MA.912.GR.4.3</a>	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	A little weak on the volume connection
<a href="#">MA.912.GR.4.4</a>	Solve mathematical and real-world problems involving the area of two-dimensional figures.	4 - Good Alignment	All the area is in one section, the teacher will need to take time to adequately cover it all
<a href="#">MA.912.GR.4.5</a>	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	good examples
<a href="#">MA.912.GR.4.6</a>	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	good examples
<a href="#">MA.912.GR.5.1</a>	Construct a copy of a segment or an angle.	5 - Very Good Alignment	Good step by step directions and illustrations
<a href="#">MA.912.GR.5.2</a>	Construct the bisector of a segment or an angle, including the perpendicular bisector of a line segment.	5 - Very Good Alignment	Good step by step directions and illustrations
<a href="#">MA.912.GR.5.3</a>	Construct the inscribed and circumscribed circles of a triangle.	5 - Very Good Alignment	Good step by step directions and illustrations
<a href="#">MA.912.GR.6.1</a>	Solve mathematical and real-world problems involving the length of a secant, tangent, segment or chord in a given circle.	5 - Very Good Alignment	Coverage for teachers of the similarity behind the relationships is good

<a href="#">MA.912.GR.6.2</a>	Solve mathematical and real-world problems involving the measures of arcs and related angles.	5 - Very Good Alignment	Well covered
<a href="#">MA.912.GR.6.3</a>	Solve mathematical problems involving triangles and quadrilaterals inscribed in a circle.	5 - Very Good Alignment	Many examples
<a href="#">MA.912.GR.6.4</a>	Solve mathematical and real-world problems involving the arc length and area of a sector in a given circle.	5 - Very Good Alignment	Good explanation
<a href="#">MA.912.GR.7.2</a>	Given a mathematical or real-world context, derive and create the equation of a circle using key features.	4 - Good Alignment	Good coverage
<a href="#">MA.912.GR.7.3</a>	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.	5 - Very Good Alignment	Many practice exercises
<a href="#">MA.912.LT.4.3</a>	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	nice explanation
<a href="#">MA.912.LT.4.10</a>	Judge the validity of arguments and give counterexamples to disprove statements.	5 - Very Good Alignment	Many examples throughout
<a href="#">MA.912.T.1.1</a>	Define trigonometric ratios for acute angles in right triangles.	5 - Very Good Alignment	Good example and lesson
<a href="#">MA.912.T.1.2</a>	Solve mathematical and real-world problems involving right triangles using trigonometric ratios and the Pythagorean Theorem.	5 - Very Good Alignment	Well covered
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>	5 - Very Good Alignment	Lots of collaborative discovery activities



	<ul style="list-style-type: none"> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul>		
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>The Engage activities encourage students to investigate and think on their own</p>
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>	<p>5 - Very Good Alignment</p>	<p>Seen throughout</p>

	<ul style="list-style-type: none"> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>		
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> <li>• Recognize errors and suggest how to correctly solve the task.</li> <li>• Justify results by explaining methods and processes.</li> <li>• Construct possible arguments based on evidence.</li> </ul>	5 - Very Good Alignment	Students collaborate with peers and present their ideas for class-wide discussions
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Focus on relevant details within a problem.</li> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> </ul>	5 - Very Good Alignment	The lessons lend themselves to making connections

	<ul style="list-style-type: none"> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>		
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>	5 - Very Good Alignment	Students are encouraged to be sure their solutions make sense
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>	5 - Very Good Alignment	Many real world examples and exercises appear throughout
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	The Engage activities require students to justify their thinking

<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	Very good
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	Used throughout the curriculum
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	The engage activities encourage collaboration
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	Well Covered
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	Well Covered
<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	There is a lot of support for the teacher in working with ELL students for all lessons

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	well 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	Very well aligned
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	A very good discovery learning model.

4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	Very well aligned
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	matches standards for high school geometry
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	Very well aligned
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	Very well aligned
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 well aligned
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 well aligned
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	Very well 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	Very well 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	a little heavy on memorizing formulas where not really needed
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	Very well aligned
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	Very well 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	Very well aligned
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	Very well aligned
17. F. Authenticity of Content: The content includes connections to life in a context that is meaningful to students.	5 - Very Good Alignment	The engage activities make this a area of excellence
18. F. Authenticity of Content: The material includes interdisciplinary connections which are intended to make the content meaningful to students.	5 - Very Good Alignment	Very well aligned
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	Very well 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	Very well aligned
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	Very well 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	Very well aligned
2. B. Alignment of Instructional Components: all components of the major tool align with the curriculum and each other.	5 - Very Good Alignment	Very 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	Very well 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.	5 - Very Good Alignment	Very well aligned
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	With a few exceptions
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	Has an accessibility mode
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 well aligned

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	The engage activities
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	Very well aligned
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	The student lessons are clear and concise with well explained examples
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	They are expected to explain their thinking regularly
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	Very well aligned

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 well aligned
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 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	Very well aligned
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	Very well aligned
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	well 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	Very well aligned
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Very well 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	Very well 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	Very well 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	Very well aligned



Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Very well aligned
Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?	5 - Very Good Alignment	Very well 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	Very well aligned

**Reviewer's Name:** Makeda Brome

**Title:** MATHSPACE FLORIDA: Algebra 2 B.E.S.T. 2022 edition

**Publisher:** Mathspace Inc.

**Author:** Hoyt, A., et al.

**Copyright:** 2022

**Edition:** 1

**Grade Level:** 9-12

**Course:** [Algebra 2](#)

**Bid ID:** 348

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 online curriculum meets the intent of the Benchmark standards for Algebra 2. The strength of the program lies in the interactivity students can have within the lesson with each other and the teacher. This lends itself to productive mathematical discourse. Student modules allow students to experiment/discover mathematical topics. Only

downside is materials are fully online, so schools would need laptops preferably to fully implement it.

Standard	Description	Reviewer Rating	Rating Justification
<a href="#">MA.912.AR.1.1</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.1.3</a>	Add, subtract and multiply polynomial expressions with rational number coefficients.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.1.5</a>	Divide polynomial expressions using long division, synthetic division or algebraic manipulation.	5 - Very Good Alignment	Meets full intent of standard, each module includes

			engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.1.6</a>	Solve mathematical and real-world problems involving addition, subtraction, multiplication or division of polynomials.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.1.8</a>	Rewrite a polynomial expression as a product of polynomials over the real or complex number system.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.1.9</a>	Apply previous understanding of rational number operations to add, subtract, multiply and divide rational algebraic expressions.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher

			<p>lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support</p>
<p><a href="#">MA.912.AR.3.2</a></p>	<p>Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real and complex number systems.</p>	<p>5 - Very Good Alignment</p>	<p>Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support</p>
<p><a href="#">MA.912.AR.3.3</a></p>	<p>Given a mathematical or real-world context, write and solve one-variable quadratic inequalities over the real number system. Represent solutions algebraically or graphically.</p>	<p>5 - Very Good Alignment</p>	<p>Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support</p>
<p><a href="#">MA.912.AR.3.4</a></p>	<p>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.</p>	<p>5 - Very Good Alignment</p>	<p>Meets full intent of standard, each module includes engage, teacher lesson to solidify</p>

			content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.3.8</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.3.9</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.3.10</a>	Given a mathematical or real-world context, graph the solution set to a two-variable quadratic inequality.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive

			practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.4.2</a>	Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.4.4</a>	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.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.5.2</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or

			worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.5.4</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.5.5</a>	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.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.5.7</a>	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.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview



			of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.5.8</a>	Given a table, equation or written description of a logarithmic function, graph that function and determine its key features.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.5.9</a>	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.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.6.1</a>	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.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers

			teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.6.5</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.7.1</a>	Solve one-variable radical equations. Interpret solutions as viable in terms of context and identify any extraneous solutions.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.7.2</a>	Given a table, equation or written description of a square root or cube root function, graph that function and determine its key features.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr,

			connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.7.3</a>	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.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.8.1</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.8.2</a>	Given a table, equation or written description of a rational function, graph that function and determine its key features.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting

			benchmarks, ELL support and access point support
<a href="#">MA.912.AR.8.3</a>	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.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.9.2</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.9.3</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL

			support and access point support
<a href="#">MA.912.AR.9.5</a>	Graph the solution set of a system of two-variable inequalities.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.AR.9.7</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.DP.2.8</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL

			support and access point support
<a href="#">MA.912.DP.2.9</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.F.1.1</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.F.1.7</a>	Compare key features of two functions each represented algebraically, graphically, in tables or written descriptions.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL

			support and access point support
<a href="#">MA.912.F.1.9</a>	Determine whether a function is even, odd or neither when represented algebraically, graphically or in a table.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.F.2.2</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.F.2.3</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL

			support and access point support
<a href="#">MA.912.F.2.5</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.F.3.2</a>	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.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.F.3.4</a>	Represent the composition of two functions algebraically or in a table. Determine the domain and range of the composite function.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL



			support and access point support
<a href="#">MA.912.F.3.6</a>	Determine whether an inverse function exists by analyzing tables, graphs and equations.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.F.3.7</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.FL.3.1</a>	Compare simple, compound and continuously compounded interest over time.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL

			support and access point support
<a href="#">MA.912.FL.3.2</a>	Solve real-world problems involving simple, compound and continuously compounded interest.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.FL.3.4</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.NSO.1.3</a>	Generate equivalent algebraic expressions involving radicals or rational exponents using the properties of exponents.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL

			support and access point support
<a href="#">MA.912.NSO.1.5</a>	Add, subtract, multiply and divide algebraic expressions involving radicals.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.NSO.1.6</a>	Given a numerical logarithmic expression, evaluate and generate equivalent numerical expressions using the properties of logarithms or exponents.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.912.NSO.1.7</a>	Given an algebraic logarithmic expression, generate an equivalent algebraic expression using the properties of logarithms or exponents.	5 - Very Good Alignment	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL

			support and access point support
<a href="#">MA.912.NSO.2.1</a>	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	Meets full intent of standard, each module includes engage, teacher lesson to solidify content, and adaptive practice or worksheet. Overview of module covers teacher support, mtr, connecting benchmarks, ELL support and access point support
<a href="#">MA.K12.MTR.1.1</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>	5 - Very Good Alignment	This MTR is present in every lesson
<a href="#">MA.K12.MTR.2.1</a>	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> </ul>	5 - Very Good Alignment	present in lessons where applicable

	<ul style="list-style-type: none"> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul>		
<a href="#">MA.K12.MTR.3.1</a>	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> <li>• Adapt procedures to apply them to a new context.</li> <li>• Use feedback to improve efficiency when performing calculations.</li> </ul>	5 - Very Good Alignment	Present in lessons where applicable
<a href="#">MA.K12.MTR.4.1</a>	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>• Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>• Analyze the mathematical thinking of others.</li> <li>• Compare the efficiency of a method to those expressed by others.</li> </ul>	5 - Very Good Alignment	present in all lessons

	<ul style="list-style-type: none"> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>		
<a href="#">MA.K12.MTR.5.1</a>	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>	5 - Very Good Alignment	present in teacher resources (solidify lesson) portions
<a href="#">MA.K12.MTR.6.1</a>	<p>Assess the reasonableness of solutions.</p> <p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> </ul>	5 - Very Good Alignment	present in applicable lessons

	<ul style="list-style-type: none"> <li>Evaluate results based on the given context.</li> </ul>		
<a href="#">MA.K12.MTR.7.1</a>	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>	4 - Good Alignment	did not see this in most teaching lessons, but is very present in student modules/assigned work
<a href="#">ELA.K12.EE.1.1</a>	Cite evidence to explain and justify reasoning.	5 - Very Good Alignment	Evident in Engage activities
<a href="#">ELA.K12.EE.2.1</a>	Read and comprehend grade-level complex texts proficiently.	5 - Very Good Alignment	meets full intent of standard/benchmark
<a href="#">ELA.K12.EE.3.1</a>	Make inferences to support comprehension.	5 - Very Good Alignment	present in lessons
<a href="#">ELA.K12.EE.4.1</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	5 - Very Good Alignment	Collaborative activities are in almost every Engage lesson
<a href="#">ELA.K12.EE.5.1</a>	Use the accepted rules governing a specific format to create quality work.	5 - Very Good Alignment	meets full intent of standard
<a href="#">ELA.K12.EE.6.1</a>	Use appropriate voice and tone when speaking or writing.	5 - Very Good Alignment	meets full intent of standard

<a href="#">ELD.K12.ELL.MA.1</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.	5 - Very Good Alignment	supports for ELL provided in each section for teachers
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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	meets fully
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 fully
3. A. Alignment with curriculum: The materials are adaptable and useful for classroom instruction.	5 - Very Good Alignment	meets fully
4. B. Level of Treatment: The materials provide sufficient details for students to understand the significance of topics and events.	5 - Very Good Alignment	meets fully, explanations for concepts and solutions are provided in student friendly language without losing the rigor/full intent of each benchmark
5. B. Level of Treatment: The level (complexity or difficulty) of the treatment of content matches the standards.	5 - Very Good Alignment	the curriculum is not too complex and also offers enrichment extensions through honors content
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 materials are at the appropriate level for Algebra 2
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 of content is good. Modules are appropriate length and engaging
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	meets fully



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	meets fully
10. D. Accuracy of Content: The content is presented accurately. (Material should be devoid of typographical or visual errors).	5 - Very Good Alignment	meets fully
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 fully
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	meets fully
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 fully
14. E. Currency of Content: The content is up-to-date according to current research and standards of practice.	5 - Very Good Alignment	real world examples are recent for last couple of years
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	meets fully
16. E. Currency of Content: The content is presented in an appropriate and relevant context for the intended learners.	5 - Very Good Alignment	meets fully
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 include current events and trends with high school 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 connections are made whenever possible in the student modules
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	multicultural representation is in each section for student modules

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 as needed
21. In general, is the content of the benchmarks and standards for this course covered in the material?	5 - Very Good Alignment	covers 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	plent of resources are available...in addition to teacher and student materials there is also tutoring program offered to students. Teacher materials include instructional strategies and how to best teach the content
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 (teacher materials, student materials, diagnostic, etc) align with each other and 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	meets fully
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	meets fully
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	Modules are not too long for students, material chunked appropriately and supports provided at each step
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	accessibility options clear to see on website also offers

the material. (For assistance refer to the answers on the UDL questionnaire).		support for ELL Students and 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	all materials satisfy presentation requirement

Learning	Reviewer Rating	Rating Justification
1. A. Motivational Strategies: Instructional materials include features to maintain learner motivation.	5 - Very Good Alignment	multicultural representation and visuals support learner motivation
2. B. Teaching a Few "Big Ideas": Instructional materials thoroughly teach a few important ideas, concepts, or themes.	5 - Very Good Alignment	big ideas presented at beginning of each unit, objectives clearly outlined
3. C. Explicit Instruction: the materials contain clear statements of information and outcomes.	5 - Very Good Alignment	clear learning targets are stated 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	guidance support provided throughout all lessons
5. D. Guidance and Support: Guidance and support must be adaptable to developmental differences and various learning styles.	5 - Very Good Alignment	lessons/assignments are adaptable based on student diagnostic/answers to questions
6. E. Active Participation of Students: the materials engage the physical and mental activity of students during the learning process.	5 - Very Good Alignment	teacher lessons within the platform allow for student submissions of work in an instant, collaboration on the platform during the lesson, and interactive components in student modules
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	goals clearly stated, vertical and horizontal alignment of benchmarks indicated at beginning of each unit

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	best instructional strategies included in teacher materials for each lesson
9. F. Targeted Instructional Strategies: the instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.	5 - Very Good Alignment	meets fully
10. G. Targeted Assessment Strategies: the materials correlate assessment strategies to the desired learning outcomes.	5 - Very Good Alignment	Assessments match outcomes, in addition diagnostic assessments and online work have AI and will provide students additional supports where needed
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 match outcomes, in addition diagnostic assessments and online work have AI and will provide students additional supports where needed
12. Universal Design for Learning: this submission incorporates strategies, materials, activities, etc., that consider the needs of all students.	5 - Very Good Alignment	Strategies for ELL and SWDs are included in each section
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 present throughout motuldes
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	meets 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 CRT

<p>Do instructional materials omit Culturally Responsive Teaching as it relates to CRT, as explained in the reviewer training?</p>	<p>4 - Good Alignment</p>	<p>reviewer videos say that they use Culturally Responsive teaching, but it was not clearly evident in the content/curriculum</p>
<p>Do instructional materials omit Social Justice as it relates to CRT, as explained in the reviewer training?</p>	<p>4 - Good Alignment</p>	<p>reviewer videos say social justice is incorporated, but not clearly evident in content/curriculum</p>
<p>Do instructional materials NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards?</p>	<p>4 - Good Alignment</p>	<p>reviewer videos say they solicit SEL, but it is not clearly evidenced in the content/curriculum</p>